Universidad de Alcalá

Inglés Académico
Academic English

Grados en Estudios Ingleses y Lenguas Modernas y Traducción

Universidad de Alcalá

Curso Académico 2022/2023
Primer Curso – Segundo Cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	Inglés Académico // Academic English
Código:	251008 (EEII y LLMMyT en Alcalá) / 440008 (LLMMyT en Guadalajara)
Titulación en la que se imparte:	Grado en Estudios Ingleses Grado en Lenguas Modernas y Traducción
Departamento y Área de Conocimiento:	Filología Moderna; Filología Inglesa
Carácter:	Obligatoria
Créditos ECTS:	6
Curso y cuatrimestre:	**Primer curso; segundo cuatrimestre**
Profesorado:	**Estudios Ingleses:** Marian Martínez Martínez Irene Sanz Alonso **Lenguas Modernas y Traducción (Alcalá):** Marian Martínez Martínez **Lenguas Modernas y Traducción (Guadalajara):** Bruno Echauri Galván
Horario de Tutoría:	**Por determinar**
Idioma en el que se imparte:	Inglés

1. COURSE DESCRIPTION

This course will focus on two essential skills in academic English: writing essays and making oral presentations which effectively communicate ideas and meet the cultural expectations of an English-speaking academic audience. Both public speaking and written academic discourse are essentially "learned behaviors"; therefore, the conventions that govern these skills must also be taught in order to enable students to understand oral and written texts and generate effective presentations and pieces of writing to communicate their ideas. Furthermore, not only students, but most professionals are judged primarily by their competence in these skills (examinations, translations, projects, proposals, research, publications, etc.) so the need to master them is essential.

COURSE SUMMARY

The course will cover basic composition skills, such as pre-writing exercises, organizing paragraphs and essays of different types of academic prose, using supporting arguments convincingly, using and citing sources and revising rough drafts. Recognizing the argumentative strategies of a written text, its structure and purpose, the author's style and the intention of the text are essential skills for using written sources and will be practiced. Likewise, the course will introduce concepts of public speaking and oral presentations, including audience awareness, performance anxiety, delivery, and the use of visual aids.

Prerequisites and recommendations:

Since all activities are conducted in English, the course assumes a good working knowledge of English (Common European Framework level B1.2 or higher) upon entering the course.

2. OBJECTIVES

Generic Competences:

1. To develop and articulate independent and critical thinking based on supporting evidence.
2. To show audience awareness and respect for cultural diversity and different opinions as well as valuing academic honesty.
3. To use bibliographic and specialized sources efficiently and correctly.
4. To demonstrate the ability to understand, both orally and in writing, argumentative speeches and texts at the B2 level of the European Framework for Languages.
5. To demonstrate the ability to express oneself, both orally and in writing, clearly and correctly, being able to defend an opinion at the B2 level of the European Framework for Languages.
6. To develop the capacities for self-assessment, self-improvement and team work.

Specific Competences:

1. To acquire the basic conventions of academic writing and speaking in public.
2. To recognize different argumentative strategies, which convey ideas effectively, both orally and in writing.
3. To develop descriptive and analytical skills in listening and reading complex texts.
4. To demonstrate the capacity to summarize, synthesize, communicate and interpret information, constructing logical arguments with convincing support.
5. To develop a coherent argumentative strategy, according to the purpose and audience, and carry it through effectively, both orally and in writing, at the B2 level of the European Framework for Languages.

3. COURSE CONTENTS

Course Contents
Generating ideas and pre-writing techniques. Outlining. Academic writing conventions. Paragraphs: patterns of organization and types of paragraphs. Paraphrasing and summarizing. Revising, editing and re-writing.
Choosing supporting material; techniques of support. How to use sources effectively: quoting, critiquing and synthesizing; academic honesty and plagiarism; citing sources: MLA/APA.
Essay structure and logical assertions; thesis statements. Introductions, conclusions and coherence. Types of essays. Reasoning methods. Argumentative essays and critical essays
Public Speaking and defending a position orally: topics, claims, purpose, focus and audience. Choosing and using visual aids for presentations. Debating. Class presentations.

4. METHODOLOGY AND CLASS ACTIVITIES

The methodology of this course is highly practical and therefore class attendance and active participation are compulsory. Professors will present general concepts, conventions and strategies and there will be class discussions of the readings, which will be used as models for critical analysis. Students will also do group work and peer revisions. Students will have one or two workshops, depending on the group typology and calendar. Students of English Studies will learn to use the MLA referencing style, while students of Modern Languages and Translation will be taught the APA style.

Students will produce at least one oral presentation and turn in several pieces of formal writing, in addition to other shorter exercises. Reviewing peer feedback and implementing corrections is an essential part of the process. Group and individual oral assignments shall also be prepared for performance in class.

4.1. STUDENT WORKLOAD

Class contact hours:	45 class hours
Independent learning:	105 hours
Total hours	150 hours

4.2. Learning activities, materials and resources

Learning activities:

Class sessions	Presentation of concepts and strategies; critical analysis of model essays. Practice of types of pre-writing, peer evaluation and other techniques. Listening to and analysing speech. Discussion and debating techniques.
Workshops and Tutorials	Preparation of final tasks.
Individual student work	Reading model essays. Studying theory and class notes. Drafting and writing assignments. Practice summarizing, paraphrasing and synthesizing. Revision and re-writing. Self-evaluation tasks. Doing research for final speech and essay.

6. ASSESSMENT

Assessment criteria:

PRE-REQUISITE:

- Oral and written ability to understand texts and express oneself in clear, fluid and accurate English at the B2 level. This will be a pre-requisite, prior to the assessment of the remainder of the subject, as it is an integral part of the subject.
- Prior to the final assessment, students enrolled in Inglés Académico must submit a certificate for an official exam in English proving that they have achieved the level of B2 in each of the four communicative skills (reading, writing, listening, and speaking). Only certificates included in the recommendation by the CRUE are accepted and there are two periods for submission. Students will be duly informed in the first semester. For those individuals who, for some reason, cannot certify a B2 English language level, the possibility of an internal exam will be offered at the end of the term

CRITERIA FOR SUBJECT ASSESSMENT:

- Capability 1. Demonstrate the capacity to recognize, analyse, synthesize and interpret different argumentative strategies and their structure.
- Capability 2. Demonstrate the capacity to argue a point clearly in writing (well organized essay, effective use of English at a B.2 level, using supporting evidence effectively, showing independent and logical thinking).
- Capability 3. Demonstrate the capacity to speak in public effectively (arguing a position coherently, using evidence, a well-structured speech, effectively delivered with an adequate use of English at a B.2 level, showing audience awareness).

- Capability 4. Demonstrate the capacity to use different types of sources effectively and correctly (quotes, paraphrase, summaries, in-text citations and works cited in MLA or APA style, depending on the degree).
- Capability 5. Demonstrate audience awareness and respect for different opinions and the capacity to offer constructive feedback to peers;
- demonstrate active class participation, effective compliance with tasks assigned and a clear effort to improve.

Students need to have acquired the desirable level of competence/skills indicated in this syllabus in each of the competences specified.

MARKING CRITERIA:

The final grade of the students will depend on:

- their active and effective participation in class, and the satisfactory completion of assigned tasks and exercises (20%);
- their performance in writing projects and activities (40%); and
- their performance in oral projects and activities (40%).

Assessment procedures:

The course will be marked by continuous assessment except for those students who are granted evaluation by final exam, according to the University regulations. Students following continuous assessment will be graded according to their performance in:
- Active participation in class activity
- Satisfactory task completion
- Quizzes and / or tests.
- Written assignments.
- Oral assignments.

Use of the English language shall be taken into account (poor usage will be penalised and may lead to failing the course).

Each instructor shall provide detailed criteria with percentages for specific sections.

Regular attendance and participation are expected. Additionally, this class will often involve students working in small groups. Each student is expected to effectively participate as a group member, and to collaboratively contribute to group activity.

Details about written assignments, reading journals, quizzes, oral presentations, midterms, end-of-term exams, and other possible learning and assessing activities will be provided by the instructors. There will be no make-ups for quizzes. Late turn- ins may be penalised by the instructors.

Students who fail the continuous evaluation will be asked to take the make-up exam in the second period in June, which will be similar to the comprehensive final exam. However, those students having followed the continuous evaluation process and not succeeded fully, will only have to re-take those aspects which the professor deems necessary in order to pass the subject.

Students having requested the overall final exam option and having received the authorization to do so, will be evaluated by a comprehensive final exam covering all the material of the course, including a written test, an academic essay, and an oral presentation. Given the characteristics of the final exam, some tasks will have to be prepared ahead of time and turned in and presented the day of the exam. Students who plan to take the overall exam should contact the professors early on in the course in order to obtain specific information about it, since it will assess all the competences stated in the syllabus. They must again contact the instructor two weeks before the date scheduled for the final examination. In order to pass this final examination, it is compulsory to reach a minimum score in each section (written exam, essay, speech).

Students are warned that **PLAGIARISM will not be tolerated**. Ideas taken from other sources regardless of whether they are quoted, summarised or paraphrased, must be adequately acknowledged. Any form of plagiarism found in the final version of a paper will be penalised and could result in the failure of the course.

6. BIBLIOGRAPHY

Recommended workbooks:

Booth, Wayne, Gregory Colomb, Joseph Williams, Joseph Bizup and William Fitzgerald. *The Craft of Research.* 4th ed. University of Chicago Press, 2016.

Cottrell, Stella. *Critical Thinking Skills*. New York: Palgrave, 2011.

Fava-Verdé, Amanda. Essay Writing: Student's Book. Reading: Garnet Publishing, 2015.

Godfrey, Jeanne. *How to Use your Reading in your Essays*. New York: Palgrave, 2009.

Graff, Gerald and Cathy Birkenstein. *They Say. I Say. The Moves that Matter in Academic Writing*. Norton, 2014.

Manning, Anthony. *English for Language and Linguistics in Higher Education Studies.* Garnet, 2006.

Paterson, K. and R. Wedge. *Oxford Grammar for EAP. English Grammar and Practice for Academic Purposes*. Oxford University Press, 2013.

Peck, John and Martin Coyle. *The Student's Guide to Writing. 2nd* ed. New York: Palgrave, 2005.

Smalzer, William R. *Write to Be Read. Reading, Reflection, and*

Writing. 2nd ed. Cambridge: Cambridge University Press, 2006.

Additional recommended bibliography:

Axelrod, Rise and Charles Cooper. *The St. Martin's Guide to Writing*. 6th ed.
Boston: Bedford/St. Martin's, 2001.

Bell, Douglas. *Passport to Academic Presentations*. *Student's Book*.
Reading: Garnet Publishing Ltd., 2008.

Berry, Ralph. *The Research Project: How to Write It*. 1966. 3rd ed.
London: Routledge, 1994.

Carino, Peter. *The Research Paper Simplified*. London: Harper Collins College Division, 1993.

Fowler, H. Ramsey and Jane Aaron. *The Little, Brown Handbook*. 12th ed.
London: Longman, 2011.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*.7thed. New York: Modern Language Association of America, 2009.

Glaser, Joe. *Understanding Style: Practical Ways to Improve Your Writing*.
Oxford: Oxford UP, 1998.

Jaffe, Clella. *Public Speaking. Concepts and Skills for a Diverse Society*. 5th ed.
Belmont, CA: Thomson Wadsworth., 2006.

Lester, James D. *Writing Research Papers: A Complete Guide*. 14th ed.
London: Longman, 2011.

Manning, Anthony and O'Cain, Andrew. *Research and Referencing. Course Book*. TASK series.Reading: Garnet Publishing Ltd., 2007.

Miller, Casey and Kate Swift. *The Handbook of Nonsexist Writing*. *For Writers, Editors and Speakers*. 2nded.New York: iUniverse, 2011.

Powell, Mark. *Presenting in English. How to Give Successful Presentations*.
Boston: Thomson Heinle, 2002.

Raimes, Ann. *Keys for Writers. A Brief Handbook*. New York: Houghton Mifflin, 2002.

Reid, Joy and Margaret Lindstrom. *The Process of Paragraph Writing*.
Prentice Hall., 1985.

Schwartz, Marilyn. *Guidelines for Bias-free Writing*. Bloomington: Indiana University Press., 1995.

Strunk, William, Jr., and E. B. White (1959) *The Elements of Style*.
3rded. New York: Macmillan. 1972.

Van Emden, Joan and Becker, Lucinda. *Presentation Skills for Students.* New York: Palgrave Macmillan, 2010.

Websites:

MLA guide:
http://owl.english.purdue.edu/owl/resource/747/01/

APA guide:
https://owl.english.purdue.edu/owl/resource/560/01/
Writefix: The Argument and Opinion Essay Writing Site
http://www.writefix.com/argument/
Advanced Composition for Non-Native Speakers of English http://www.eslbee.com/
EFL Laboratory: Writing
http://www.amarris.homestead.com/writing.html
Guide on how to write university essays, coursework, assignments and dissertations
UW-Madison Writer's Handbook
http://writing.wisc.edu/Handbook/
University of Minnesota Online Grammar Handbook
http://www.tc.umn.edu/~jewel001/grammar/

7. ADDITIONAL PROVISION

The University of Alcalá guarantees that, if due to health requirements, the public authorities prevent teaching activity from taking place on the University's premises, the teaching plans' objectives will be met through an online teaching and evaluation methodology. The UAH commits to return to face-to-face teaching as soon as said impediments cease.