



Teaching Guide

| Identifying Data | | | | 2015/16 |
|---------------------|---|--------|-----------------------|---------|
| Subject (*) | Técnicas de Redacción e Argumentación | Code | 613G03027 | |
| Study programme | Grao en Inglés: Estudos Lingüísticos e Literarios | | | |
| Descriptors | | | | |
| Cycle | Period | Year | Type | Credits |
| Graduate | 1st four-month period | Third | Optativa | 4.5 |
| Language | English | | | |
| Teaching method | Face-to-face | | | |
| Prerequisites | | | | |
| Department | Filoloxía Inglesa | | | |
| Coordinador | Cancelo Lopez, Pablo | E-mail | pablo.cancelo2@udc.es | |
| Lecturers | Cancelo Lopez, Pablo | E-mail | pablo.cancelo2@udc.es | |
| Web | www.pcudc.es | | | |
| General description | The main objective of this course is to enhance the skills of argumentation and writing in the English language | | | |

Study programme competences / results

| Code | Study programme competences / results |
|------|---|
| A6 | Ter un dominio instrumental avanzado oral e escrito da lingua inglesa. |
| A8 | Ter dominio instrumental oral e escrito dunha segunda lingua estranxeira. |
| A9 | Elaborar textos orais e escritos de diferente tipo en lingua galega, española e inglesa. |
| A10 | Ter capacidade para avaliar criticamente o estilo dun texto e para formular propostas alternativas e correccións. |
| A11 | Ter capacidade para avaliar, analizar e sintetizar criticamente información especializada. |
| A18 | Dominar a gramática da lingua inglesa. |
| A19 | Coñecer a situación sociolingüística da lingua inglesa. |
| A20 | Coñecer a variación lingüística da lingua inglesa. |
| B1 | Utilizar os recursos bibliográficos, as bases de datos e as ferramentas de busca de información. |
| B3 | Adquirir capacidade de autoformación. |
| B4 | Ser capaz de comunicarse de maneira efectiva en calquera contorno. |
| B6 | Ter capacidade de organizar o traballo, planificar e xestionar o tempo e resolver problemas de forma efectiva. |
| B7 | Ter capacidade de análise e síntese, de valorar criticamente o coñecemento e de exercer o pensamento crítico. |
| B8 | Apreciar a diversidade. |
| B10 | Comportarse con ética e responsabilidade social como cidadán/á e profesional. |
| C2 | Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro. |
| C7 | Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida. |
| C8 | Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade. |

Learning outcomes

| Learning outcomes | Study programme competences / results | | |
|---|---------------------------------------|----------------|----|
| Linguistic features of academic writing | A8 A11 A18 A19 | B1 B6 B8 | C2 |
| Know how to write an abstract | A18 | B7 | C2 |



| | | | |
|---|------------------------|-----------------------|----------|
| How to write an introduction to an academic paper | A6 A10 A18 | B1 B3 B6 B10 | C2 |
| How to describe materials and methods | A6 A18 | B4 | C2 |
| How to present results in a paper | A6 A18 | B3 B10 | C7 |
| How to express your view in a academic paper | A6 A18 | B7 | C7 |
| How to write conclusions from data in an academic environment | A6 A18 | | C7 C8 |
| How a write reports | A6 A9 A18 A20 | B3 | C8 |

| Contents | |
|---|---|
| Topic | Sub-topic |
| Linguistic features of academic writing | Challenges these features present to comprehension and composition of science texts |
| Elements of an academic paper & posters | Abstracts Introduction Title Materials and methods Presenting and discussing results Expressing Opinion and Integrating Evidence in Academic Writing Writing Conclusions Creating bibliographies Punctuation Getting published |
| Reports: Assessment reports Informative reports Survey reports Proposal reports | Points to consider: -Parts of a report -Style -Passive voice -title -Useful language |
| Articles, News Reports & Reviews Articles News reports Reviews | Points to consider: Parts Style Useful language |

| Planning | | | | |
|-------------------------------|------------------------|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies / Results | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| Workshop | A10 | 6 | 20 | 26 |
| Long answer / essay questions | A6 A9 A19 A20 | 7 | 27.5 | 34.5 |
| Completion exercises | A18 B7 C2 | 3 | 1.5 | 4.5 |



| | | | | |
|--------------------------|--------------------------|-----|----|------|
| Seminar | A8 A11 | 6.5 | 24 | 30.5 |
| Critical bibliographical | B1 | 3 | 4 | 7 |
| Collaborative learning | B3 B4 B6 B8 B10 C7 C8 | 3 | 5 | 8 |
| Personalized attention | | 2 | 0 | 2 |

(*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

| Methodologies | |
|-------------------------------|---|
| Methodologies | Description |
| Workshop | The teacher acts as a mentor author, modeling writing techniques and conferring with students as they move through the writing process. Direct writing instruction takes place in the form of a mini-lesson at the beginning of each workshop and is followed by a minimum of 45 minutes of active writing time. Each workshop ends with a sharing of student work. |
| Long answer / essay questions | These long answers should be FOCUSED: Your response should answer all parts of the question without a lot of random ideas which have little or nothing to do with the question. STRUCTURED: You know the answer to the question but your ability to communicate that knowledge to your professor depends on how well you structure your answer. DOCUMENTED: Contrary to the True/False or Multiple Choice Question, your essay answer must go beyond a simple statement of fact. WELL PRESENTED: Students who do not use the accepted rules of English are often thought to be less competent or knowledgeable than those who do. I |
| Completion exercises | These exercises involve selecting the best word or pair of words from a list to complete the sentence. In some other cases the students will have to rewrite the sentence in order to gain flexibility in the language. |
| Seminar | Writing Seminars all focus on the skills necessary for effective critical reading and writing. Students, through practice and guidance, master essential strategies and techniques of academic inquiry and argument. |
| Critical bibliographical | A critical bibliography is primarily a test of your critical appraisal skills: can you analyze the central concepts and arguments of the material, as well as summarize its content? |
| Collaborative learning | Collaborative learning is a method of teaching and learning in which students team together to explore a significant question or create a meaningful project. A group of students discussing a lecture or students from different schools working together over the Internet on a shared assignment are both examples of collaborative learning. |

| Personalized attention | |
|---|---|
| Methodologies | Description |
| Completion exercises Long answer / essay questions | Teachers responsible for the course will be available to students in our offices in the tutorials hours, as well as via phone and email. Teacher or Tutors will help students attain their goals, gain self-confidence, and acquire solid study techniques to pave the road to success |

| Assessment | | | |
|----------------------|------------------------|--|---------------|
| Methodologies | Competencies / Results | Description | Qualification |
| Workshop | A10 | The practical sessions will be devoted to exercises and writings. These exercises are designed to help students enhance their writing skills and argumentation in English so it is important to attend these seminars and follow them attentively. | 30 |
| Completion exercises | A18 B7 C2 | assignment submission in time | 30 |



| | | | |
|-------------------------------|---------------|---|----|
| Long answer / essay questions | A6 A9 A19 A20 | AN INDIVIDUAL ACADEMIC ESSAY: Students will write an essay of 4/5 pp. on a "topic" from a list provided in class. | 40 |
|-------------------------------|---------------|---|----|

Assessment comments

-To compute the final grade which will be awarded to the exam, students must have passed at least 80% of the activities of the subject. In case of failing the course, all activities not done, as well as the final exam, must be recovered in July.

Those who are officially registered as part-time students, and have been granted permission not to attend classes, as stipulated in the regulations of this University, will be assessed in either of the opportunities according to the same criteria specified for the second opportunity.

Students who neither sit their tests in January or July will be scored "No presentado", if more than 50% of activities during the course are not submitted, they will be scored "suspenseo"

-assignments should be submitted in a timely manner to avoid being automatically disqualified. In case of plagiarism (ie copying) in the protected work or workshop exercises, oral presentation, or mixed test, students will be automatically scored "suspenseo"

-The only language used in class work and examinations will be English.

Students who have not attended classes regularly and sit only the July opportunity, will be assessed in the following way:
An essay (50%) and an exam (50%). Only the exams and essays SCORED 5 /10 or above will be considered PASSED.

Sources of information

| | |
|----------------------|---|
| Basic | <ul style="list-style-type: none"> - Fowler, H. R. and Aaron, J. E. (1992). The Little Brown Handbook. New York: Harper Collins - Jordon R. R. (1992). Academic Writing Course. Edinburgh: Thomas Nelson and Sons - Oshima, A. & Hogue, A. (1991). Writing Academic English (2nd. Ed.). California: Addison Wesley - Swales, J. M. and Feak, C. B. (1994). Academic Writing for Graduate Students.. Ann Arbor: University of Michigan - Woodward-Kron, R. And Thomson, E. (2000). A text based guide to academic writing. CD-Rom.. Dept. Of Modern Languages, University of Wollongong. APA Style Manual (2010). The APA Style Manual.Chicago Manual of Style Guide.Cory, Hugh (2000). Advanced Writing with English in Use. Oxford: OUP PAPA Style Manual (2010). The APA Style Manual.Chicago Manual of Style Guide.Cory, Hugh (2000). Advanced Writing with English in Use. Oxford: OUP |
| Complementary | |

Recommendations

Subjects that it is recommended to have taken before

Lingua Inglesa 1/613G03003
Lingua Inglesa 2/613G03008
Lingua Inglesa 3/613G03015
Lingua Inglesa 4/613G03019

Subjects that are recommended to be taken simultaneously

Gramática Inglesa/613G03025

Subjects that continue the syllabus

Gramática Inglesa/613G03025

Other comments

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.