



Teaching Guide

Teaching Guide				
Identifying Data				2023/24
Subject (*)	Writing and Argumentation Skills		Code	613G03027
Study programme	Grao en Inglés: Estudos Lingüísticos e Literarios			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	Third	Optional	4.5
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Letras			
Coordinador	Gomez Blanco, Carlos Juan	E-mail	carlos.gomezb@udc.es	
Lecturers	Gomez Blanco, Carlos Juan	E-mail	carlos.gomezb@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. Desired learning outcome for linguistic competence: Consolidation of C1 skills.			

Study programme competences

Code	Study programme competences
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/a 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		
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
Textual varieties	Informative / creative Fomal / informal Br & Am English
Form and content.	Organization of discourse. Paragraphs.
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	Ordinary class hours	Student's personal work hours	Total hours
Workshop	A10	6	26	32
Long answer / essay questions	A6 A9 A19 A20	7	24	31
Completion exercises	A18 B7 C2	6	12	18
Seminar	A8 A11	6.5	6.5	13
Critical bibliographical	B1	3	5	8
Collaborative learning	B3 B4 B6 B8 B10 C7 C8	3	5.5	8.5
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.
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 moodle, 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	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.	40
Completion exercises	A18 B7 C2	The students must sit an examination in which they will be asked to write documents or to organize the information in a logical way or to correct texts. Similar exercises to those that have been used in class.	30
Long answer / essay questions	A6 A9 A19 A20	AN INDIVIDUAL ACADEMIC ESSAY: Students will write an essay of 2 pp. on a "topic" from a list provided in class. DONE IN CLASS.	30

Assessment comments



-To compute the final grade which will be awarded to the exam, students must have passed most of the activities of the subject. If they fail the course, all activities not done, as well as the final exam, must be recovered in July.

-Students need 3 out of 7 (workshop +essay) and 1.1 out of 3 in the exam so that such marks may compute. And, once added, obviously 5 out of 10 to pass.

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 (see below).

Students who do not sit their tests in January or July will be scored "No presentado", unless more than 30% of the activities (essay included) during the course have been submitted, in which case they will be scored "suspense" (for instance, when the essay and just a few exercises have been delivered).

-Assignments should be submitted in a timely manner to avoid being automatically disqualified.

_The essay is to be submitted before Dec 15.

In case of plagiarism (i.e. copying) in the written work or workshop exercises, oral presentation, or mixed test, students will be automatically graded as "suspense". Work may be tested through Turnitin in order to detect wrong citations, plagiarism or any other type of fraud. Should this occur, the rules for plagiarism will be applied. (Normas de avaliación, revisión e reclamación das cualificacións dos estudos de grao emestrado universitario). Turnitin recognises papers previously turned in by other people (or the student him/herself) at this university or other universities, as well as other material found on Internet.

Any plagiarized exercise or test will result in a failing grade (0) in this subject in accord with article 11, section 4b, of the "Regulamento disciplinar do estudantado da UDC":

Cualificación de suspense na convocatoria en que se cometa a falta e respecto da materia en que se comete: o/a estudante será cualificado con ?suspense? (nota numérica 0) na convocatoria correspondente do curso académico, tanto se a comisión da falta se produce na primeira oportunidade como na segunda. Para isto, procederase a modificar a súa cualificación na acta de primeira oportunidade, se fose necesario.

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

-Students are required to present linguistically accurate work (including correct spelling, punctuation, etc.) appropriate to their level of studies. Failure to do so will bring penalization.

Students who have not attended classes regularly and sit only the July opportunity, will be assessed in the following way:

An essay (30%) delivered before the period of exams starts, an exam (30%) and some extra exercises (40%) done on the day of the exam. Only the exams, exercises and essays SCORED 5 /10 or above will be considered PASSED.

Diversity: This module can be adapted to students who need support for their particular situation (physical, visual, auditory, cognitive, learning process, or related to mental health). If necessary, students should contact the services available in UDC/in their school or faculty, or the Unidad de Atención ala Diversidad (ADI) at the beginning of each academic semester in the timeframe officially established

(<https://www.udc.es/cufie/adi/apoioalumnado/>); alternatively, they can contact the ADI tutor in the Faculty of Philology at the following address: pat.filoloxia@udc.gal).

-In accordance with the various regulations governing university teaching, it is necessary to incorporate a gender perspective into this subject. This includes, among other measures, the use of non-sexist language, bibliographies that are inclusive from a gender perspective, and encouraging participation from all students in class, regardless of their gender.

-We will pay particular attention to identifying and addressing sexist prejudices and attitudes. We will actively work towards the modification of this environment and the promotion of values of respect and equality.

-Our efforts will focus on detecting cases of gender discrimination and implementing appropriate actions to rectify such cases.



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.- Zinsser, William (2001). On Writing Well. New York: Collins <p>APA Style Manual (2010). The APA Style Manual.Chicago Manual of Style Guide.Cory, Hugh (2000). Advanced Writing with English in Use. Oxford: OUPMLA Handbook. 8th or 9th Edition</p> <p>APA Style Manual (2010). The APA Style Manual.Chicago Manual of Style Guide.Cory, Hugh (2000). Advanced Writing with English in Use. Oxford: OUPMLA Handbook. 8th or 9th Edition</p>
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
English Grammar/613G03025
Subjects that continue the syllabus
English Grammar/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.