

LICENCIATURA EN FILOLOGÍA INGLESA							
DEPARTAMENTO		Filología Moderna					
ÁREA DE CONOCIMIENTO		Filología Inglesa					
ASIGNATURA		Análisis y Producción Textual					
CÓDIGO	33196	CURSO	1º	CICLO	1º	AÑO	2007-08
CRÉDITOS ACTUALES	6	TEORÍA	1,5	CRÉDITOS ECTS			5
		PRÁCTICA	4,5	EQUIVALENCIA EN HORAS			133
TIPO DE ASIGNATURA		TR		CUATRIMESTRE		1º	
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COURSE DESCRIPTION

This course is designed as a general introduction to the techniques of essay writing in English. The emphasis will be on writing short academic essays of different types –descriptive, narrative and argumentative— on various subjects and on specific topics related to the fields of cultural, literary and linguistic studies.

PRE-REQUISITES

Students are expected to have at least a B2 level of English (Common European Framework).

COURSE AIMS

The aim of this course is two-fold. Firstly, it is designed to help students read more effectively by developing different skills needed for successful reading. Secondly, it aims to prepare students to write a fluent, coherent and well-structured essay that communicates effectively and meets the cultural expectations of an English-speaking audience.

Knowledge

- Students should improve their reading level, by achieving a greater understanding of contents in a text (First Certificate Level). This would help them to embark on the reading of more complex and academic texts such as those recommended in the bibliography of other subjects.
- Students will learn how to identify various types of texts and their features, which they will be able to apply to their own academic essays.

Specific Skills

(a) Reading:

- Extracting main ideas
- Analysing textual organization
- Producing summaries

(b) Writing:

- Writing paragraphs with topic sentences
- Acquiring basic patterns of organization
- Structuring texts with an efficient distribution of logical assertions
- Summarising a story
- Becoming aware of reader expectations and outline an essay
- Write intelligible essays in English within the parameters of standard English rhetoric

Attitudes

- Students should feel gradually more confident to read academic texts and articles, and they should even enjoy doing it.

- Students should develop a positive attitude towards writing in general, and they should become aware of the importance and the satisfaction of producing their first academic texts.
- They should also become self-critical in a constructive way as they edit their own texts and also after they receive the corrections made by their tutor.

Transferable Skills

- Reading academic texts with effective comprehension of main ideas.
- Developing awareness of limits and different cultural expectations regarding text production: plagiarism vs. paraphrasing.
- The emphasis is on writing techniques, not on grammatical knowledge.

COURSE CONTENTS

Theory / Lectures

1. Text organisation
 - a. paragraph structure
 - b. essay structure
2. Writing techniques and strategies
 - a. introductions and conclusions pre-writing, drafting, revision and editing
 - b. researching, drafting and editing
 - c. narrative
 - d. definitions
 - e. exemplification
 - f. classification
 - g. comparison and contrast
 - h. cause and effect
 - i. generalisation, qualification and caution
 - j. cause and effect
 - k. discussion
 - l. quoting and paraphrasing
 - m. summarizing

Practice / Seminars

1. Reading
 - a. extracting main ideas
 - b. reading for specific information
 - c. checking comprehension
 - d. inferring
 - e. dealing with unfamiliar words
 - f. linking ideas
 - g. understanding sentence relationships
 - h. reacting to a text
2. Writing
 - a. writing a variety of sentences: simple, compound, complex
 - b. summarizing
 - c. correcting sentence fragments and run-together sentences
 - d. adding coherence
 - e. achieving agreement (subject-verb, pronoun)
 - f. brainstorming, clustering, outlining
 - g. consistency of number, tense, person, tone
 - h. writing parallel segments
 - i. writing topic sentences and paragraphs
 - j. writing thesis statements and essays
 - k. correcting logical fallacies

CLASS TIMETABLE

WEEK	THEORY	PRACTICE	ECTS TUTORIAL
1 st	Paragraph structure: Topic sentences	Text: "How your birth order influences your life adjustment" (Lucille K. Forer, in <i>Write to Be Read</i> , Cambridge: CUP, 1996, pp.5-7) Exercises: Connectives (R. R. Jordan, <i>Academic Writing Course</i> , Edinburgh: Longman: 2004, pp. 10-13) Paragraph writing: Birth order	
2 nd	Paragraph structure: Supporting Detail Conclusions	Writing: Describing a process Reporting a specific procedure Exercises: Jordan (2004), Unit 2: 14-20	
3 rd	Essay structure Thesis statements.	Text: "The friendship bond" (Mary Brown Parlee, in <i>Write to Be Read</i> , Cambridge: CUP, 1996, pp.69-71) Paragraph writing: Close friends	Tutorial 1 Discussion of the first assignment: a paragraph (descriptive text)
4 th	Introductions and Conclusions	Writing: Descriptive texts. Physical. "The United Kingdom" Other countries. "Australia" Exercises: Jordan (2004), Unit 3: 21-26	
5 th	The process of writing – the planning stage. Research The process of writing – the drafting & editing	Text: "Courtesy: Key to a Happier World" (Norman Vincent Peale, <i>Write to Be Read</i> , Cambridge: CUP, 1996, pp.131-3) Short essay writing: What do people in your country consider to be the main ingredients of good manners?	
6 th	Academic writing: Narrative	Texts: "The United Nations" "The Development of Universities" Writing: Write a brief description of the development of your own university.	
7 th	Definitions	Exercises: Jordan (2004), Unit 5 Text: Article from an academic journal	
8 th	Exemplification Classification	Text: "Choosing mates: the American Way" (Martin King White, <i>Write to Be Read</i> , Cambridge: CUP, 1996, pp. 163-6). Exercises: Jordan, Units 6: 39-42 and 7: 43-50.	
9 th	Comparison and Contrast	Text: "Should the Press be human?" (<i>Effective Reading</i> , Cambridge: C.U.P. 1991: p. 141). Essay: Discuss the responsibility of journalists in reporting news on	Tutorial 2 Discussion of 2 nd assignment: short narrative essay.

		violent events (wars, catastrophes, executions, acts of terrorism...).	
10 th	Cause and Effect	Text: "When a sense of nationhood goes off the rails..." (<i>Effective Reading</i> , Cambridge: C.U.P. 1991: pp. 200-1) Exercises: Jordan (2004), Unit 58	
11 th	Generalisation, Qualification and Caution	Exercises on Generalisation: Jordan (2004): 64-65 Exercises on Qualification: Jordan (2004): 65-6. Essay: The main English language difficulties of Spanish (or other) students.	
12 th		Exercises on logical fallacies (from the textbook <i>Write to Be Read</i> , Cambridge: CUP, 1996, pp.221-26). Identify fallacies from texts written by students throughout the course; re-write some or all of the premises to transform them into logical arguments. Essay: (For/against) The ban on smoking in enclosed public places.	
13 th	Discussion	Text: "Nothing is Black, Nothing is White" (Helena Norberg-Hodge, <i>Write to Be Read</i> , Cambridge: CUP, 1996, pp.194-7). Discussion: "Advantages and Disadvantages of the Lecturing Method". Summarize the ideas of an article in the reading list of another 1 st year subject.	
14 th	Quoting Paraphrasing	Exercises: Jordan (2004), Unit 16: 98-104. Exercises: Jordan (2004), Unit 15: 93-4. Paraphrase the main ideas of an article or a chapter from your reading list of another 1 st year subject (e.g., <i>History and Culture of the English Speaking Countries</i> , <i>Horror Fiction</i> ...)	Tutorial 3 Discussion of argumentative (for/against) essay. The topic must be related to the programme of a subject of the student's degree.
15 th	Summarising	Exercises: Jordan (2004), Unit 15: 95-97 Article from a newspaper Summary: Nelson Mandela (1953). "The Shifting Sands of Illusion", In <i>No Easy Walk to Freedom</i> , 1965: 15-17	
Final exams			

TEACHING AND LEARNING METHODS

The course will focus on analysing written texts, both as communication and as models of written information. Exercises in reading comprehension, recognizing text organization and writing both paragraphs

and essays will be carried out in the practical sessions. Due to the practical nature of the subject, class attendance, individual work and frequent tutorials for correction and guidance are highly recommended.

The ECTS tutorial hour will be used for comprehension exercises and small group writing workshops: students' essays will be discussed. The essays discussed in each one of the three tutorials need to be properly edited, although students may turn in the final version a week later.

Tutorial 1: Paragraph (descriptive text)

Tutorial 2: Short essay (narrative)

Tutorial 3: Essay (argumentative). The topic of this essay must be related to the programme of a subject of the student's degree.

ASSESSMENT

During the first two weeks of the term, students will need to think whether they prefer a system of continuous evaluation -ECTS- or whether they prefer to take a final examination. Due to the nature of this subject, which requires weekly practice of reading and writing in English as a Second language, the ECTS option is highly recommendable, as it addresses the needs of frequent discussion of writing in progress and individual evaluation. Students following this model will be assessed on the basis of the activities above mentioned -- (75% of the total mark) -- and on the basis of participation in the classroom (25%).

Students who choose not to follow this system will need to sit for an examination at the end of the course which will include two exam papers: theory (25%) and practice (75%). All exam essays / exam papers will need to be completed with 50% of success for the students to pass.

BIBLIOGRAPHY

Textbooks

Greenall, Simon and Michael Swan. *Effective Reading*. Cambridge: Cambridge University Press, 1986. [The exercises contained in this book are particularly addressed those students who start the course with less reading practice and who might have more comprehension difficulties of academic texts.]

Jordan, R. R. *Academic Writing Course. Study Skills in English*. Edinburgh: Longman., 2004. [This is the textbook students will use more frequently, due to its clarity in the presentation of contents and its coherent application to relevant tasks and exercises.]

Smalzer, William. *Write to Be Read*. Cambridge: Cambridge University Press, 1996. [This book contains writing exercises which focus on certain discursive and rhetoric aspects of written English – coherence, concordance, constructing arguments, identifying fallacies- which will be very useful for the practice of this subject, i.e. writing academic essays.]

Monographs

Ellis, Mark. *Take it as Read*. Walton-on-Thames, Surrey: Nelson, 1983.

Hopkins, Andy. *Perspectives: Longman Intermediate Writing Skills*. Harlow: Longman, 1989.

Joffe, Erwin. *Opportunity for Skillful Reading*. California: Wadsworth, 1984.

Montgomery, Martin. *Ways of Reading: Advanced Reading Skills for Students of English Literature*. London: Routledge, 1992.

Web pages

The Writing Centre, Department of English, University of Ottawa (Canada): <http://www.uottawa.ca/academic/arts/writcent/>

Recommended textbook:

Jordan, R. R. *Academic Writing Course. Study Skills in English*. Edinburgh: Longman, 2004.

STUDENT WORKLOAD

Class contact hours	
Lectures	15
Seminars	15
ECTS Tutorials	3
Subtotal	33

Independent study	
Guided self-study lessons	30
Guided reading	10
Seminar preparation (writing)	40
Seminar revision –guided writing	10
Preparation for examinations	10
Subtotal	100
Total	133