

SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: **English as a foreign language - writing**
2. Course code: [15-PNJA-WR-CH-1BA-12](#), [15-PNJA-WR-CH-1BA-22](#)
3. Course type (compulsory or optional): **compulsory**
4. Study programme name: **English and Chinese Studies**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **1st cycle**
6. Educational profile (general academic profile or practical profile): **general academic**
7. Year of studies (if relevant): **Year 1**
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours):
practical classes: 60 hours (30h/semester)
9. Number of ECTS credits: **4**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: **Robert France, B.A., bobfranc@amu.edu.pl, dr Halszka Bąk, hbak@amu.edu.pl**
11. Language of classes: **English**
12. Online learning: yes (partly – online / fully – online) / no

II. Detailed information

1. Course aim (aims):

1. Introducing the form of an expository paragraph and developing the ability of recognising, constructing and writing such paragraphs.
2. Introducing the basic rhetorical modes of constructing expository paragraphs and developing the ability to recognise them as well as applying them in written work.
3. Introducing the principles of writing short summaries, developing the skill of identifying relevant information in the source text and writing a summary based on this information.
4. Developing the command of communicative, technical, cognitive and organizational aspects of written language such as style, register, punctuation, awareness of the recipient, and the stages of the writing process.

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): none

3. Course learning outcomes (EU) in terms of knowledge, skills and social competences and their reference to study programme learning outcomes (EK):

Course learning outcome symbol (EU)	On successful completion of the course and validation of its learning outcomes, a student:	Reference to study programme learning outcomes (EK)
15-PNJA-WR-CH_01	constructs and writes a coherent, logical, exhaustive and generally linguistically correct expository paragraph of up to 200 words, also when time is limited (1-1.5 h).	K_W10 K_U01, K_U06, K_U07, K_U13, K_U14 K_K01, K_K02
15-PNJA-WR-CH_02	selects the appropriate rhetorical mode of expository paragraph development and uses it in writing, depending on the topic selected by the teacher/himself/herself.	K_W10 K_U01, K_U06, K_U07, K_U13, K_U14 K_K01, K_K02
15-PNJA-WR-CH_03	writes a several-sentence long, reasonably precise and objective summary of a general text of approx. 100-210 words, maintaining basic grammatical and lexical correctness.	K_W12 K_U01, K_U03, K_U06, K_U07, K_U13, K_U14 K_K07
15-PNJA-WR-CH_04	analyses the structure of a short expository text and uses the ability when correcting other people's or his/her own texts,	K_W10

	preparing a summary or during a discussion.	K_U01, K_U06, K_U07, K_U16 K_K01, K_K02
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4. Learning content with reference to course learning outcomes (EU)

Course learning content:	Course learning outcome symbol (EU)
Reading, analysing and discussing model paragraphs to identify principles ruling the organisation of a typical paragraph.	15-PNJA-WR-CH_01, 15-PNJA-WR-CH_02
Exercises on the paragraph structure: controlling idea, topic sentence, major/minor supporting sentences, concluding sentence, unity/cohesion, logic (coherence), completeness.	15-PNJA-WR-CH_01
Learning and perfecting through writing and correction 6 obligatory types of paragraph development: listing/ exemplification, comparison and contrast, classification, cause and effect; and 2 additional ones – definition and process description/ analysis.	15-PNJA-WR-CH_02, 15-PNJA-WR-CH_04
Exercises developing the practical use of English: register and style, complex and compound sentences, effective selection of vocabulary, logical linking and linking phrases, the basic rules of punctuation.	15-PNJA-WR-CH_01, 15-PNJA-WR-CH_02, 15-PNJA-WR-CH_03
Writing and correcting at least 5-6 short summaries of contemporary texts of 100-210 words on general topics.	15-PNJA-WR-CH_03, 15-PNJA-WR-CH_04

5. Reading list

- Arnaudet, Martin L. and Mary Ellen Barrett. 1990. *Paragraph Development: A Guide for Students of English*. Englewood Cliffs: Prentice Hall Regents.
- Hamp-Lyons, Liz and Ben Heasley. 2013. *Study Writing: A Course in Writing Skills for Academic Purposes*. Cambridge: Cambridge University Press.
- Imhoof, Maurice and Herman Hudson. 1975. *From Paragraph to Essay*. London: Longman.
- Morenberg, Max and Jeff Sommers. 2008. *The Writer's Options: Lessons in Style and Arrangement*. New York: Pearson Longman.
- Oshima, Alice and Ann Hogue. 2006. *Writing Academic English*. White Plains NY: Pearson Longman.
- Packer, Nancy Huddleston and John Timpane. 1997. *Writing Worth Reading: The Critical Process*. Boston: Bedford/St. Martin's.
- Smalley, Regina L., Mary K. Ruetten and Joann Rishel Kozyrev. 2011. *Refining Composition Skills: Rhetoric and Grammar*. Boston: Heinle ELT.
- Smalzer, William R. 2005. *Write to Be Read*. Cambridge: Cambridge University Press.
- Zemach, Dorothy E. and Lisa A. Rumisek. 2005. *Academic Writing: From Paragraph to Essay*. Oxford: Macmillan
- Zemach, Dorothy E. and Carlos Islam. 2006. *Writing in Paragraphs: From Sentence to Paragraph*. Oxford: Macmillan.

III. Additional information

- Teaching and learning methods and activities to enable students to achieve the intended course learning outcomes (please indicate the appropriate methods and activities with a tick and/or suggest different methods)

Teaching and learning methods and activities	X
Lecture with a multimedia presentation	
Interactive lecture	
Problem – based lecture	

Discussions	X
Text-based work	X
Case study work	
Problem-based learning	
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	X
Experiential work	X
Laboratory work	
Scientific inquiry method	
Workshop method	
Project work	
Demonstration and observation	
Sound and/or video demonstration	
Creative methods (eg. brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	X
Group work	X
Other (please specify) -	
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2. Assessment methods to test if learning outcomes have been achieved (please indicate with a tick the appropriate methods for each LO and/or suggest different methods)

Assessment methods	Course learning outcome symbol					
	15-PNJA-WR-CH_01	15-PNJA-WR-CH_02	15-PNJA-WR-CH_03	15-PNJA-WR-CH_04		
Written exam						
Oral exam						
Open book exam						
Written test						
Oral test						
Multiple choice test						
Project						
Essay						
Report						
Individual presentation						
Practical exam (performance observation)						
Portfolio						
Other (please specify) -						
Written assignments assessed according to a special grade sheet	X	X	X	X		

3. Student workload and ECTS credits

Activity types		Mean number of hours spent on each activity type
Contact hours with the teacher as specified in the study programme		60
Independent study*	Preparation for classes	20
	Reading for classes	
	Essay / report / presentation / demonstration preparation, etc.	
	Project preparation	
	Term paper preparation	
	Exam preparation	
	Other (please specify) -	
	Writing and revising of texts (at least 6 paragraphs and 5 summaries + 1-2 revisions of each)	40
Total hours		120
Total ECTS credits for the course		4
* please indicate the appropriate activity types and/or suggest different activities		

4. Assessment criteria in accordance with AMU in Poznan's grading system:

Very good (bdb; 5,0): excellent ability of writing paragraphs and summaries in terms of structure, content and linguistic correctness

Good plus (+db; 4,5): very good ability of writing paragraphs and summaries in terms of structure, content and linguistic correctness

Good (db; 4,0): good ability of writing paragraphs and summaries in terms of structure, content and linguistic correctness

Satisfactory plus (+dst; 3,5): adequate ability of writing paragraphs and summaries in terms of structure, content and linguistic correctness

Satisfactory (dst; 3,0): satisfactory ability of writing paragraphs and summaries in terms of structure, content and linguistic correctness

Unsatisfactory (ndst; 2,0): insufficient ability of writing paragraphs and summaries in terms of structure, content and linguistic correctness