

SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: **English as a foreign language - writing**
2. Course code: [15-PNJA-WR-CH-2BA-12](#), [15-PNJA-WR-CH-2BA-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 2**
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: **Timothy Williams, Ph.D.**, timwil@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 essay and basic modes of development of an expository essay including the skill of planning and writing (ca 500-550 words).
 2. Introducing and practicing the essential skills and stages of creating a short academic text with the use of reference material (“research paper”) (1,500 words).
 3. Developing communicative, technical, cognitive and organizational foundations of written language in a longer text, including such aspects as style, register (including academic language), punctuation, awareness of the receiver, stages of the writing process and revision.
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 | is able to plan and write a cohesive and coherent expository essay composed of five paragraphs (ca 500-550 words) both factually comprehensive and linguistically correct also when working within time limits (2,5 hours) in which the main mode of rhetorical development is adequately applied according to the formulated topic (e.g., exemplification, comparison/contrast, cause/effect, process description/analysis, classification) | K_W10 K_U01, K_U06, K_U07, K_U13, K_U16 K_K01, K_K02, K_K03, K_K06 |
| 15-PNJA-WR-CH_02 | can apply, with teacher's guidance, all the essential skills and tasks needed to prepare a short research paper on a general analytical topic with the use of references about 1,500 words long including all the stages with choice of topic, topic specification, formulating a thesis, preparing an outline, searching for reference material, preparing notes and producing in writing a research paper with the use of reference material (summary, paraphrase, or a quotation), basically following the WA Stylesheet editing standard. | K_W01, K_W10, K_W07, K_W09, K_W10, K_W12 K_U01, K_U02, K_U03, K_U04, K_U06, K_U07, K_U08, K_U10, K_U11, K_U13, K_U14, K_U16 |

| | |
|--|--|
| | K_K01, K_K02, K_K04, K_K06, K_K07, K_K09 |
|--|--|

4. Learning content with reference to course learning outcomes (EU)

| Course learning content: | Course learning outcome symbol (EU) |
|--|---------------------------------------|
| Planning and preparing an outline for an expository essay. | 15-PNJA-WR-CH_01 |
| Writing a full-length expository essay in which the main mode of rhetorical development is adequately applied (e.g., exemplification, comparison/contrast, cause/effect, process description/analysis, classification) | 15-PNJA-WR-CH_01 |
| Developing linguistic proficiency and communicative effectiveness with respect to syntax, grammar structures, style/register, punctuation, academic vocabulary with respect to the communicative needs and intentions of the writer. | 15-PNJA-WR-CH_01, 15-PNJA-WR-CH_02 |
| Searching for information, critical evaluation, summarizing and paraphrasing contents from longer reference material, also with respect to the (individually) formulated hypothesis. | 15-PNJA-WR-CH_02 |
| Preparing a research paper ca. 1,500 words in length on a selected issue from British or American culture including all the stages of preparation verified by the teacher. | 15-PNJA-WR-CH_02 |

5. Reading list:

Oshima, A. and A. Hogue .Writing Academic English
 Smalley, R. L. and M. K. Ruetten. 1990. Refining Composition Skills
 Gehle, Q. (1987) Writing Essays
 Zemach D.E., Rumisek L.A. 2005. Academic writing: from paragraph to essay
 Packer, N. Huddleston. 1997. Writing Worth Reading
 Jordan, R. R. 2001. Academic Writing Course
 Smoke, T. 1999/2002. A Writer's Workbook (+instructor's manual)
 Mlynarczyk, R. and S. B. Harber. 2000/2001. In Our Own Words (+ instructor's manual)

Also:

Trimbur, J. 1998. The Call to Write
 Leki, I. 1989. Academic Writing
 Reid, Joy M. 1988. The Process Of Composition (+instructor's manual)
 Ramage J. D. 1997. The Allyn and Bacon Guide to Writing
 Gordon, E. R. and L. Q. Troyka. 1987. Workbook for Writers
 Mc Crea, B. and T. Lopez-Kemmerle. 1985. College Writing
 McMahan, E. and S. Day. 1980. The Writer's Rhetoric and Handbook

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 | X |
| Interactive lecture | |
| Problem – based lecture | |
| Discussions | X |
| Text-based work | X |
| Case study work | X |
| 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 | X |
| Project work | X |
| 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) - | |
| ... | |

- 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 | | | | |
| 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) - | | | | | | |
| 1500-word expository research paper | + | + | | | | |

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 | 10 |
| | Reading for classes | |
| | Essay / report / presentation / demonstration preparation, etc. | |
| | Project preparation | |
| | Term paper preparation | |
| | Exam preparation | |
| | Other (please specify) - | |
| | Preparation, writing and revision of research paper | 10 |
| Writing 5-6 essays, with 2-3 corrections of each and consultations with the teacher | | 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 to produce full 500-word expository essays, both at home and timed. Essays contain excellent content, structure and are grammatically and linguistically correct. Submission of 1500 research essay, with excellent evidence of research, with correct citations and WA style bibliography. Full class attendance with excellent contributions towards each lesson.

Good plus (+db; 4,5): Very good ability to produce full 500-word expository essays, both at home and timed. Essays contain very good content, structure and are grammatically and linguistically correct. Very good submission of 1500 research essay, with very good evidence of research, with correct citations and WA style bibliography. Class attendance with no more than two absences, with very good contributions towards each lesson.

Good (db; 4,0): Good ability to produce full 500-word expository essays, both at home and timed. Essays contain good content, structure and are grammatically and linguistically correct. Submission of 1500 research essay, with very good evidence of research, with correct citations and WA style bibliography. Class attendance with no more than two absences, with good contributions towards each lesson.

Satisfactory plus (+dst; 3,5): Above satisfactory ability to produce full 500-word expository essays, both at home and timed. Essays contain above satisfactory content, structure and are grammatically and linguistically correct. Submission of 1500 research essay, with very good evidence of research, with correct citations and WA style bibliography. Class attendance with no more than two absences, with above satisfactory contributions towards each lesson.

Satisfactory (dst; 3,0): Sufficient ability to produce full 500-word expository essays, both at home and timed. Essays contain sufficient content, structure and are sufficiently grammatically and linguistically correct. Submission of 1500 research essay, with sufficient evidence of research, with correct citations and WA style bibliography. Class attendance with no more than two absences, with above sufficient contributions towards each lesson.

Unsatisfactory (ndst; 2,0): insufficient ability to produce full 500-word expository essays, both at home and timed. Essays contain insufficient content, structure, they are grammatically and linguistically incorrect. Submission (or no submission) of 1500 research essay, with insufficient evidence of research, with incorrect or no citations and no WA style bibliography. Class attendance is poor with more than two absences, unsatisfactory contributions towards each lesson.

