



## SYLLABUS – A COURSE DESCRIPTION

### I. General information

1. Course name: Academically-oriented English Practice: written English
2. Course code: 15-AOEP-WR-EL-1BA-12/22 ([Link USOSWeb](#))
3. Course type (compulsory or optional): compulsory
4. Study programme name: English Linguistics: Theories, Interfaces, Technologies
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): 1<sup>st</sup> cycle (BA)
6. Educational profile (general academic profile or practical profile): **general**
7. Year of studies (if relevant): 1
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours): 60h
9. Number of ECTS credits: 4
10. Name, surname, academic degree/title, email address of the course lecturer / other teaching staff\*: Christopher Whyatt, BA, [chrisw@wa.amu.edu.pl](mailto:chrisw@wa.amu.edu.pl)
11. Language of instruction: English
12. Online learning - yes (partially / fully) / no : Yes, winter semester fully online

\*please underline course coordinator's name

### II. Detailed information

1. Course aim (aims)
  - 1) to develop students' ability to analyze and construct a paragraph as a basic unit of writing
  - 2) to develop students' ability to write expository paragraphs according to basic rhetorical models
  - 3) to make students aware of technical and communicative aspects of writing (punctuation, grammar, awareness of addressee), as well as develop their cognitive-organizational skills (planning, using source materials) in the process of text creation
  - 4) to develop style awareness with an emphasis on academic and scientific register in written language
  - 5) to develop students' ability to write expository essays (500-550 words), using various rhetorical models (exemplification/listing, comparison, contrast, cause/effect,) with emphasis on the necessary elements of the structure such as introduction, development and ending and on the components of the essay writing process (outline, draft, final version).
2. Pre-requisites in terms of knowledge, skills and social competences (if relevant)

knowledge of English at B1/B2 level;  
successful completion of recruitment to 1st degree studies in English Linguistics: Theories, Interfaces, Technologies at UAM
3. Course learning outcomes (EU) in terms of knowledge, skills and social competences and their reference to study programme learning outcomes:



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_01	Can construct and write a coherent, logical, comprehensive and linguistically correct expository paragraph of (200-220 words), also under time constraints (1-1.5 h).	K_U02, K_U06, K_U11, K_U13, K_U15, K_K03, K_K04
EK_02	Can select the right expository model for a topic a selected or set topic	K_U02, K_U10, K_U11, K_U15, K_K03
EK_03	Can construct and write a coherent and linguistically correct expository essay, also under time constraints (2.5 h), using the main rhetorical development model.	K_W01, K_W06, K_W08, K_U02, K_U05, K_U06, K_U10, K_U11, K_U13, K_U15, K_K02, K_K07
EK_04	Can work with other students in a team and construct and write together a logical, comprehensive and linguistically correct essay on a particular subject.	K_W01, K_W03, K_U02, K_U06, K_U11, K_U13, K_U15, K_K01,

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

Course learning content:	Course learning outcome symbol(s) (EU)
Reading, analyzing and discussing model paragraphs in order to identify the principles of organization of a typical paragraph.	EK_01
Exercises related to paragraph structure: controlling idea, topic sentence, major/minor supporting sentences, summary sentence, unity/cohesion, coherence, completeness.	EK_01
Learning how to write and revise 6 obligatory paragraph development types: by list/examination, by comparison and difference, by cause/effect order; and 2 optional ones: by definition and classification	EK_02
Practical language exercises: style and register, complex and compound sentences, effective vocabulary selection, coordination, basic punctuation principles.	EK_01, EK_02, EK_03
Expository essay writing practice (500-550 words); planning the writing process: brainstorming, outlining, division of content into introduction, development, ending; writing essays using different rhetorical models (e.g., exemplification, comparison, contrast, cause / effect).	EK_03, EK_04

#### 5. Reading list

Oshima, A. and A. Hogue. 2006. Writing Academic English



Zemach D.E., Islam C. 2006. Writing in paragraphs: From sentence to paragraph.  
 Smalzer, W. R. 1996. Write to Be Read  
 Arnaudet, Martin L. 1990. Paragraph Development (+teacher's guide)  
 Packer, N. Huddleston. 1997. Writing Worth Reading.  
 Robitaille, J. and R. Connelly, 2008. Writer's Resources. From Paragraph to Essay.  
 Oshima, A. and A. Hogue Writing Academic English  
 Gehle, Q. (1987) Writing Essays  
 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)

### III. Additional information

1. 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 other methods.)

Teaching and learning methods and activities	✓
Lecture with a multimedia presentation	✓
Interactive lecture	✓
Problem-based lecture	✓
Discussions	✓
Text-based work	✓
Case study work	
Problem-based learning	✓
Educational simulation / game	✓
Task-solving learning (e.g.: calculation, artistic, practical tasks)	✓
Experiential work	✓
Laboratory work	
Scientific inquiry method	
Workshop method	✓
Project work	✓
Demonstration and observation	
Sound and/or video demonstration	✓
Creative methods (e.g.: brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	✓
Group work	✓
Other – please specify	
...	



2. Assessment methods to test if learning outcomes have been achieved (please indicate with a tick the appropriate methods for each LO (EU) and/or suggest different methods)

Assessment methods	Course learning outcome symbol					
	EU_01	EU_02	EU_03	EU_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) -						
...						

3. Student workload (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
Students' self-study*	Preparation for classes	15
	Reading for classes	10
	Essay / report / presentation / demonstration preparation, etc.	25
	Project preparation	0
	Term paper preparation	0
	Exam preparation	10
	Other (please specify) -	-
	...	
TOTAL HOURS		120



Total ECTS credits for the course	4
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\* please indicate the appropriate activity types and/or propose different activities

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

Very good (bdb; 5.0): level of written work at 92-100%,  
very good participation and teamwork  
Good plus (+db; 4.5): level of written work at 84-91%, good  
participation and teamwork  
Good (db; 4.0): level of written work 76-83%, good  
participation and teamwork ...  
Satisfactory plus (+dst; 3.5): level of written work at 68-75%,  
sufficient participation and satisfactory teamwork  
Satisfactory (dst; 3.0): level of written work at 60-67%  
occasional participation, satisfactory teamwork  
Unsatisfactory (ndst; 2.0): level of written work at 0-59%,  
lack of participation, inadequate teamwork