



Course Syllabus

Written Skills For

Professional Success 1

August - December 2018

Cycle: Free Elective

Lecturer:

Linares, María Esther

I. Course General Information

Course:	Written Skills for Professional Success I	Code:	09682
Prerequisite:	Intermediate English III ¹	Term:	2018-2
Credits:	3	Cycle:	Free Elective

II. Summary

The *WRITTEN SKILLS FOR PROFESSIONAL SUCCESS I* course is of a theoretical and practical nature, and combines online and face-to-face modes as learning environments. The main objective of the course is the acquisition of the C1 level, *Proficient user (Effective operational proficiency) of the Common European Framework of Languages*, for the skills of reading comprehension and written expression. Hence, students will be exposed to different written texts in order to gain varied input that will lead them to the analysis of text structure and organization, coherence and cohesion, style, register, lexis, grammatical structures and punctuation.

The course has a process-centered approach, which emphasizes the stages of planning, drafting, revision and editing of a text. Thus, it is expected that students should be able to produce written texts of different styles, such as descriptive and explanatory in an articulated way under an academic context.

Students will undertake autonomous and pair work, while constantly being monitored and assessed by their tutor in class and online.

III. Course Objectives

The objective of this course is to expose students to a variety of text types which are relevant in the global workplace and academic setting. Explicit learning skills sections help students develop important academic skills such as scanning a text, reading for gist, and using a dictionary. It also aims at developing key cognitive skills such as analyzing, synthesizing, and evaluating—as well as developing the language skills essential for academic success.

IV. Learning Outcomes

At the end of the course, the successful student will be able to:

- Apply vocabulary-building strategies to improve his/ her analysis of readings.
- Apply vocabulary-building strategies to improve their analysis of college level readings.
- Demonstrate a literal comprehension of college level readings, through identification and analysis of main ideas, supporting details and rhetorical patterns of organization and development.
- Critically analyze and evaluate college-level reading material; make inferences; determine a writer's purpose and tone; and apply rhetorical reading strategies.
- Elaborate a range of academic written texts: short-answer assignment tasks, a survey and report, essays (process and persuasive)
- Use new vocabulary of the subjects of psychology, education, business and marketing in writing

¹ It is required that students have completed the course of Intermediate English III or have validated it through a placement test of English.

- Employ citation and references
- Produce extended definitions of words and concepts within written texts.

V. Methodology

The process-based approach for the development of reading and writing skills has been chosen as it treats each skill as an interactive and creative act. In process writing, there is room for more collaboration to take place between the teacher and students, and among students themselves; thus, all parties contribute to the overall process of writing.

VI. Attendance and Punctuality

Attendance and punctuality are two important components in the course. Therefore, it is important to take into account the following information:

- Absences must not exceed the 11 hours, equivalent to 20% of the total number of hours lectured.
- An additional 5 % will be granted if the students formally justify their absence for medical or work reasons. Justifications must be presented through *Servicios Académicos* within the same week of the absence. Late submissions will not be processed.²
- Once the class has started, students will not be allowed to enter the classroom until the following period.
- It is recommended to avoid disruptions (coming in and out of the classroom) while the class takes place.
- Lapses of over 10 minutes outside the classroom are equivalent to be absent.

VII. Assessment

The assessment system is permanent and comprehensive, and it is intended to promote student's learning. Grading will consist of the following criteria:

◆ Continuous Assessment			50%
	30%	Class work (oral expression, written homework, participation, attendance, and punctuality)	
	50%	Written assignments (warm-up and final assignments)*	
	20%	On-line practice (vocabulary, reading & writing, academic strategies)**	
	100%		
◆ Midterm Exam (written)			20%
◆ Final Exam (written)			30%
Total			100%

² Justified absences will be processed until week 14. Remember that justifications are within the additional 5% and are not erased from the system (See *Reglamento de Estudios, Título III, Capítulo I, artículos 55 y 56*).

*Chapter Assignments

There will be four chapter assignments. Each unit assignment is composed by two assignments: a Warm-Up and a Final Assignment .

1. The Warm-Up Assignment prepares students for the Final Assignment. It must be submitted online, via Moodle. It is graded as homework.
2. In addition, students receive written feedback to help students identify their strengths and weaknesses before the Final Assignment takes place.
3. Final Assignments will take place in the classroom on fixed dates (See course contents).
4. Final Assignments are formal writing quizzes that synthesize the chapter content and theme in an in-depth writing task. This assignment is graded 20 (task achievement, lexical resource, grammatical range and accuracy, capitalization and punctuation).
5. To be granted a full mark, students must submit both assignments, Final and Warm-Up.
6. Five marks will be deducted from the Final Assignment if the Warm-Up assignment is not submitted.
7. All the assignments will receive feedback. Students will be in their right to ask for it if it does not take place.

** Online Practice

1. Leap, Reading and Writing, has a platform as an online resource support.
2. To have access to it, it is necessary to have a book with a code to register in MyeLab mybookshelf.pearsonerpi.com.
3. The access code required will be found in the book.³

VIII. Textbook and Course Materials

Required Text: *Learning English for Academic Purposes: Reading and Writing. (Upper Intermediate)*. Québec: PEARSON ELT. Julia Williams (2012). ISBN 978-2-7613-4145-5.

It can be purchased at SBS bookstore (on the university campus)

³ Students must pay careful attention when selecting the book during the online registration process (Reading and Writing - High intermediate). The licence lasts 12 months before it expires.

IX. Course Contents

WEEK	CONTENTS / ACTIVITIES & ASSESSMENT	TASKS & ASSIGNMENTS
<p style="text-align: center;">1</p> <p><i>20 – 25 Aug.</i></p>	<p style="text-align: center;">Course introduction</p> <p><u>Chapter 1: Elite Athletes</u></p> <p>Reading:</p> <ul style="list-style-type: none"> • Reading 1: Three Athletes <ul style="list-style-type: none"> ○ Comprehension • Focus on Reading: Understanding Vocabulary in Context: <ul style="list-style-type: none"> ○ Strategy 1: Guess the meaning from the context ○ Strategy 2: guess the meaning from root words, prefixes and suffixes ○ Strategy 3: Keep reading without knowing the meaning of every word <p style="text-align: center;">Vocabulary Build</p>	<p>Homework Chapter 1:</p> <p>Understanding vocabulary in context. Reading: A social cognitive approach to burnout in elite athletes</p>
	<ul style="list-style-type: none"> • Focus on Reading: <p style="text-align: center;">Scanning For Key Words:</p> <ul style="list-style-type: none"> ○ Writing short answers <p>Reading 2: Development of Youth Programs</p> <p>Using key words in short answers.</p> <ul style="list-style-type: none"> • Academic Survival Skill: Using Citations and References <ul style="list-style-type: none"> ○ Practice 	<p>Homework Chapter 1:</p> <p>Focus on Reading: Ex. A, 8-12, pp. 11</p> <hr/> <p>Online Practice (MyEnglishlab)</p> <p style="text-align: center;">Chapter 1</p> <p>Exercises: Vocabulary Review Exercise 1</p>
<p style="text-align: center;">2</p> <p><i>27 Aug. – 1 Sep.</i></p>	<p><u>Chapter 1: Elite Athletes</u></p> <p>Writing:</p> <ul style="list-style-type: none"> • Focus on Writing: Improving your writing with specific vocabulary • Warm-up Assignment 1: Paragraphs: Academic writing <ul style="list-style-type: none"> ○ Writing short answer responses <p style="text-align: center;">Vocabulary Build, p. 17</p>	<p>Homework Chapter 1:</p> <ul style="list-style-type: none"> • Warm-up Assignment 1: Write 2 short-answer questions (a paragraph of about 60 words each)

	<p><u>Chapter 1: Elite Athletes</u></p> <ul style="list-style-type: none"> • Focus on Reading: Identifying Key words in Questions • Reading 3: The Developmental Model of Sport Participation • Focus on Writing: Introducing Examples into a Text <ul style="list-style-type: none"> ○ Practice: Ex. A, B and C pp. 22-23 	<p>Online Practice (MyEnglishlab)</p> <p>Chapter 1 Exercises: Vocabulary Review, Exercise 2</p>
<p>3 3 – 8 Sep.</p>	<p><u>Chapter 1: Elite Athletes</u></p> <ul style="list-style-type: none"> • Feedback on Warm-Up Assignment • Quiz I: Final Assignment <p>Critical thinking:</p> <ul style="list-style-type: none"> • Applying vocabulary strategies: context clues, root words, prefixes and suffixes • Evaluating feedback on Warm-Up Assignment <p><u>Chapter 2: A Fitting Education</u></p> <p>Gearing Up Reading:</p> <ul style="list-style-type: none"> • Reading 1: Colleges, Universities and Academic Programs, pp. 26-27 <ul style="list-style-type: none"> ○ Vocabulary Build ○ Comprehension 	<p>Homework Chapter 2: Online Practice (MyEnglishlab)</p> <p>Chapter 2 Exercises: Vocabulary Review</p>
	<p><u>Chapter 2: A Fitting Education</u></p> <ul style="list-style-type: none"> • Focus on Reading: Skimming to Gather Information about a Text • Reading 2: Finding the Right Fit <ul style="list-style-type: none"> ○ Vocabulary Build ○ Comprehension • Academic Survival Skill: Asking Questions Using Correct Word Order <ul style="list-style-type: none"> ○ Yes/ No Questions ○ Information Questions 	<p>Homework Chapter 2:</p> <p>Read a report and identify the reasons students choose a university</p>

<p>4</p> <p>10 - 15 Sep.</p>	<p><u>Chapter 2: A Fitting Education</u></p> <ul style="list-style-type: none"> • Warm-up Assignment Chapter 2: Writing Reports: Academic Report Writing Style 	<p>Homework Chapter 2:</p> <ul style="list-style-type: none"> • Warm-up Assignment Chapter 2: Write a Short Report
	<p><u>Chapter 2: A Fitting Education</u></p> <ul style="list-style-type: none"> • Focus on Writing: Using Varied Sentence Structure <ul style="list-style-type: none"> ○ Combine a phrase with an independent clause (IC). ○ Combine a dependent clause (DC) with an IC. ○ Combine an IC with and IC using a coordinate conjunction ○ Combine an IC with an IC using a semicolon ○ Combine two ICs using a semicolon and an adverbial conjunction • Adding interest by Using a Variety of Sentence Patterns (Classwork) • Focus on reading: Considering the Characteristics of a Text 	<p>Online Practice (MyEnglishlab)</p> <p>Chapter 2</p> <p>Additional Focuses: Focus on Reading- Characteristics of a Report</p>
<p>5</p> <p>17 – 22 Sep.</p>	<p><u>Chapter 2: A Fitting Education</u></p> <ul style="list-style-type: none"> • Feedback on Warm-Up Assignment • Reading 3: Enrolment Trends, pp. 41-48 <ul style="list-style-type: none"> ○ Vocabulary Build ○ Comprehension 	<p>Online Practice (MyEnglishlab)</p> <p>Chapter 2</p> <p>Additional Focuses: Focus on Reading- Scanning for Key Words and Phrases</p>
	<p><u>Chapter 2: A Fitting Education</u></p> <ul style="list-style-type: none"> • Final Assignment Chapter 2 (Part 1) <p>Critical thinking: Designing a survey to gather data for a report</p> <p>Final Assignment 2: Designing a survey (Steps 1-3)</p>	<p>Homework Chapter 2:</p> <p>Final Assignment 2:</p> <ul style="list-style-type: none"> • Conduct survey • Show results in a table, chart or graph (Steps 4-5, p. 49)

6 <i>24 - 29 Sep.</i>	<p><u>Chapter 2: A Fitting Education</u></p> <ul style="list-style-type: none"> • Final Assignment Chapter 2 (Part 2) <p>Design a Survey and Write an Extended Report (Step 6)</p>	<p>Online Practice (MyEnglishlab)</p> <p>Chapters 1 & 2</p> <p>New Content Block A:</p> <ul style="list-style-type: none"> • Reading A: Vocabulary Build Ex. 1 and 2 • Academic Survival: Asking Questions
	<ul style="list-style-type: none"> • Review of Units 1 and 2 	<p>Online Practice (MyEnglishlab)</p> <p>Chapters 1 & 2</p> <ul style="list-style-type: none"> • New Content A: Reading A- Comprehension Ex 1 & 2 • New Content A: Focus on Writing – Using Varied Sentence Structure
7 <i>1 – 6 Oct.</i>	<ul style="list-style-type: none"> • Feedback on Final Assignment Chapter 2 	<p>Online Practice (MyEnglishlab)</p> <p>Closing date of Platform Chapters 1-2 3rd October (midnight)</p>
	MIDTERM EXAM	
8 <i>8 – 13 Oct.</i>	MIDTERM EXAM WEEK	
9 <i>15 – 20 Oct.</i>	<ul style="list-style-type: none"> • Midterm exam revision <p><u>Unit 3: Consumer behavior and Innovation</u></p> <ul style="list-style-type: none"> • Gearing Up • Reading 1: Consumer Behaviour <ul style="list-style-type: none"> ○ Comprehension, Ex. A & B, pp. 52-53 • Focus on Writing: Using Parallelism in Writing, Tasks A and B 	<p>Homework Chapter 3:</p> <ul style="list-style-type: none"> • Parallel Structure Exercises
	<p><u>Unit 3: Consumer behavior and Innovation</u></p>	<p>Online Practice (MyEnglishlab)</p> <p>Chapter 3</p>

	<ul style="list-style-type: none"> • Vocabulary Build • Academic Survival Skill: Learning to Read Smart, p. 56 • Reading 2: Characteristics Affecting consumer behavior <ul style="list-style-type: none"> ○ Focus on Reading: Applying Read Smart Skills, p. 57 ○ Note-taking ○ Comprehension 	Additional Focuses: Focus on Writing: Parallel Structure
<p>10 22 – 27 Oct.</p>	<p>Unit 3: Consumer behavior and Innovation</p> <ul style="list-style-type: none"> • Warm-up Assignment Chapter 3: Writing a Short Process Essay <ul style="list-style-type: none"> ○ Outlining • Vocabulary Build, pp. 63-64 • Reading 3: To Buy or Not to Buy, Ex, A-C, pp. 63-65 <ul style="list-style-type: none"> ○ Comprehension pp. 66-68 ○ Making notes 	<p>Homework Chapter 3:</p> <ul style="list-style-type: none"> • Warm-up Assignment Chapter 3: Write a Short Process Essay addressing the task on p. 63
	<ul style="list-style-type: none"> • Reading 3: To Buy or Not to Buy, Ex, D, p. 65 <ul style="list-style-type: none"> ○ Comprehension pp. 66-68 • Focus on Writing: Writing Definitions 	<p>Online Practice (MyEnglishlab)</p> <p>Chapter 3</p> <p>Additional Focuses: Focus on Writing: Parallel Structure Exercises: Vocabulary Review</p>
<p>11 29 Oct. – 3 Nov.</p>	<p>Unit 3: Consumer behavior and Innovation</p> <ul style="list-style-type: none"> • Feedback on Warm-Up Assignment Chapter 3 <ul style="list-style-type: none"> ○ Self-Assessment • Final Assignment 3: Writing a longer process essay (2-3 pages) <p>Critical thinking:</p> <ul style="list-style-type: none"> • Assessing how text organization reflects communicative purpose • Evaluating the importance of content to help remember information • Applying reading concepts to write a process essay 	<p>Homework Chapter 3:</p>

	<p><u>Unit 4: Branding: The Positive and the Negative</u></p> <ul style="list-style-type: none"> • Gearing Up, p. 71 • Reading 1: Brand Loyalty and Brand Equity, Ex. A and B, pp. 72-73 • Focus on Writing: Learning collocations, p. 74 • Vocabulary Build, 2-7 p. 75 	<p>Online Practice (MyEnglishlab)</p> <p>Vocabulary Build, p. 746-77 Determine the common meaning of the words in bold and write a short definition (8-15), including the part of speech for each word.</p>
<p>12</p> <p>5 - 10 Nov.</p>	<p><u>Unit 3: Consumer behavior and Innovation</u></p> <ul style="list-style-type: none"> • Feedback on Final Assignment Chapter 3 <ul style="list-style-type: none"> ○ Self-Assessment <p><u>Unit 4: Branding: The Positive and the Negative</u></p> <ul style="list-style-type: none"> • Focus on Reading: Applying Read Smart Skills • Reading 2: Branding Strategy pp. 77-80 	<p>Homework Chapter 4:</p> <p>Read the article and answer the question: The Top 7 Characteristics Of Successful Brands Q: <i>What does each of the characteristics involve?</i></p>
	<p><u>Unit 4: Branding: The Positive and the Negative</u></p> <ul style="list-style-type: none"> • Warm-up Assignment 4: Writing a Short Persuasive Essay <ul style="list-style-type: none"> ○ Persuasive essays ○ Outlining • Academic Survival Skill: Learning Independently • Vocabulary build, p.83 	<p>Homework Chapter 4:</p> <p>Warm-up Assignment 4: Write a Short Persuasive Essay</p>
<p>13</p> <p>12 – 17 Nov.</p>	<p><u>Unit 4: Branding: The Positive and the Negative</u></p> <ul style="list-style-type: none"> • Focus on Reading: Relating Text Organization to Content • Reading 3: The Negative Consequences of Branding, pp. 86-89 (A-C) 	<p>Homework Chapter 4:</p> <p>Online Practice (MyEnglishlab)</p> <p>Chapter 4 Exercises: Vocabulary Review</p>
	<p><u>Unit 4: Branding: The Positive and the Negative</u></p> <ul style="list-style-type: none"> • Vocabulary Build, pp. 82-84 	<p>Online Practice (MyEnglishlab)</p> <p>Chapter 4 Additional Focuses: Focus on Reading: Characteristics of a Textbook</p>

	Writing sentences with the words on p. 84 to demonstrate understanding of the terms	
14 19 – 24 Nov.	Unit 4: Branding: The Positive and the Negative <ul style="list-style-type: none"> • Feedback on Warm-Up Assignment Chapter 4 • Final Assignment Chapter 4: Writing a longer persuasive essay (2-3 pages) Critical thinking: <ul style="list-style-type: none"> • Using awareness of text organization to read more efficiently • Applying reading concepts to write persuasive essays 	Online Practice (MyEnglishlab) New Content: Block B Listening B: Vocabulary Build Comprehension
	<ul style="list-style-type: none"> • Review: <ul style="list-style-type: none"> ○ Vocabulary ○ Writing 	Online Practice (MyEnglishlab) Closing date of Platform Chapters 1-4 21st November (midnight)
15 26 Nov. – 1 Dec.	<ul style="list-style-type: none"> • Review: <ul style="list-style-type: none"> ○ Reading 	
	FINAL EXAM	
16 3 – 8 Dec.	FINAL EXAM WEEK	

X. Bibliography

- Williams, J. (2012). *Learning English for Academic Purposes: Reading and Writing. (Upper Intermediate)*. Québec: PEARSON ELT.

Online References:

- Academic Writing and Citation Support. (2016, September 26). Retrieved August 10, 2017, from <http://libguides.tru.ca/writingsupport>
- Academic Success. (n.d.). Retrieved August 2, 2017, from <https://dus.psu.edu/academicssuccess/studyskills.html#additionallinks>

Tips on Underlining a Textbook

- Benner, M. L. (2004). Parallel Structure. Retrieved August 10, 2017, from <https://webapps.towson.edu/ows/moduleparallel.htm>
- Grammar for Academic Writing. Retrieved March 22nd, 2017 from http://www.ed.ac.uk/files/atoms/files/grammar_for_academic_writing_ism.pdf
- Grammar: Sentence Structure and Types of Sentences. (n.d.). Retrieved July 31, 2017, from <http://academicguides.waldenu.edu/writingcenter/grammar/sentencestructure>
- Latin Terms and Abbreviations. (n.d.). Retrieved July 31, 2017, from <http://writingcenter.unc.edu/tips-and-tools/latin-terms-and-abbreviations/>
The Big Three: etc., i.e., and e.g.
- Longman Dictionary of Contemporary English. Retrieved March 22nd, 2017 from <http://www.ldoceonline.com/>
- Report Writing. Retrieved March 22nd, 2017 from <http://www.lboro.ac.uk/media/wwwlboroacuk/content/library/downloads/advisesheets/report%20writing.pdf>
- Report writing. (2016). Retrieved August 11, 2017, from <http://www.deakin.edu.au/students/studying/study-support/academic-skills/report-writing>
- Persuasive Essay Elements. Retrieved March 22nd, 2017 from http://jukebox.esc13.net/vgcdeveloper/TEW/handouts/TALAW_Handouts_L5S1.pdf
- Process Paragraph and Process Essay [Video file]. (2012, November 12). Retrieved August 11, 2017, from <https://youtu.be/32R30EYIW-U>
- Reading Comprehension. (n.d.). Retrieved August 2, 2017, from <https://pennstatelearning.psu.edu/reading-comprehension>
- The Process Essay. (n.d.). Retrieved August 10, 2017, from <https://www.gust.edu.kw/sites/default/files/The%20Process%20Essay.pdf>
- Writing a Paragraph. Retrieved March 22nd, 2017 from <http://cup.hwatai.com.tw/upload/Sample%20Pages.pdf>
- Writing Short Answer Responses [Video file]. (1014, December 31). Retrieved August 8, 2017, from <https://youtu.be/PJY6tk2aCHM>

XI. Course Policies

1. **Materials:** The use of the textbook is strongly recommended as it is the main source for lesson development and homework assignment.

2. **Assessment: 10-minute tolerance** will be given as a maximum for sitting the Midterm and Final exams.⁴

XII. Lecturers

Linares, María Esther

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A social cognitive approach to burnout in elite athletes

<https://pdfs.semanticscholar.org/3691/c54274b13c8ceb29b1919dbcf5593984e1ca.pdf>

How to Write a Good Paragraph: A Step-by-Step Guide

https://awc.ashford.edu/PDFHandouts%5CHow%20to%20Write%20a%20Good%20Paragraph_final.pdf

<https://awc.ashford.edu/Index.html>

Paragraphs: Academic writing

https://www.une.edu.au/_data/assets/pdf_file/0010/12313/WE_Paragraphs_Academic-writing.pdf

NUS Student Experience Report

https://www.nus.org.uk/PageFiles/4017/NUS_StudentExperienceReport.pdf

The Socio-Economic Status/The ABC Scale/The Classification of Employment

<https://neofalcon.wordpress.com/2010/11/13/the-socio-economic-statusthe-abc-scalethe-classification-of-employment/>

Academic writing style for reports

<https://unilearning.uow.edu.au/report/1d.html>

The Top 7 Characteristics Of Successful Brands

<https://www.forbes.com/sites/jaysondemers/2013/11/12/the-top-7-characteristics-of-successful-brands/2/>

Reading Academic English

<http://www.mofet.macam.ac.il/ktiva/publish/catalog/Documents/634658753551215029.pdf>

⁴ See *Reglamento, Título III, Capítulo I, artículo 59.*