



# **Course Syllabus**

## **Written Skills For**

## **Professional Success 1**

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**August – December 2021**

**Cycle: Free Elective**

**Lecturer:**

**Orué, Ana María**

## I. General Course Information

<b>Subject:</b>	Written Skills for Professional Success I		
<b>Pre-requisite:</b>	Intermediate English III <sup>1</sup>	<b>Code:</b>	09682
<b>Precedent:</b>	None	<b>Semester:</b>	2021-2
<b>Credits:</b>	3	<b>Term:</b>	Free Elective
<b>Weekly Hours:</b>	4 hours	<b>Course type:</b>	Remote- synchronous
<b>Course Type Career</b>	Free Elective	<b>Course Coordinator:</b>	<a href="mailto:coordinacioningles@ue.edu.pe">coordinacioningles@ue.edu.pe</a>

## II. Summary

The *WRITTEN SKILLS FOR PROFESSIONAL SUCCESS I* course is of a theoretical and practical nature. 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 cause-effect, persuasive, evaluative and comparative essays in an articulated way under an academic context.

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

## 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 skimming, scanning, guessing meaning from context, and making inferences. 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

- Understand and apply cohesive devices properly in a written text
- Apply different reading strategies to become a better reader

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

- Produce properly structured writing texts in the academic field
- Critically analyze and evaluate college-level reading material; make inferences; and determine a writer's purpose
- Elaborate a range of academic written texts: short-answer assignment tasks, essays (cause-effect, persuasive, evaluative and comparative)
- Employ new vocabulary of a range of relevant and current business topics
- 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. Assessment

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

The grade point average (GPA) is the result of the following components:

$$\text{GPA} = (0,10 \times \text{ME}) + (0,65 \times \text{CAA}) + (0,25 \times \text{FE})$$

Where:

**GPA** = Grade point average

**ME** = Midterm exam

**CAA** = Continuous assessment average

**FE** = Final exam

### AVERAGE OF CONTINUOUS ASSESSMENT (ACA) 65%

Evaluation Type	Description	Weight %
Class Work	Oral work (30%) – discussion – vocabulary Written work (50%) – writing skills MyELT online practice (20%)	50%
Reading Assignments	Four (4) reading assignments	20 %
Writing Assignments	Four (4) writing assignments 20% planning 60% first draft 20% final draft	30%

## VII. Course Content

WEEK	CONTENTS / ACTIVITIES	TASK & ASSESSMENT	ASSIGNMENTS
<p><b>LEARNING UNIT I: CHANGING THE PLANET</b></p> <p><b>LEARNING OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>• Anticipates and previews reading theme and infographics</li> <li>• Reads an argumentative essay</li> <li>• Understands main ideas and details</li> <li>• Understands infographics</li> <li>• Builds academic vocabulary</li> <li>• Evaluates arguments</li> <li>• Analyzes evidence</li> <li>• Guesses meaning from context</li> <li>• Summarizes</li> </ul>			
<p><b>Wk. 1</b></p> <p>23–28 Ago.</p>	<p><b>Course introduction</b></p> <p><b><u>UNIT 1: Changing the Planet</u></b></p> <p>1.1 Explore the theme: The Human Impact (pp.2-3)</p> <p>1.2 Preparing to read (pp.4-5)</p> <p>1.3 Reading an argumentative text on the human age (pp.8-11)</p> <p>1.4 Setting up Understanding the Reading (pp.12-13)</p> <p>1.5 Critical Thinking: analyzing evidence (pp.14)</p> <p>1.6 Critical Thinking: guessing meaning from context (pp. 14)</p> <p>1.7 Summarizing skills (handout)</p>	<p><b>Unit 1</b></p> <p><b>READING TASK</b></p> <p>Understanding main ideas, details, and infographics (pp. 12-13)</p> <p><b>READING ASSIGNMENT 1</b></p> <p>Summarizing the reading text (pp. 6-11 &amp; handout) including main idea, main argument, ideas in favor and against, and conclusion</p>	<p><b>MyELT PLATFORM</b></p> <p><b><u>Unit 1: Changing the Planet</u></b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>• Vocabulary Review</li> <li>• Vocabulary 2</li> <li>• Vocabulary Extension</li> </ul>
<p><b>LEARNING UNIT II: CHANGING THE PLANET</b></p> <p><b>LEARNING OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>• Understands the concept of cohesion</li> <li>• Understands causes and effects</li> <li>• Synthesizes</li> <li>• Uses cohesive devices</li> <li>• Reviews the concept of essay writing</li> <li>• Evaluates</li> <li>• Brainstorms and organizes ideas</li> </ul>			
<p><b>Wk. 2</b></p> <p>30 Ago – 04 Sep.</p>	<p><b><u>UNIT 1: Changing the Planet</u></b></p> <p>2.1 Checking understanding the reading (pp. 12-13)</p> <p>2.2 Understanding Cohesion (pp. 15)</p> <p>2.3 Video Trees of Life anticipating topic and vocabulary (pp. 16)</p> <p>2.4 Understanding main ideas</p>	<p><b>Unit 1</b></p> <p><b>WRITING TASK</b></p> <p><b>Video Summary 1</b></p> <p>Summarizing video stating causes and effects (pp. 17 &amp; handout)</p>	<p><b>MyELT PLATFORM</b></p> <p><b><u>Unit 1: Changing the Planet</u></b></p> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Reading Review</li> <li>• Reading Skill</li> <li>• Reading Comprehension</li> </ul>

	from video (pp. 17) 2.5 Note-taking causes and effects (pp. 17) 2.6 Synthesizing (pp. 17) 2.7 Exploring Written English vocabulary (pp.18) 2.8 Using cohesive devices (pp. 19) 2.9 Reviewing essay writing (pp.20) 2.10 Evaluating (pp.20) 2.11 Stating cause and effect (handout)		
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**LEARNING UNIT III: CHANGING THE PLANET**

**LEARNING OUTCOMES:**

- Reviews the basic components of an essay: introduction, thesis statement, body paragraphs and conclusion
- Evaluates and writes thesis statements for different topics
- Evaluates topics for the body paragraph to support the thesis statement
- Writes topic sentences for body paragraphs
- Writes a cause-effect essay
- Edits essays

<p><b>Wk. 3</b> <i>06 – 11 Sep.</i></p>	<p><b>UNIT 1: Changing the Planet</b></p> <p>3.1 Brainstorming ideas for an essay (p.21)          3.2 Planning essay (p.21)          3.3 Thesis statement (p.21)          3.4 Thesis statement (handout)          3.5 Topic sentences (p.21)          3.6 Conclusion (p.21)          3.7 First draft (p.22)          3.8 Revising draft (p.22)          3.9 Editing draft (p.23)          3.10 Setting up writing of a cause-effect essay (p.24)          3.11 Reviewing unit content and vocabulary (p.24)          3.12 Editing reading summary          3.13 Editing video summary</p>	<p><b>Unit 1</b></p> <p><b>WRITING ASSIGNMENT</b></p> <p><b>Essay 1</b></p> <p>Write a cause-effect essay about a charity or a non-profit organization following the given scheme (pp. 21)</p>	<p><b>MyELT PLATFORM</b></p> <p><b>Unit 1: Changing the Planet</b></p> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Language for writing</li> <li>• Writing skill</li> <li>• Editing</li> </ul>
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**LEARNING UNIT IV: ON THE EDGE**

**LEARNING OUTCOMES:**

- Anticipates reading topic
- Builds up topic-related vocabulary
- Reads an explanatory/persuasive report
- Skims and predicts text content

<ul style="list-style-type: none"> <li>• Understands main ideas and details</li> <li>• Identifies problems, reasons and solutions</li> <li>• Analyzes text organization</li> </ul>			
<p><b>Wk. 4</b></p> <p>13 – 18 Sep.</p>	<p><b><u>UNIT 2: On the Edge</u></b></p> <p>4.1 Anticipating information in a text on big cats in crisis (pp.25-27).  4.2 Building vocabulary related to text topic (pp.28-29)  4.3 Skimming and predicting text content (pp.29)  4.4 Reading the text on tigers (pp. 30-34)  4.5 Understanding main ideas and details (pp. 35)  4.6 Setting up task for Identifying problems, reasons and solutions (pp. 35)  4.7 Presenting problems and solutions (handout)</p>	<p><b>Unit 2</b></p> <p><b>READING TASK</b></p> <p>Identifying problems, reasons and solutions to present them (pp. 35 &amp; handout)</p> <p><b>READING ASSIGNMENT 2</b></p> <p>Summarizing the reading text (pp. 30-34 &amp; summary handout) including main and secondary ideas, connecting problems to reasons and presenting solutions</p>	<p><b>MyELT PLATFORM</b></p> <p><b><u>Unit 2: On the Edge</u></b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>• Vocabulary Review</li> <li>• Vocabulary 2</li> <li>• Vocabulary Extension</li> </ul>
<p><b>LEARNING UNIT V: ON THE EDGE</b></p> <p><b>LEARNING OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>• Analyzes text organization</li> <li>• Guesses meaning from context and personalizes</li> <li>• Understands and uses appositives</li> <li>• Anticipates topic and vocabulary for a specific topic</li> <li>• Understands main ideas and details from video</li> <li>• Makes inferences and synthesizes</li> </ul>			
<p><b>Wk. 5</b></p> <p>20 – 25 Sep.</p>	<p><b><u>UNIT 2: On the Edge</u></b></p> <p>5.1 Analyzing text organization (pp. 36)  5.2 Personalizing, making inferences, and guessing meaning from context (pp.36)  5.3 Understanding appositives (pp. 38)  5.4 Preparing for video viewing for topic and vocabulary (pp. 38-39)  5.5 Understanding main ideas and details in video (pp. 39)  5.6 Making inferences and synthesizing  5.7 Building vocabulary for problems &amp; solutions (p40)</p>	<p><b>Unit 2</b></p> <p><b>READING TASK</b></p> <ul style="list-style-type: none"> <li>• Scanning for appositives (pp. 37 Ex A &amp; B)</li> <li>• Using appositives (pp 41)</li> </ul> <p><b>WRITING TASK</b></p> <p><b>Video Summary 2</b></p> <p>Summarizing video including comments and comparisons with other species (pp. 38-39 &amp; summary handout)</p>	<p><b>MyELT PLATFORM</b></p> <p><b><u>Unit 2: On the Edge</u></b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>• Reading Review</li> <li>• Reading Skill</li> <li>• Reading Comprehension</li> </ul>

**LEARNING UNIT VI: ON THE EDGE**

**LEARNING OUTCOMES:**

- Reviews the thesis statement
- Evaluates by analyzing thesis statements and giving opinion
- Brainstorms and organizes ideas for a persuasive essay
- Drafts, writes and edits a persuasive essay

<p><b>Wk. 6</b></p> <p>27 Sep – 02 Oct</p>	<p><b><u>UNIT 2: On the Edge</u></b></p> <p>6.1 Reviewing the thesis statement (pp. 42)          6.2 Evaluating and giving opinion (pp. 42)          6.3 Brainstorming and organizing ideas (pp. 43)          6.4 Drafting and revising persuasive essay (pp. 44-45)          6.5 Editing and writing a final draft of a persuasive essay (pp.46)          6.6 Reviewing unit topic and vocabulary (pp. 46)</p>	<p><b>Unit 2</b></p> <p><b>WRITING ASSIGNMENT</b></p> <p><b>Essay 2</b></p> <p>Write a persuasive essay about an animal, a habitat or a natural place that people are trying to protect (pp. 44-46)</p>	<p><b>MyELT PLATFORM</b></p> <p><b><u>Unit 2: On the Edge</u></b></p> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Language for writing</li> <li>• Writing skill</li> <li>• Editing Writing task</li> </ul>
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**LEARNING UNIT VII: BEAUTY AND PERCEPTION**

**LEARNING OUTCOMES:**

- Edits drafts collectively and individually
- Anticipates reading topic
- Builds up topic-related vocabulary
- Writing summaries
- Reviews the midterm exam

<p><b>Wk. 7</b></p> <p>04-09 Oct.</p>	<p><b><u>UNIT 3: Beauty and Perception</u></b></p> <p>7.1 Editing summaries and essays for exam review          7.2 Explore the theme of beauty? (pp. 47-49)          7.3 Building academic vocabulary (pp.50-51)</p> <p><b><u>UNIT 5: WORKING TOGETHER</u></b></p> <p>7.4. Writing a summary (pp. 111-114)          7.5 Vocabulary for writing (pp.112)          7.5 Mid-term exam review</p>		<p><b>MyELT PLATFORM</b></p> <p><b><u>Unit 3: Beauty and Perception</u></b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>• Vocabulary Review</li> <li>• Vocabulary 2</li> <li>• Vocabulary Extension</li> </ul>
<p>08 Oct</p>	<p><b>MIDTERM EXAM</b></p>		
<p><b>Wk. 8</b></p> <p>11 – 16</p>	<p><b>MIDTERM EXAM WEEK</b></p>		

Oct.			
<p><b>LEARNING UNIT VIII: BEAUTY AND PERCEPTION</b>  <b>LEARNING OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>• Understands captions and illustrations to anticipate reading content</li> <li>• Reads an expository/classification article</li> <li>• Understands main ideas and details</li> <li>• Applies ideas in text</li> <li>• Guesses meaning from context</li> <li>• Discusses and learns about a given topic for previewing a video content</li> </ul>			
<p><b>Wk. 9</b>  18 – 23 Oct.</p>	<p><b>UNIT 3: Beauty and Perception</b></p> <p>8.1 Previewing text content (pp. 51)  8.2 Reading an expository text on images of beauty (pp. 52-57)  8.3 Understanding the reading: Understanding main ideas and details (pp. 58)  8.4 Critical Thinking: applying ideas (pp. 59)  8.5 Guessing meaning from context (pp. 59)  8.6 Using a concept map to identify supporting details (pp. 60)  8.7 Discussing ideas and learning from a topic to familiarize with video content and vocabulary (pp. 61-62)</p>	<p><b>Unit 3</b></p> <p><b>READING TASK</b></p> <ul style="list-style-type: none"> <li>• Understanding details (pp. 58)</li> <li>• Guessing meaning from context (pp. 59)</li> </ul> <p><b>READING ASSIGNMENT 3</b></p> <p>Summarizing the reading text (pp. 52-57, summary handout &amp; concept map on page 60) including thesis statement, topic sentences and supporting details, as well as a final personal comment</p>	<p><b>MyELT PLATFORM</b></p> <p><b>Unit 3: Beauty and Perception</b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>• Reading Review</li> <li>• Reading Skill</li> <li>• Reading Comprehension</li> </ul>
<p><b>LEARNING UNIT IX: BEAUTY AND PERCEPTION</b>  <b>LEARNING OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>• Identifies main ideas and opinions from a video</li> <li>• Infers and synthesizes</li> <li>• Builds vocabulary on visual art</li> <li>• Uses restrictive and non-restrictive adjective clauses for giving more information</li> <li>• Analyzes and supports a thesis statement</li> </ul>			
<p><b>Wk. 10</b>  25 – 30 Oct.</p>	<p><b>UNIT 3: Beauty and Perception</b></p> <p>9.1 Identifying main ideas in a video on photo contest (pp. 62)  9.2 Identifying opinions (pp. 62)  9.3 Inferring and synthesizing (pp. 62)  9.4 Building vocabulary for writing about visual art (pp. 63)</p>	<p><b>Unit 3</b></p> <p><b>WRITING TASK</b></p> <p>Using restrictive and non-restrictive adjective clauses for giving more information about nouns (pp. 64-65)</p> <p><b>Video Summary 3</b></p>	<p><b>MyELT PLATFORM</b></p> <p><b>Unit 3: Beauty and Perception</b></p> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Language for writing</li> <li>• Writing skill</li> <li>• Editing</li> </ul>

	<p>9.5 Using restrictive and non-restrictive adjective clauses for giving more information about nouns (pp. 64-65)</p> <p>9.6. Supporting a thesis (pp. 65)</p> <p>9.7 Analyzing essay introductions (pp. 65)</p> <p>9.8 Matching topic sentences with thesis statement (pp. 66)</p>	<p>Summarizing video including personal comments (pp. 61-62 &amp; summary handout)</p>	
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**LEARNING UNIT X: BEAUTY AND PERCEPTION & RETHINKING BUSINESS**  
**LEARNING OUTCOMES:**

- Brainstorms and organizes ideas for an evaluative essay
- Plans an outline with thesis statement, topic sentences and details
- Drafts and edits an evaluative essay
- Reviews unit content and vocabulary
- Explores topic and vocabulary from illustrations and infographic

<p><b>Wk. 11</b> <i>01 – 06 Nov.</i></p>	<p><b><u>UNIT 3: Beauty and Perception</u></b></p> <p>10.1 Brainstorming and organizing ideas for an evaluative essay (pp. 67)</p> <p>10.2 Planning the draft outline (pp. 67-68)</p> <p>10.3 Drafts and edits an evaluative essay (68-70)</p> <p>10.4 Writes final draft (pp. 70)</p> <p>10.5 Reviews unit content and vocabulary</p> <p><b><u>UNIT 4: Rethinking Business</u></b></p> <p>10.6 Exploring topic and vocabulary from illustrations and infographic (pp. 71-73)</p>	<p><b>Unit 3</b></p> <p><b>WRITING ASSIGNMENT</b></p> <p><b>Essay 3</b></p> <p>Write an evaluative essay of a visual art form (e.g., a painting, a photograph or a piece of sculpture (pp. 67-70).</p>	<p><b>MyELT PLATFORM</b></p> <p><b><u>Unit 4: Rethinking Business</u></b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>• Vocabulary Review</li> <li>• Vocabulary 2</li> <li>• Vocabulary Extension</li> </ul>
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**LEARNING UNIT XI: RETHINKING BUSINESS**  
**LEARNING OUTCOMES:**

- Builds up business-related vocabulary
- Reads a case study article
- Understands main and supporting ideas in an article
- Understands multiword units or phrases
- Understands visual data
- Understands sentences with initial phrases

<p><b>Wk. 12</b> 08 – 13 Nov.</p>	<p><b>UNIT 4: Rethinking Business</b></p> <p>11.1 Building business-related vocabulary (pp. 74-75)</p> <p>11.2 Reading a case study article on changing fashion (pp. 76-80)</p> <p>11.3 Understanding main and supporting ideas (pp. 81)</p> <p>11.4 Understanding visual data (pp. 82)</p> <p>11.5 Understanding sentences with initial phrases (pp. 83)</p>	<p><b>Unit 4</b></p> <p><b>READING TASK</b></p> <ul style="list-style-type: none"> <li>• Understanding supporting ideas (pp. 81)</li> <li>• Understanding multiword units (pp. 81)</li> </ul> <p><b>READING ASSIGNMENT 4</b></p> <p>Summarizing the case study article on fashion business (pp. 76-80 &amp; summary handout) including thesis statement, topic sentences, supporting ideas, and conclusion</p>	<p><b>MyELT PLATFORM</b></p> <p><b>Unit 4: Rethinking Business</b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>• Reading Review</li> <li>• Reading Skill</li> <li>• Reading Comprehension</li> </ul>
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**LEARNING UNIT XII: RETHINKING BUSINESS**  
**LEARNING OUTCOMES:**

- Anticipates topic and vocabulary from a video on fashion
- Understands main ideas and details from a video on fashion business
- Infers and synthesizes information from video
- Builds vocabulary for writing a comparative essay
- Uses sentences with initial phrases
- Organizes and analyzes a comparative essay
- Outlines a comparative essay

<p><b>Wk. 13</b> 15 – 20 Nov.</p>	<p><b>UNIT 4: Rethinking Business</b></p> <p>12.1 Anticipating topic and vocabulary from a video on fashion (pp. 84-85)</p> <p>12.2 Understanding main ideas and details from video (pp. 84-85)</p> <p>12.3 Inferring and synthesizing information (pp. 85)</p> <p>12.4 Building vocabulary for writing a comparative essay (pp. 86)</p> <p>12.5 Using sentences with initial phrases (pp. 86-87)</p> <p>12.6 Organizing a comparative essay (pp. 87)</p> <p>12.7 Analyzing and outlining a comparative essay (pp. 88)</p> <p>12.8 Editing reading summary</p>	<p><b>Unit 4</b></p> <p><b>WRITING TASK</b></p> <p><b>Video Summary 4</b></p> <p>Summarizing video including personal comments (pp. 84-85 &amp; summary handout)</p>	<p><b>MyELT PLATFORM</b></p> <p><b>Unit 4: Rethinking Business</b></p> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Language for writing</li> <li>• Writing skill</li> <li>• Editing</li> </ul>
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**LEARNING UNIT XIII: RETHINKING BUSINESS & WORKING TOGETHER**  
**LEARNING OUTCOMES:**

- Brainstorms and organizes ideas for a comparative essay

- Plans and outlines a comparative essay
- Drafts and edits a comparative essay
- Writes the final version of a comparative essay
- Reviews unit content and vocabulary
- Anticipates topic and vocabulary from a text
- Reads and explanatory article
- Understands main ideas and purpose
- Completes concept map of text content

<p><b>Wk. 14</b> 22 – 27 Nov.</p>	<p><b>UNIT 4: Rethinking Business</b></p> <p>13.1 Brainstorming and organizing ideas (pp. 89)</p> <p>13.2 Planning and outlining a comparative essay (pp. 89-90)</p> <p>13.3 Drafting and editing an essay (pp. 90-91)</p> <p>13.4 Writing the final version of the essay (pp.92)</p> <p>13.5 Reviewing content and vocabulary from unit (pp. 92)</p> <p><b>UNIT 5: WORKING TOGETHER</b></p> <p>13.6 Understanding complex sentences (pp.107)</p> <p>13.7 Paraphrasing ideas (pp. 110)</p>	<p><b>Unit 4</b></p> <p><b>WRITING ASSIGNMENT</b></p> <p><b>Essay 4</b></p> <p>Write a comparative essay of two companies in the same industry, considering aspects related to history, location, product types, and business practices (pp. 89-92).</p> <p><b>Unit 5</b></p> <p><b>WRITING TASK</b></p> <ul style="list-style-type: none"> <li>• Understanding complex sentences (pp. 107)</li> <li>• Paraphrasing ideas (pp. 110)</li> </ul>	<p><b>MyELT PLATFORM</b></p> <p><b>Unit 5: Working Together</b></p> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Language for writing</li> <li>• Writing skill Editing</li> </ul>
<p><b>LEARNING UNIT XIV: WORKING TOGETHER</b></p> <p><b>LEARNING OUTCOMES:</b></p> <ul style="list-style-type: none"> <li>• Edits essay</li> <li>• Paraphrases ideas</li> <li>• Writes a summary</li> <li>• Reviews for final exam</li> </ul>			
<p><b>Wk. 15</b> 29 Nov – 4 Dic</p>	<p><b>UNIT 5: WORKING TOGETHER</b></p> <p>14.1 Editing essay</p> <p>14.2 Analyzing a summary (pp. 113)</p> <p>14.3 Revising and editing a summary</p> <p>14.4 Reviewing for final exam</p>		
<p><b>3 Dic</b></p>	<p><b>FINAL EXAM</b></p>		

<b>Wk. 16</b> 06 – 11 Dec.	<b>FINAL EXAM WEEK</b>
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### VIII. Lab Support

It is not required

### IX. Lecturer

Orué, Ana María

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