

Course title	Writing Skills Enhancement II (ENGF203)				
Course type	Required				
Level	Foundation				
Year / Semester	1 st Year / 2 nd Semester				
Teacher's name	Anastasia Miltiadous				
ECTS	N/A	Lectures / week	3	Laboratories / week	N/A
Course purpose and objectives	<p><u>Course Purpose</u></p> <p>This module will focus on improving students' writing skills and developing academic writing skills. The writing component will involve developing academic essays, reports, and summaries while adhering to academic writing conventions, such as proper referencing and citation styles. They will learn how to write clear, well-structured and detailed texts on a variety of subjects related to their field of interest, synthesing and evaluating information and arguments from a number of resources. They will develop writing skills for formal essays, reports, and critical analyses. They will learn how to write 3 an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting details and rounding off with an appropriate conclusion. They will learn how to convey information and ideas on abstract as well as concrete topics.</p> <p><u>Course Objectives</u></p> <ul style="list-style-type: none"> ▪ Enhance the ability to write clear and coherent texts, ensuring logical organization and flow of ideas. ▪ Strengthen grammatical accuracy and expand vocabulary range to convey ideas more precisely and effectively. ▪ Introduce different text types (e.g., emails, reports, essays) and genres to develop proficiency in composing various written formats. ▪ Teach the structural elements of different text types, focusing on introductions, body paragraphs, conclusions, and appropriate formatting. ▪ Develop the skill to adapt writing style and tone based on the intended audience and purpose of the text. ▪ Familiarize students with the writing process (planning, drafting, revising, editing) to improve overall writing quality. ▪ Encourage critical thinking by expressing opinions, providing arguments, and supporting claims with evidence in written pieces. ▪ Encourage creativity and originality in writing by exploring imaginative and descriptive language in narratives or creative pieces. ▪ Teach effective editing and proofreading techniques to improve accuracy and refine written work. ▪ Provide opportunities for practical writing tasks that simulate real-life scenarios (e.g., writing emails, making requests, providing information). ▪ Encourage independent writing practice, allowing learners to develop confidence and autonomy in expressing themselves in writing. 				

	<ul style="list-style-type: none"> ▪ Focus on achieving the purpose of the task by meeting requirements and fulfilling criteria in various writing assignments.
<p>Learning outcomes</p>	<p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> ▪ Produce different types of written texts such as emails, letters, reports, reviews, diagrams, graphs and short essays in a coherent and organised manner. ▪ Demonstrate improved accuracy in using a range of grammatical structures and vocabulary appropriate to the chosen text type. ▪ Organise ideas into paragraphs, ensuring coherence within and between paragraphs through the use of linking words and cohesive devices. ▪ Express personal opinions, viewpoints, arguments, and reasons with increased clarity and coherence. ▪ Use a variety of sentence structures, including compound and complex sentences, and employ a range of connectors to express relationships between ideas. ▪ Consider the intended audience while adapting the style, tone, and level of formality to suit the purpose and context of the writing task.
<p>Course content</p>	<ol style="list-style-type: none"> 1. Practice advanced argumentative writing skills, highlighting significant points with relevant supporting details. 2. Engage with diverse resources to synthesize and evaluate information for writing purposes. 3. Develop skills for writing critical analyses with a systematic argument and appropriate conclusions. 4. Incorporate diagrams, graphs, and visual aids effectively into reports and essays for better illustration and comprehension. 5. Revision and editing practice sessions to refine academic writing, emphasizing clarity, coherence, and language accuracy. 6. Writing skills application to topics related to students' fields of interest, adapting language and style accordingly. 7. Advanced understanding and practice of research methods, accurate referencing, and citation styles. 8. Comprehensive writing task that involves synthesizing information, developing a systematic argument, and delivering a conclusive essay or report. 9. Reflective exercises for students to self-assess their progress and receive feedback on their writing development. 10. Revision of key concepts, strategies, and techniques learned throughout the course for a comprehensive understanding.
<p>Teaching methodology</p>	<ul style="list-style-type: none"> ▪ Conduct interactive workshops where students share and peer-review their work, offering constructive feedback. ▪ Engage students in brainstorming sessions to generate ideas and plan their writing before starting drafts. ▪ Model different writing styles and structures, providing examples and templates for essays, reports, emails, graphs, diagrams and summaries. ▪ Start with structured writing tasks, gradually increasing complexity to help students build their skills step-by-step. ▪ Assign tasks that simulate real-life situations such as writing formal and informal emails, reports, or analyses related to students' fields of interest. ▪ Engage students in writing tasks using authentic materials like news articles, case studies, or academic papers.

	<ul style="list-style-type: none"> ▪ Provide detailed feedback on students' writing, focusing on strengths and areas needing improvement, and offer guidance for enhancement. ▪ Utilize writing tools and applications for grammar checking, collaborative writing, and creating multimedia texts. ▪ Engage students in role-playing scenarios or simulations to practice different writing styles and communication contexts. ▪ Teach pre-writing techniques such as outlining, mind mapping, or journaling to organize thoughts before writing. ▪ Conduct timed writing tasks to simulate exam conditions and evaluate students' ability to write under pressure. ▪ Adapt teaching methods to accommodate diverse learning styles, language proficiencies, and individual writing challenges
Bibliography	<p><u>Required Textbook:</u></p> <ul style="list-style-type: none"> ▪ Christien Lee, <i>Reflect Reading & Writing 4, 1st Edition</i>, 2022, National Geographic. ▪ Rachel Finnie, <i>World of Grammar and Writing 4, 2nd Edition</i>, 2019, National Geographic. ▪ Online Resources/Activities through the National Geographic website. <p><u>Additional Material:</u></p> <ul style="list-style-type: none"> ▪ Katrina Gormley, <i>Ultimate English B1+ Student's Book</i>, 2020, Hamilton House. ▪ Katrina Gormley, <i>Ultimate English B1+ Workbook</i>, Hamilton House. ▪ Authentic academic material.
Assessment	<p>Continuous assessment methods are designed to offer a holistic view of students' language development.</p> <p>The assessment of students is made up of two components:</p> <ul style="list-style-type: none"> ▪ final exam (50 marks) ▪ continuous assessment (50 marks) <p>The 50 marks of the continuous assessment is comprised for example of:</p> <ul style="list-style-type: none"> ▪ quizzes and tests ▪ homework assignments ▪ reading comprehension tasks ▪ participation <p>The final written exam carries 50 marks and takes place at the end of each academic semester. This exam tests the whole content of a course taught in the current semester. The final mark for each course is the sum of the continuous assessment mark and the final written exam.</p>
Language	English