FREDERICK UNIVERSITY

ENGLISH LANGUAGE FOUNDATION PROGRAMME

ENG003 – WRITING I

Course Title	**WRITING I**
Course Code	**ENG003**
Course Type	Compulsory
Level	Foundation
Year / Semester	1st Semester
Teacher's Name	Anna Sarris

Credits		Lectures / week	2	Laboratories/week	0

Course Purpose	The course seeks to empower students with the essential knowledge and skills required to achieve in their future academic pursuits and in their future careers by becoming confident and effective in the written form of the language. In particular, the course aims to: • help students further develop their writing skills in English. Through a structured curriculum, students will gain knowledge in comprehending different types of writing and composting their own pieces through the awareness of the structure, syntax, and vocabulary of the language thus enhancing their ability to express themselves effectively in writing; • grasp the gist and main ideas of written work and reproduce related pieces of writing; • summarise texts; • develop different writing genres by introducing students to various writing genres such as descriptive, reports, narratives, and persuasive writing. By exploring different types of writing, students will gain a versatile skillset to adapt to different writing tasks. • encourage creative expression. While focusing on academic and expository writing, this course also encourages creative expression. Students will have the opportunity to explore creative writing, enabling them to express themselves artistically through their writing; • enhance vocabulary by expanding students' vocabulary and improving their language usage. This includes learning to choose appropriate

words, phrases, and idioms to convey precise meaning and style in their writing;

- cultivate writing confidence by instilling confidence in students regarding their writing abilities. Through practice, feedback, and guided improvement, students will develop the self-assurance needed to tackle a variety of writing tasks with competence;

- improve clarity and coherence by familiarizing students with the principles of organisation, coherence, and clarity in writing. By understanding how to structure sentences, paragraphs, and essays, students will learn to convey their thoughts with precision and logic;

- promote lifelong learning. By imparting strong writing skills, the students will be equipped with the tools they need to continue developing their writing abilities beyond the classroom setting.

Learning Outcomes	Upon completion of the course, students are expected to: 1. develop essential writing skills; 2. cultivate critical thinking and analytical skills 3. identify all types of writing 4. analyze written information; 5. extract main ideas and paraphrase; 6. write clear and correct sentences, paragraphs, and other types of writing, showcasing a foundational knowledge of written English; 7. enhance their vocabulary and effectively use a range of words and phrases to improve the precision and variety of their writing; 8. illustrate logical sequence in their writing, ensuring clear and coherent communication of ideas and arguments; 9. construct effective and polished sentences and paragraphs; 10. distinguish and devise various writing genres, including descriptive, reports, narratives, and persuasive writing, adapting their writing style to different contexts and purposes;
Prerequisites	Certificate of English Language Proficiency (equivalent to level B1)
	Corequisites
	ENG001 ENG002 ENG004 ENG005
Course Content	This course is an in-depth exploration of various writing forms and styles. It covers basic writing techniques, introductory research skills, and the art of effective communication through the written word. In particular, the course covers the following: - conjunctions and connecting sentences; - paragraph writing;

	- email writing - essays (argumentative, expository, descriptive); - distinguishing between academic and personal styles of writing; - the academic writing process; - the writing style: Visualising your text; - persuasive techniques; - effective argumentation; - writing for specific audiences; - crafting compelling openings and endings; - fiction writing (short stories); - blogging and online writing;
Teaching Methodology	The course employs a comprehensive teaching methodology that caters to students with diverse language backgrounds. It combines a balanced mix of skills-based instruction, including listening, speaking, reading, and writing, with a focus on effective communication. Utilising a communicative approach, interactive classes, and technology-enhanced learning tools, the course encourages active student participation and engagement. Additionally, personalised feedback and assessment strategies are integrated to monitor progress and provide targeted support to each student. Moreover, this course fosters a supportive and inclusive learning environment that encourages students to develop not only their language skills but also their self-confidence and academic readiness for further studies at a university level. In particular, students are taught through a combination of textbooks, lectures, seminars, class and forum discussions, group/pair workshops and extensive use of online related applications and practice. Self-assessment quizzes are provided to students through the university's e-Learning platform to reinforce their understanding of course material at their own convenience for further self-improvement. They will typically have 2 contact periods per week, as well as the opportunity to meet with their instructors for tailored advice outside scheduled lecture time, on a regular basis. Students will be required to do extensive study and practice of the language in their free time documenting their work with reports and further assignments. Collaborative learning is facilitated through group activities engaging students in peer review and editing sessions. As stated above, the use of technology including online language usage resources, language analysis software, virtual writing tools and interactive quizzes platforms facilitates interactive learning. Self-assessment is also extensively used to foster self-improvement.
Bibliography	Textbooks:

	- Willimas, J. (2022). ***Reflect: Reading and Writing 5***, Cengage Heinle. - Hamp-Lyons., L. & Heasley, B. (2010). ***Study Writing (2nd edition)***. UK: Cambridge University Press. Additional material - Reynolds, F., Wisniewska, I & Barry, M. (2022). ***Success - International English Skills for Cambridge IGCSE***. Cambridge University Press. - Reinking, J., & Von der Osten, R. (2021). ***Strategies for Successful Writing: A Rhetoric, Research Guide, Reader and Handbook (12th edition)***. Pearson - Graff, G., & Birkenstein, C. (2018). ***They Say / I Say: The Moves That Matter in Academic Writing (4th edition)***. W. W. Norton & Company. - Bullock, R., & Goggin, D. (2013). ***The Norton Field Guide to Writing (3rd edition)***. W. W. Norton & Company. - Black, M., & Sharp, W. (2007). ***Objective IELTS – Intermediate Self Study***. Cambridge University Press.
Assessment	Various assessment methods are used in order to evaluate different aspects of students' writing skills for a more comprehensive view of their progress. The students' assessment includes the following: - In-class quizzes and tests that assess students' knowledge of the writing process, and their overall comprehension. (20%) - Portfolio submission of students' written work to assess students' progress and development over time. (20%) - Active participation in class discussions and activities is integral to the learning process. (10%) - Attendance and homework ensure that students are engaged throughout the course. (10%) - The final exam serves as a comprehensive evaluation. (40%)
Language	English