

STUDY GUIDE

LITERACY SKILLS FOR EFFECTIVE COMMUNICATION IN ENGLISH

**Asignatura transversal
C.U. Cardenal Cisneros
Universidad de Alcalá**

Curso Académico 2020/21
4º Curso- 2º Cuatrimestre

STUDY GUIDE

Subject:	Literacy Skills for Effective Communication in English / Destrezas de literacidad para una comunicación efectiva en inglés
Code:	100183
Degree	University degree
Department:	Teaching Specific Sciences Department
Character:	Transversal
Credits:	6
Course and term:	2 nd Term
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Language:	English

1. PRESENTATION

Cardenal Cisneros University College guarantees its students that, if, due to sanitary demands, competent authorities should suspend face-to-face teaching partially or totally, teaching plans will achieve their aims through an online teaching-learning methodology and an online assessment process, and will retake face-to-face teaching as soon as these requirements should cease.

Literacy is considered as the **lifelong ability** of making and sharing meaning through oral and written texts. Having this in mind, it seems essential that university undergraduates develop literacy skills in a **text-rich environment** which works hand in hand with both **imagination and creativity**. To do so, students will be acquainted with a good range of fiction and non-fiction texts, encouraged to discuss and analyse their contents and features, and guided to produce similar texts to express their ideas and knowledge.

This subject aims to make students go further with their English literacy skills development, instill a passion for reading texts and books of a different nature, and provide strategies and tools to improve their communication in an authentic environment.

Resumen en español

La literacidad es considerada como una habilidad de desarrollo permanente centrada en crear y compartir significado a través de textos orales y escritos. Teniendo esto en cuenta, resulta esencial que los estudiantes universitarios desarrollen sus destrezas lectoescritoras

en un ambiente donde los textos sean los protagonistas a la vez que se trabaja con la imaginación y la creatividad. Para que esto sea así, los estudiantes se familiarizarán con un buen número de textos de ficción y no ficción, promoviendo la discusión y el análisis de los contenidos y rasgos, y guiándolos a la producción de textos similares para expresar sus ideas y conocimientos.

Esta asignatura tiene como objetivo hacer que los estudiantes vayan más allá en el desarrollo de sus destrezas comunicativas y de lectoescritura en inglés, promoviendo la pasión por la lectura de textos y libros de diferentes características, y aportando estrategias y herramientas para mejorar su comunicación en un contexto auténtico.

Requisites and Recommendations

- Have a minimum B1+ level (recommended) – Students can have access to a test level.
- Be officially enrolled in the subject.
- Have an active and participative attitude during lessons.
- Be committed to improving their level of English using all the possibilities offered both inside and outside the classroom.
- Work effectively individually and in groups.

2. COMPETENCES

Competences (as included in the official regulations as cross-curricular and CUCC competences)

1. Promote respect for fundamental rights and gender equality.
2. Promote the respect and promotion of Human Rights and the principles of universal accessibility and design for all, as established in the Law 51/2003, 2th December, towards equality of opportunities, non-discrimination and universal accessibility of people with disabilities.
3. Promote the values of a culture of peace and democratic values.

Generic Competences

1. Being able to understand and express information correctly in a foreign language, in this case, English.
2. Being capable of handling the information and knowledge related to their areas of specialisation. This also includes knowing how to use basic ICT tools.
3. Being able to use the acquired knowledge, skills and abilities to promote a society based on the values of freedom, justice, equality and pluralism.
4. Being able to work effectively in a group.

Specific Competences:

At the end of the process, students will be able to:

1. Improve their literacy skills in English at a level beyond B1+
2. Analyse and recognise text types
3. Produce both oral and written texts of different types.
4. Develop their critical thinking and promote fruitful and thoughtful discussion.
5. Use the knowledge and procedures which contribute to autonomy about professional practices and lifelong training.

3. CONTENTS

Each module combines non-fiction and fiction text types.

1. Informative/Explanatory texts & Poetry
 - a. Informative and explanatory texts
 - b. Free verse, visual and structured poems
2. Persuasive texts & Sci-fi
 - a. Opinion and discussion text
 - b. Science fiction stories
3. Personal responses & Legends
 - a. Responses and reviews
 - b. Legends
4. Recount texts & Play Scripts
 - a. Recounts and reports
 - b. Play Scripts

Modules	Credits/hours
1. Informative/Explanatory texts & Poetry	1.5 ECTS/37,5h
2. Persuasive texts & Sci-fi	1.5 ECTS/37,5h
3. Personal responses & Legends	1.5 ECTS/37,5h
4. Recount texts & Play Scripts	1.5 ECTS/37,5h

4. TEACHING-LEARNING METHODOLOGY. FORMATIVE ACTIVITIES

4.1. ECTS distribution

Total number of hours (6 ECTS): 150	
Number of hours of classroom attendance: 48	30 hours of whole-group lessons 15 hours of practical lessons 3 hours of seminars
Number of hours of independent learning: 102	102 hours

Apart from the above detailed **48** hours of lesson attendance, the student must also complete **102** hours of independent work at home, which will include reading texts, devoting time to analyse text features, watching instructional videos, and creating written or spoken texts to be shared in class. They could also attend tutorial hours to have their doubts and questions answered by the teacher.

4.2. Methodological strategies, materials and didactic resources

The teaching-learning methodology will be based on two central tenets:

- The literacy approach, as developed by the Lit4CLIL research group, understood as the work on texts to consider their characteristics and be able to produce this text type accordingly. This work will be conducted developing both receptive and productive skills.
- Dialogic learning, as texts will be approached through discussion and group activities, enhancing the construction of meaning together.

Apart from this, the methodology will also consider the use of scaffolding strategies to help students complete tasks and make learning accessible to anyone.

Throughout this subject, the lecturer will act as an instructor as well as a facilitator. Students will handle a variety of materials, which will be available on our Virtual Community (<http://edu.cardenalcisneros.es>)

5. ASSESSMENT

In the following tables, you can find the **specific competences** the subject deals with, the **assessment criteria** set and the **appraisal criteria** the teacher will apply to measure these outcomes and, finally, the **assessment system**, divided into the **tools** which will be used. This table may serve as a guideline to know how the competences will be assessed.

1. Improve their literacy skills in English at a level beyond B1+
2. Analyse and recognise text types
3. Produce both oral and written texts of different types.
4. Develop their critical thinking and promote fruitful and thoughtful discussion.
5. Use the knowledge and procedures which contribute to autonomy about professional practices and lifelong training.

Specific competence	Improve their literacy skills in English at a level beyond B1+
Assessment criteria	Improvement of their communicative competence in all skills
Appraisal criteria	Demonstration of progress in all competences

Specific competence	Analyse and recognise text types
Assessment criteria	Production of analysis reports of text types
Appraisal criteria	Recognition of identifying traits and characteristics of a wide range of text types

Specific competence	Produce both oral and written texts of different types.
Assessment criteria	Planning and producing texts according to their typical features.
Appraisal criteria	Use of features characterising different text types to produce effective writing and oral texts.

Specific competence	Develop their critical thinking and promote fruitful and thoughtful discussion.
Assessment criteria	Active and thoughtful participation in discussions and group activities
Appraisal criteria	Use of higher order thinking skills, deep and thorough reflection in discussion activities.

Specific competence	Use the knowledge and procedures which contribute to autonomy about professional practices and lifelong training.
Assessment criteria	Strategical behaviour which leads to applying learned contents and abilities to new situations
Appraisal criteria	Use of appropriate strategies and techniques to comprehend, think about and produce texts

Appraisal criteria	Definition	%
Demonstration of progress in literacy skills in English	Shows progress in their communicative skills in English at a min. level B1+	20
Recognition of identifying traits and characteristics of a wide range of text types	Can recognise the main features in texts, identifying text types, its functions and characteristics.	20
Use of features characterising different text types to produce effective writing and oral texts.	Can produce texts using identifying characteristics and reflecting on its use and purpose.	20
Use of higher order thinking skills, deep and thorough reflection in discussion activities and self-evaluation	Can reflect, justify and support ideas with well-grounded evidence and justification tolerates different viewpoints and builds meaning with the help of others.	20
Use of appropriate strategies and techniques to comprehend, think about and produce texts	Shows awareness of his/her learning as a whole, and can link prior knowledge to new knowledge acquired	20

Report Criteria

Attendance will be observed to ensure continuous assessment. Students should cover min. 80% of lesson attendance if they follow a continuous assessment mode.

The final **assessment** will be articulated according to the current legislation established by the University of Alcalá. These regulations establish, among others, the following criteria:

- This subject has an ordinary assessment in June, and an extraordinary assessment in July.
- If a student cannot follow the continuous assessment proposed for the ordinary exam, he/she should ask for a final assessment exam to the lecturer in charge of the subject during the two first-term weeks. This proposal will be approved or rejected by the Head Department.
- The extraordinary exam is set for those students who have not passed the ordinary exam, (either ordinary or final)

- The characteristics of the continuous and final assessment are explained in this study guide.
- To access more information on the assessment regulations, you should visit the UAH [link](#).

To pass the course is essential for the **student to have reached all the competences contained in this guide** through the various instruments provided for measurement. The student must **perform all assessment tasks** set out in this guide as a requirement to pass the subject both in the continuous or final evaluation process in the first or resit assessment processes.

Continuous and Final assessment – first call (ordinary and extraordinary)

All students will be asked to attend sessions (min. 80%) and perform the reading, analysis, discussion and writing of two texts for each module. Students will compile these works into a literacy portfolio which will be assessed periodically to obtain appropriate feedback.

Regarding the extraordinary exam for this subject, the lecturer will take into account those assignments marked with a passing grade in the first call, and will indicate to the students which assessment tools and competences need to be worked and how.

Appraisal criteria	Reading and discussion reports	Analysis and production reports	Self-assessment report	%
Demonstration of progress in literacy skills in English at a min. level B1+	X	X		20
Recognition of identifying traits and characteristics of a wide range of text types	X			20
Use of features characterising different text types to produce effective writing and oral texts.		X		20
Use of higher order thinking skills, deep and thorough reflection in discussion activities and self-evaluation.	X		X	20
Use of appropriate strategies and techniques to comprehend, think about and produce texts	X	X	X	20
TOTAL	40	40	20	100

6. BIBLIOGRAPHY

The following references will constitute the key bibliography for the course, and more specific textbooks or journal articles will be provided throughout the term for each of the units of the syllabus.

Basic bibliography

Aubert, A., Flecha, A., García, C., Flecha, R., & Racionero, S. (2008). *Aprendizaje dialógico en la sociedad de la información*. Barcelona: Hipatia.

An excellent compilation of contributions from different disciplines (psychology, linguistics, sociology, etc.) to support the dialogic basis of the teaching-learning processes. The volume highlights the linguistic capacity of human beings and how, from this capacity, we can act upon our realities through dialogue.

Indrisano, R, & Paratore, J. (Eds.) (2005). *Learning to Write and Writing to Learn Theory and Research in Practice*. Newark, DE, The International Reading Association.

Improving the way to teach writing requires deepening one's understanding of the process of writing. Each chapter in this collection brings together the perspectives of a university researcher and a classroom teacher to show the connection between writing theory, and practice explicitly.

Meisel, M. (2007). *How Plays Work: reading and performance*. Oxford: Oxford University Press.

A volume focused on presenting drama as a literary genre which can be further explored and enjoyed through reading. It deals with how theatrical language operates and how we can make the most of reading theatre plays.

Nicolás Román, S. & Torres Núñez, J.J. (2015). *Drama and CLIL*. Bern: Peter Lang

A volume is compiling works on the use of drama techniques and drama-based approaches in the context of subject matter teaching through an additional language.

Rosenblatt, L. M. (1995). *Literature as Exploration*. New York: The Modern Language Association of America. (Original version 1938).

An essential book to discover and reflect on the role of the reader, the text and the reading process. It is based on the transactional model of reading

Watts, E. (2006). *Storytelling*. Oxford: Oxford University Press.

A volume inside the Oxford Basics for Children series which explains the nuts and bolts of storytelling in the Infant and Primary classroom.

Winch, G. et al. (2010). *Literacy. Reading Writing and Children's Literature*. South Melbourne: Oxford University Press

A comprehensive guide to Literacy which includes a complete section on Children's Literature. Even if it is directed to native speakers, it contains valuable information to organise effective teaching-learning lessons in the ESL/EFL classroom.