LINGUA INGLESE II

095 LM

UNIVERSITÀ DEGLI STUDI DI TRIESTE

USEFUL INFORMATION:

START DATE: MARCH 2, 2022

WEDNESDAY
2:30-4:00PM
AULA 2 (Edificio di Via Lazzaretto Vechio 8)

THURSDAY
2:30-4:30PM
AULA D (Androna Campio Marzio 10)

NOTE THE FOLLOWING EXCEPTIONS!
<u>THERE WILL NOT BE CLASS ON MARCH 10 OR APRIL 7.</u> ALL OTHER
LESSONS FOLLOW THE UNIVERSITY CALENDAR.

OFFICE HOURS: BY APPOINTMENT ONLY.

CONTACT INFORMATION:
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MS TEAMS CODE:

jlb5uz3

Moodle link:
https://moodle2.units.it/course/view.php?id=9194

Course Syllabus:
https://corsi.units.it/le68/modulo/lingua-inglese-ii-095lm-2021-pds0-2018-ord-2018-comune

Working Language

Inglese

Obiettivi formativi

Knowledge and understanding:
By the end of the course, students will have a sophisticated understanding of register and when and how to apply it, the importance of strong writing skills across disciplines, the components of the writing process as a predictor of successful writing, and how to effectively assess one's own writing and the work of others. Students will also learn how to use available resources to identify what makes writing "flow" at its best and the process of crafting high-quality, engaging academic texts.
Students will also learn the language skills required to translate tourist texts from Italian into English and to interpret short texts on a variety of topics from English into Italian.

Applying knowledge and understanding:
It is expected that students complete regular writing assignments in order to work towards mastering the process of planning, executing, assessing, reflecting and revising written texts to express facts and ideas to others in a clear, efficient and interesting manner.

Students are expected to recognize and employ appropriate register, style, conventions and techniques used in the translation of tourist texts and also in delivering interpreted texts into Italian.

Making judgments:
By the end of the course, students will be able to identify and apply appropriate communications strategies tailored to specific writing purposes, critically assess their own work and provide thoughtful feedback to other students' writing assignments.

Communication skills:
By the end of the course, students will be able to write, revise and polish finished texts that are clear, effective, persuasive, academically rigorous and responsible.

Learning skills:
By the end of the course, students will have developed critical reading, writing, and assessment skills based on practice, collaboration, reflection, and revision.

Prerequisiti

C1-C2 Level of English— Common European Framework of Reference for Languages

Contenuti

This course is first and foremost an advanced writing development workshop informed by close readings of selected texts to explore the writing process

as a tool for discovery, problem-solving, and communicating clearly and convincingly. Further, this course aims to demystify the same process by unpacking and actively developing the skill set necessary for more prolific and thoughtful academic writing. An essential component for gleaning the most out of the course is completing the writing assignments, providing self-assessment and peer feedback when requested and collaborating with classmates during the reflection and revision phases to polish texts to be presented and included in the final Writing Presentation and Portfolio. The course also aims to develop language competence through translation and interpreting. Through a learner-centered approach the course will provide students with the tools to improve language competence and proficiency by working on a variety of texts.

Metodi didattici

Traditional Lecture Format & Interactive Workshops with guided writing activities, Group work and collaboration, Peer review, support, and feedback

Should it be necessary to make any changes to this syllabus in compliance with safety protocols related to the COVID19 emergency, an announcement will be posted on the Department and Degree Course websites

Modalità di verifica dell'apprendimento

Peer-Reviewed Writing Portfolio & In-Class Presentation 50%
Final Assessment: 50%

If a student cannot attend lessons and is therefore unable to complete the Peer-Reviewed Writing Portfolio & In-Class Presentation, they will be asked

to submit a 3000-word research paper at least two weeks prior to the date of the Final Exam. Research topics will be communicated via Moodle.

In this case, the final grade will be calculated as follows:
Research paper: 50%
Final Exam: 50%

Final Exam: 100 points

Part 1: 50 points
Written Translation
Consecutive interpretation Oral

Part 2:
Multiple Choice: (50 points)
Style Guidelines and general knowledge of Assigned Texts
Editing and Revision
Academic Essay on selected topic covered in class

Final grades will be calculated on a 30-point scale where a minimum score of 18 is required to pass the course.

Due to the COVID19 emergency, any changes to the present deemed necessary to guarantee security protocols will be communicated on the website of the Department, the Degree Program and the course page.

Altre informazioni

Attendance is strongly encouraged both for lessons with the professor as well as supplementary lessons with CELs (Collaboratori esperti linguistici).

Additional course materials will be uploaded to Moodle.

Testi di riferimento

Clayton, Victoria. "The Needless Complexity of Academic Writing; A new movement strives for simplicity." The Atlantic, October 26, 2015, https://www.theatlantic.com/education/archive/2015/10/complex-academic-w...

Graft, Gerald, Cathy Birkenstein, and Russel K. Durst. "They say/I Say": The Moves that Matter in Academic Writing. 5th ed. W.W. Norton & Company, 2021.

Hacker, Diana and Nancy Sommers. A Writer's Reference. 10th ed. Bedford/St. Martins, 2021.

Hayot, Eric. "Academic writing, I love you. Really, I do." Critical Inquiry, Vol. 41, No. 1, spring 2010, pp. 69-88

Hayot, Eric. The Elements of Academic Style: Writing for the Humanities. Columbia University Press, 2014.

Silvia, Paul J. How to Write a Lot: A Practical Guide to Productive Academic Writing. American Psychological Association, 2007.

Zinsser, William. On Writing Well. 30th ed. HarperCollins, 2006.

See Moodle page regularly for additional articles and resources