

Reading and Writing in English II

General information	Academic information
Code: ENIN-2205	Credits: 4
Academic term: II Quarter	Theoretical hours per week: 2
Course nature: Theoretical- Practical	Practical hours per week: 1
Requisites: ENIN-1202	Independent work hours per week: 9
Corequisites: N/A	Total hours per week: 12
Modality: Quarterly, On-site	Sessions per week: 1

1. General description

Reading and Writing II is a course that not only aims to reinforce the skills initially acquired in the previous course but also to develop new abilities in students, strengthened by tools related to these areas of language. The course seeks to provide students with the necessary knowledge to analyze and develop critical thinking through various reading strategies, the content of different types of paragraphs, and figures present in a variety of texts.

Additionally, students are expected to develop basic notions of essential concepts for an efficient writing process, including tools related to references and citations following the APA format.

By the end of this course, students will be able to produce a series of simple, frequently used phrases and sentences connected by basic linking words such as "and," "but," and "because." They will be able to describe aspects of their daily lives in connected sentences, focusing on basic descriptions related to current events, past activities, and personal experiences. Furthermore, they will be capable of expressing basic ideas in writing, forming sentences about their family, living conditions, educational experiences, or recent jobs.

Finally, students will write simple imaginative stories such as biographies or short poems about people or places, using settings and structures reviewed in class. This aligns with the A2 level of the Common European Framework of Reference (CEFR).

2. Objectives

General Objective

Develop various writing styles through the analysis of different types of paragraphs, the evaluation of structures and components present in literary texts, and, finally, the structural elements that require critical thinking and analysis.

Specific Objectives

1. To distinguish different writing styles, their genres, and main characteristics.
2. To identify the necessary steps for an effective and creative writing process in written discourse. Through this process, students and their peers will engage in analysis and discussion of the topics.
3. To describe aspects of their daily lives in writing using connected sentences. These descriptions will be basic and related to current events, past activities, and personal experiences.
4. To produce various types of written texts, including descriptive, narrative, persuasive, expository, and case studies, following appropriate writing mechanics and content guidelines.

3. Thematic contents

1. Review of Necessary Components for Paragraph Construction

- 1.1 Definition of Paragraphs
- 1.2 Essential Elements of a Paragraph
- 1.3 Paragraph Analysis

2. Review of the Topic Titled "Parallelism in Writing"2. Signos de puntuación

- 2.1 Tipos de signos de puntuación
- 2.2 Reglas de los signos de puntuación

2.3 Usos de los signos de puntuación en un estudio de caso

3. Introduction to types of paragraphs

3.1 Narrative

3.1.1 Characteristics of narrative paragraphs

3.1.2 Analysis of a narrative paragraph

3.2 Descriptive

3.2.1 Characteristics of descriptive paragraphs

3.2.2 Analysis of a descriptive paragraph

3.3 Persuasive

3.3.1 Characteristics of persuasive paragraphs

3.3.2 Analysis of a persuasive paragraph

3.4 Expository-Informative

3.4.1 Characteristics of expository-informative paragraphs

3.4.2 Analysis of a expository-informative paragraphs

4. Genres

4.1 Fiction

4.1.1 Definition of fiction

4.1.2 Characteristics of the fiction genre

4.1.3 Greatest Exponents of the Fiction Genre

4.1.4 Analysis of a Fictional Genre Text

4.2 No fiction

4.2.1 Definiton of non fiction

4.2.2 Characteristics of the non fiction genre

4.2.3 Greatest Exponents of the Non fiction Genre

4.2.4 Analysis of a non-Fictional Genre Text

5. Elements of a narrative structure

5.1 Argumentation

5.2 Characters: definition and types

5.3 Types of narrator

5.4 Setting

5.5 Temporal setting

5.6 Types of conflict in literature

6. Elements of an essay

6.1 Definition of essay

6.2 Elements of an essay

6.3 Characteristics of an essay

6.4 Types of essays

7. Transition and connector words

7.1 Definition of transition and connector words

7.2 Use of connector words in an essay

7.3 Rules to apply connector words in an essay

8. APA format

8.1 Definition of APA

8.2 Importance of referencing

8.3 Rules to reference following APA 7th edition

9. Case studies

9.1 Definition of case studies

9.2 Elements of a case study

9.3 Characteristics of a case study

9.4 Examples of a case study

2 Teaching Methodologies

The teacher will act as a mediator by fostering a teaching-learning environment where students can practice, produce, and improve their reading and writing skills. The analysis of theory related to various types of paragraphs, writing styles, and

formatting elements will be reinforced through practical application in texts and short readings. Students will become familiar with the theory studied in class by later applying these techniques in text analysis. Additionally, the process will be strengthened through in-class demonstrations, the use of various technological resources, access to books, and other digital materials provided by the teacher.

3 Learning Strategies

To achieve not only effective learning of this subject but also the fulfillment of its objectives, students are advised to follow the learning strategies outlined below: analyzing the topics and readings before each class so that they can ask questions about them, taking notes and recording data during classes, consulting online databases to support tasks or assignments, conducting bibliographic reviews related to the topics, and creating summaries, outlines, and mind maps on the content covered in each class. Throughout the course, students will create various written works that will be corrected and presented in a digital portfolio. Additionally, students will develop a personal journal by responding to questions or situations posed by the course instructor in the form of one or more paragraphs.

4 Teaching resources

This course is developed with the support of educational resources such as:

- Multimedia equipment in the classroom for projection on the board
- Internet access for document sharing and hosting of practice materials and study readings
- Textbook and recommended reference Bibliography

5 Evaluation

Evaluation criteria	Percentage
Partial assessment I (Week 6)	15%
Partial assessment II (Week 10)	15%
Final assessment III (Week 14)	15%
Portfolio (Week 13)	20%
Reading comprehension homework (infographics, graphic organizers, summaries)	15%
Journals	20%
Total	100%

6 Bibliography

Textbooks

József, H. (2001). Advanced writing in English as a foreign language.

<http://mek.niif.hu/10300/10365/10365.pdf>

Skipper, M. (2002). Advanced Grammar & Vocabulary.

<http://storage1.expresspublishingapps.co.uk/leaflets/new/AdvancedGramVoc.pdf>

Littell, M. (2008). Literature.

[https://www.millburn24.net/site/handlers/filedownload.ashx?](https://www.millburn24.net/site/handlers/filedownload.ashx?moduleinstanceid=664&dataid=1758&FileName=literature%20textbook.pdf)

[moduleinstanceid=664&dataid=1758&FileName=literature%20textbook.pdf](https://www.millburn24.net/site/handlers/filedownload.ashx?moduleinstanceid=664&dataid=1758&FileName=literature%20textbook.pdf)

Reference books

Kittredge, G; Farley, F. (n.d.). Advanced English Grammar.

<https://icotb.org/resources/AdvancedEnglishGrammar.pdf>

Pishkar, K; Nasery, N. (2006). Guide to English literature.

https://www.researchgate.net/publication/288446163_Guide_to_English_literature

7 General guidelines

All academic rules established in the regulations of Universidad Hispanoamericana must be respected.

8 Chronogram

Week	Content	Teaching-Learning activities
1	Topic 1. Revision of necessary components to elaborate a paragraph 1.1 Definition of paragraphs 1.2 Essential elements in a paragraph 1.3 Analysis of paragraph 1.4 Review of the topic titled "parallelism in writing"	<ol style="list-style-type: none"> 1. Presentation and review of the course program, its objectives, contents, and evaluation criteria. 2. Diagnosis of prior knowledge related to the course's thematic contents. 3. Teacher's presentation on thematic placement. 4. Class discussion: What are the essential elements of a paragraph? 5. Students analyze reading together with the teacher to identify the elements of a paragraph.

Week	Content	Teaching-Learning activities
		<p>6. Students work in pairs to construct a paragraph related to a topic assigned by the teacher.</p>
2	<p>Topic 2: Punctuation marks</p> <p>2.1 Types of punctuation marks</p> <p>2.2 Rules for punctuation marks</p> <p>2.3 Uses of punctuation marks in a case study</p>	<p>1. Guiding Questions</p> <p>2. Class discussion: What are the punctuation marks that are most commonly used?</p> <p>3. The teacher explains the rules for punctuation marks, their types, variations, and application in a case study.</p>
3	<p>Topic 2. Introduction to types of paragraphs</p> <p>2.1 Narrative</p> <p>2.1.1 Characteristics of narrative paragraphs</p> <p>2.1.2 Analysis of a narrative paragraph</p> <p>2.2 Descriptive</p> <p>2.2.1 Characteristics of descriptive paragraphs</p> <p>2.2.2 Analysis of a descriptive paragraph</p>	<p>1. Ice breaker</p> <p>2. Guiding questions</p> <p>3. Class discussion: What are the types of paragraphs that exist?</p> <p>4. The teacher explains the characteristics and importance of narrative and descriptive paragraphs.</p> <p>5. Students analyze the characteristics of paragraphs provided by the teacher.</p> <p>6. Review of the topic of passive voice in writing.</p>
4	2.3 Persuasive	1. Guiding questions

Week	Content	Teaching-Learning activities
	<p>2.3.1 Characteristics of persuasive paragraphs</p> <p>2.3.2 Analysis of a persuasive paragraph</p> <p>2.4 Expository-Informative</p> <p>2.4.1 Characteristics of expository-informative paragraphs</p> <p>2.4.2 Analysis of an expository-informative paragraph</p>	<p>2. Class discussion: What are some examples of expository and informative paragraphs?</p> <p>3. The teacher explains the characteristics and importance of expository and informative paragraphs.</p> <p>4. Students analyze the characteristics of paragraphs provided by the teacher.</p> <p>5. Review of the topic of complex and simple sentences in writing.</p>
5	<p>Topic 3. Fiction and Non-fiction Genres</p> <p>3.1 Definition of fiction</p> <p>3.2 Characteristics of the fiction genre</p> <p>3.3 Major exponents of the fiction genre</p> <p>3.4 Analysis of a text from the fiction genre</p>	<p>1. Ice breaker</p> <p>2. Guiding questions</p> <p>3. Class discussion: What are the main differences between the fiction and non-fiction genres?</p> <p>4. The teacher explains the characteristics of both genres and provides examples.</p> <p>5. Students analyze the characteristics of two readings, one from the fiction genre and one from the non-fiction genre.</p> <p>6. The teacher assigns students a specific genre to develop a mind map.</p>
6	Partial assessment I	

Week	Content	Teaching-Learning activities
7	<p>Topic 4. Fiction and Non-fiction Genres</p> <p>4.1 Definition of Non-fiction</p> <p>4.2 Characteristics of the Non-fiction genre</p> <p>4.3 Major exponents of the Non-fiction genre</p> <p>4.4 Analysis of a text from the Non-fiction genre</p>	<ol style="list-style-type: none"> 1. Ice breaker 2. Guiding questions 3. Class discussion: What are the main differences between the fiction and non-fiction genres? 4. The teacher explains the characteristics of both genres and provides examples. 5. Students analyze the characteristics of two readings, one from the fiction genre and one from the non-fiction genre. <p>The teacher assigns students a specific genre to develop a mind map.</p>
8	<p>Topic 5. Elements of a Narrative Structure</p> <p>5.1 Plot</p> <p>5.2 Characters and their types</p> <p>5.3 Type of narrator</p> <p>5.4 Setting</p> <p>5.5 Time</p> <p>5.6 Types of conflict in literature</p>	<ol style="list-style-type: none"> 1. Ice breaker 2. Guiding questions 3. Class discussion: In a narrative structure, what are the essential elements? 4. The teacher explains the characteristics of the fundamental elements of a narrative structure. 5. Students analyze the components of a narrative structure in a reading.
9	<p>Topic 6. Elements of an essay</p> <p>1.1 Definition of an Essay</p> <p>1.2 Elements of an Essay</p>	<ol style="list-style-type: none"> 1. Icebreaker 2. Generative Questions

Week	Content	Teaching-Learning activities
	1.3 Characteristics of an Essay 1.4 Types of Essays	3. Class Discussion: What is an Essay? 4. The teacher explains the characteristics of an essay, as well as the different types of essays that exist.
10	Partial assessment II	
11	Topic 7: Transition Words and Connectors in an Essay 7.1 Definition of Transition Words and Connectors 7.2 Use of Connectors in an Essay 7.3 Rules for Using Connectors in an Essay	1. Icebreaker 2. Generative Questions 3. Class Discussion: What are examples of words considered as connectors? 4. The teacher explains the uses, importance, and list of words considered as connectors. 5. Students analyze the use of transition words in an essay provided by the teacher.
12	Topic 8: APA Format 8.1 Definition of APA 8.2 Importance of referencing 8.3 Rules for writing references according to APA 7th edition	1. Icebreaker 2. Generative questions 3. Class discussion: Why is referencing important? 4. The teacher explains the rules, uses, and importance of applying APA 7th edition.

Week	Content	Teaching-Learning activities
		5. Students analyze the rules of APA 7th edition in a reading provided by the teacher.
13	Topic 9: Case study 9.1 Definition of a case study 9.2 Elements of a case study 9.3 Characteristics of a case study 9.4 Examples of a case study	1. Icebreaker 2. Generative questions 3. Class discussion: What are the characteristics of a case study? 4. The teacher explains the characteristics, elements, and parts of a case study. 5. Students analyze examples of different case studies provided by the teacher.
14	Final assessment	
15	Final project (Oral and written presentation)	

10. Rubrics

For the evaluation, the following rubrics are used:

1. In-class and out-of-class writing assignments.

Every week, the teacher will assign a topic for students to write a paragraph on, either in class or outside of class. At the beginning of the following class, students will submit the written paragraph to the teacher for review. Important: the student must catch up on any paragraphs they missed due to absence. Additionally, they must ensure they keep all reviewed paragraphs in a portfolio.

a. Rubric for Paragraph Grading

Criteria	Excellent 4	Very good 3	Good 2	Deficient 1
1. The student followed the five-step writing process.				
2. The paragraph has a title that aligns with the theme provided by the teacher.				
3. The paragraph is legible throughout all steps of the writing process.				
4. There are no contractions, and there are no errors in the use of capital letters.				
5. The paragraph has a clear topic sentence, and the intention and main idea of the paragraph are shown.				
6. The supporting details are complete sentences that strengthen the topic sentence and are related to each other.				
7. There are transition words between ideas.				
8. The paragraph has no grammatical errors or word repetition.				
9. The paragraph has no punctuation errors.				

10. The paragraph does not include Spanish vocabulary, unless it is a word specific to that language.				
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Excellent: The student meets all the required aspects and shows that the task was done on time.

Very Good: The student meets most of the required aspects. There are some details that could be improved.

Good: The student does not meet many of the required aspects. There is no evidence of prior preparation. Many elements need improvement.

Poor: The student omits the required aspects. The paragraph does not show prior preparation.

b. Portfolio

Students must submit a portfolio in Week 15 with all the paragraphs completed throughout the semester. These paragraphs must include the corrections made by the student, following the comments and recommendations from the teacher. This submission is worth 15%.

Additionally, the student must give an oral presentation in which they include the most common mistakes they made during the semester, as well as an explanation of how to correct them. This presentation is worth 5%.

Portfolio rubric evaluation					
Total of points: 20pts	Percentage: 20%			Final grade:	
Student:					
Criteria / Punctuation	4	3	2	1	Points Gotten
Cover page	It includes all the elements	Some elements are missing from	Two elements are missing from the cover	Three or more elements are missing from	

	following APA format.	the cover page presentation.	page presentation.	the cover page, and it does not follow APA format.	
Introduction	The portfolio's objective is consistent with the contents requested by the teacher. The introduction represents the learning achieved and explains the reasoning behind the structure of the evidence.	The portfolio's objective only partially considers the contents studied.	The portfolio's objective is not consistent with the contents or lessons studied.	The portfolio does not have a specific objective stated in the introduction.	
Evidence	It includes all the required evidence, demonstrating progress in the requested contents.	It includes most of the requested evidence, but not all clearly demonstrate progress in the required contents.	It includes some of the requested evidence, but they do not demonstrate progress in the contents.	It includes only one or none of the requested pieces of evidence and does not demonstrate progress in the contents.	

Organization	All contents are correctly presented.	Some of the contents lack presentation elements.	Two of the contents are not correctly presented.	Three or more of the contents are not correctly presented.	
Spelling	The portfolio is free of spelling errors.	There are up to three spelling errors.	There are four to six spelling errors.	There are seven or more spelling errors.	

a. Oral presentation rubric

Criteria	4 Excellent	3 Notable	2 Approved	1 Insufficient
Content	There is a good command of the topic, no mistakes are made, and there is no hesitation.	Demonstrates a good understanding of parts of the topic. The presentation is fluid, with few mistakes.	They need to make some corrections and occasionally hesitate.	They continuously make corrections.

Organization of the information	The information is well-organized, clearly and logically presented.	The information is well-organized, presented clearly and logically. Most of the information is arranged in a clear and logical manner, although occasionally a slide is out of place.	There is no clear plan to organize the information, leading to some dispersion.	The content is minimal and does not show knowledge of the topic.
Presentation	The information is well-organized, clear, and logical.	Most of the information is organized in a clear and logical manner, although occasionally a slide is out of place.	It is difficult for them to capture or maintain the audience's interest.	The information is scattered and poorly organized.
Oral expression	Speaks clearly throughout the entire presentation. Their pronunciation is correct. Their tone of voice is appropriate.	Speaks clearly during most of the presentation. Their pronunciation is acceptable, but at times they make unnecessary pauses. Their tone of voice is appropriate.	They speak clearly sometimes during the presentation. Their pronunciation is correct, but they frequently rely on unnecessary pauses. Their tone of voice is not appropriate.	They barely use resources to maintain the audience's attention.
Non verbal language	The presenter captures the audience's attention and maintains	It captures interest at the beginning but becomes somewhat monotonous.	They have good posture at times and occasionally establish eye contact with	For most of the presentations, they do not speak clearly. Their pronunciation is

	interest throughout the presentation.		everyone present. They show uncertainty.	poor, they make many pauses, and use filler words. Their tone of voice is not suitable for maintaining the audience's interest.
Visual aids	Visual aids are appropriate and engaging (images, videos, etc.).	Visual aids are appropriate but not very engaging (images, videos, etc.).	The visual aids are adequate but not very interesting (images, videos, etc.).	They have poor posture and do not establish eye contact with those present. They show significant insecurity.

b. Reading Comprehension Evaluation Rubric

Evaluation Criteria	Excellent 4	Good 3	Regular 2	Insufficient 1
Identification of the text's purpose.	The student can accurately identify the overall purpose of the text.	The student can identify the overall purpose of the text with some omissions.	The student has difficulty identifying the overall purpose of the text.	The student cannot identify the overall purpose of the text.
Identification of the main idea.	The student can clearly identify the central idea of the text and provide details to support their understanding.	The student can identify the central idea of the text but may struggle to provide precise details.	The student has difficulty identifying the main idea of the text.	The student cannot identify the central idea of the text.
Identification of relevant details.	The student can clearly identify relevant details and explain their importance in relation to the text.	The student can identify some relevant details but may have difficulty explaining their importance.	The student has difficulty identifying relevant details.	The student cannot identify relevant details.

Inference.	The student can make accurate inferences and support them with details from the text.	The student can make inferences but may struggle to explain their significance.	The student has difficulty making accurate inferences.	The student cannot make accurate inferences.
Connection between ideas.	The student can clearly identify and explain how ideas are connected within the text.	The student can identify some connections between ideas but may have difficulty explaining them clearly.	The student has difficulty identifying connections between ideas.	The student cannot identify connections between ideas.

EVALUATION RUBRIC FOR A JOURNAL

Student name: _____

ASPECTS TO EVALUATE	4 EXCELENT	3 SATISFACTORY	2 NEEDS IMPROVEMENT	1 INSUFICIENT
Written and Iconic Information	It appears perfectly organized.	It is mostly well organized.	Sometimes it appears organized, and other times it does not.	In most cases, it appears disorganized.
First-person perspective is maintained.	The first-person perspective is maintained throughout the text.	The first-person perspective is maintained most of the time.	Sometimes it maintains the first-person perspective, and other times it does not.	Most of the time, it does not maintain the first-person perspective.
Verbs are in the past tense.	All verbs are in the past tense throughout the text.	The verbs are in the past tense most of the time.	Sometimes the verbs are in the past tense, and other times they are not.	Most of the time, verbs are not in the past tense.
Vocabulary.	It is always rich and appropriate.	It is rich and appropriate most of the time.	Sometimes it is appropriate, and other times it is not.	The vocabulary is always poor and inappropriate.
Spelling.	There are no spelling errors.	The spelling is good. Some accents are missing.	The spelling is sufficient, but there are two spelling mistakes.	There are significant spelling mistakes.
Use of language.	It is colloquial and very expressive.	It is colloquial and expressive most of the time.	Sometimes it is colloquial and expressive, and other times it is not.	It is not colloquial or expressive.
Cover design.	It is creative, imaginative, and perfectly corresponds to the text.	It is creative and corresponds well with the text.	It corresponds to the text.	It does not relate to the text.

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