

Reading and Writing in English III

General Information	Academic Load Details
Course Code:: ENIN-3208	Credits: 4
Academic Term: III Cuatrimestre	Theoretical Contact Hours per Week: 1
Course Nature: Theoretical–Practical	Practical Contact Hours per Week: 2
Prerequisites: ENIN-1205	Independent Work Hours per Week: 9
Corequisites: N/A	Total Hours per Week: 12
Modality: Quarterly, In-person	Sessions per Week: 1

1. General Description

This course focuses on the development of reading and writing skills in English at an upper-intermediate level through academic essay writing. It includes the analysis and description of various types of essays and a review of common errors found in writing. The course also integrates reading and research components centered on topics related to education, intercultural coexistence, gender relations, and the environment—selected by each student—to help them process content and use it effectively as a source of ideas for essay writing.

Essay writing, in its various forms, represents the most common type of written communication in the academic tasks of English language students and future teachers. Through the analysis of both personal and external examples, students will develop the skills needed not only to write effectively but also to review and guide others in their writing processes.

By the end of the course, students will be able to comprehend texts addressing both concrete and abstract topics, including those related to personal interest. They will also produce clear and detailed compositions and essays on a range of subjects. Furthermore, they will write essays or reports based on research that supports a position on a given issue, in accordance with the B2 level of the Common European Framework of Reference (CEFR).

2. Objectives

General Objective

To develop upper-intermediate reading and writing skills in English through the study, analysis, and production of academic essays using APA format accurately and appropriately.

Specific Objectives

1. To comprehend texts on both concrete and abstract topics, including descriptions of events, desires, and personal feelings.
2. To write academic essays that reflect the specific characteristics of various essay types, using short readings as a reference.
3. To develop research skills in English through the writing of a research-based essay.
4. To correctly use essay structure and academic language by analyzing and applying grammar, punctuation, and APA guidelines.

3. Course Content

1. The Writing Process

- 1.1. Prewriting
- 1.2. First Draft
- 1.3. Revision
- 1.4. Editing
- 1.5. Final Version

2. From Paragraph to Essay

- 2.1. 1-3-1 Essay Structure
- 2.2. Essay Outline Format
- 2.3. Thesis Statement

3. Essay Patterns

- 3.1. Narration
- 3.2. Definition
- 3.3. Process

- 3.4. Comparison and Contrast
- 3.5. Cause and Effect
- 3.6. Argumentation and Persuasion

4. The Research Essay

- 4.1. The Research Process
- 4.2. Structure and Components of the Research Essay
- 4.3. Topic Selection
- 4.4. APA Review
- 4.5. Common Grammar and Punctuation Errors

4. Teaching Methodology

This course employs a participatory methodology in which students collaborate in the construction of various types of English-language texts. Students analyze sample essays from other authors as models to help them craft their own. After writing different types of essays, students integrate these skills into a final research project relevant to second language teaching.

Group and individual techniques—such as brainstorming, graphic organizers, and peer review—will be applied during classwork. Blogging allows students to practice writing actively and fosters reading as they engage with their peers' posts. Through a portfolio of evidence, students can reflect on, revise, and learn from their written errors. The final project consists of a research essay that meets academic writing and investigation standards.

5. Learning Strategies

To ensure successful learning outcomes and meet course objectives, students are expected to actively practice writing various essay types, and to read and apply the theoretical principles associated with each. Students will also implement APA format to ensure the originality and academic quality of their written work.

6. Teaching Resources

This course is supported by the following educational resources:

- Multimedia equipment for in-class presentations
- Internet access for document exchange and study materials
- Textbook and recommended reference bibliography

7. Evaluation

Evaluation Criteria	Weight
Midterm Exam I (Session 6)	15%
Midterm Exam II (Session 10)	15%
Research Essay (Week 14)	25%
Essays (Sessions 3–4–5–7–8–9)	15%
In-class Work (infographics, graphic organizers, etc.)	10%
Blog Creation	10%
Portfolio	10%
Total	100%

8. Bibliography

Textbooks

Langan, J. & Winstanley, S. (2014). *Essay Writing Skills with Readings*. (7^a ed.). McGraw-Hill Education.

American Psychological Association. (2020). *Publication Manual of the American Psychological Association*, (7^o ed.) Recuperado en línea de <https://www.sit.ac.nz/Portals/0/upload/APA%207th%20Edition%20Referencing%20Guide.pdf>

Resource Books

Savage, A. & Mayer, P. (2005). *Effective Academic Writing 2: The Short Essay*. Oxford. Recuperado en línea en

https://windofspring.weebly.com/uploads/1/8/2/1/18216447/effective_academic_writing_2_part_one.pdf

9. General Provisions

All academic regulations established by the policies of Universidad Hispanoamericana must be observed and respected.

10. Course Schedule

Week	Content	Teaching–Learning Activities
1	1. The Writing Process 1.1. Prewriting 1.2. First Draft 1.3. Revision 1.4. Editing 1.5. Final Version	Presentation and review of the course syllabus, its objectives, contents, and evaluation criteria. Diagnosis of prior knowledge related to the course’s thematic content. Instructor’s presentation of thematic context.
2	2. From Paragraph to Essay 2.1. 1-3-1 Essay Structure 2.2. Essay Outline Format 2.3. Thesis Statement	Presentation by the instructor. Work on exercises that exemplify the theory.
3	3. Essay Patterns 3.1. Narration	Presentation by the instructor. Work on exercises that exemplify the theory. Writing of a narrative essay.
4	3. Essay Patterns 3.2 Definition	Presentation by the instructor. Work on exercises that exemplify the theory. Writing of a definition essay. Submission of Essay #1: Narrative.
5	3. Essay Patterns	Presentation by the instructor

Week	Content	Teaching–Learning Activities
	3.3 Process	Practice with exercises that exemplify the theory Writing of a process essay Submission of Essay #2: Definition
6	Midterm Exam I	
7	3. Essay Patterns 3.4 Comparison and Contrast	Presentation by the instructor Practice with exercises that exemplify the theory Writing of a comparison–contrast essay Submission of Essay #3: Process
8	3. Essay Patterns 3.5 Cause and Effect	Presentation by the instructor Practice with exercises that exemplify the theory Writing of a cause–effect essay Submission of Essay #4: Comparison–Contrast
9	3. Essay Patterns 3.6 Argumentative and Persuasive	Presentation by the instructor Practice with exercises that exemplify the theory Writing of an argumentative and persuasive essay Submission of Essay #5: Cause–Effect
10	4. The Research Essay 4.1. The Research Process 4.2. Structure and Components of the Research Essay 4.3. Topic Selection	Practice with exercises that exemplify the theory Brainstorming session to select a topic UH Research Lines Submission of Essay #6: Argumentative and Persuasive
11	Midterm Exam II	
12	4.4 APA Review	Presentation by the instructor. Exercises on APA style.
13	4.5 Common Grammar and Punctuation Errors	Presentation by the instructor. Exercises in error identification.
14	Research Essay	Submission of the written component of the final project. Oral presentations.
15	Final Project (Oral Presentations)	Oral Presentations Final Scores

11. Rubrics

These are the rubrics for the assessments

a. Essays

Academic Essay Evaluation Rubric

Total Points: 44

Obtained Points _____

Score _____

Criteria	4 - Excellent	3 - Very Good	2 - Good	1 - Needs Improvement
Introduction (Thesis + Background Info)	Includes all required elements. The information provided is relevant and appropriate.	Includes all required elements. Some of the included information partially meets expectations.	Includes only one required element. The information is weak and lacks clarity.	Does not include the required elements. The information is minimal and does not meet expectations.
Organization	The essay consists of 5 complete and well-structured paragraphs.	The essay has 4 complete and well-structured paragraphs.	The essay has only 2 or 3 complete and well-structured paragraphs.	The essay has only one complete paragraph or includes more than the requested number without proper structure.
Transition Words	Transition words are used correctly within and between paragraphs.	Some transitions are unclear or not appropriate.	Most transitions are unclear or barely used throughout the essay.	Transitions are misused, affecting the clarity and coherence of the message.
Details / Chronological Order	Information is presented in a correct and logical sequence.	Most information follows a logical sequence.	About half of the information follows a logical sequence.	There is no clear logical sequence of events.

Criteria	4 - Excellent	3 - Very Good	2 - Good	1 - Needs Improvement
Support for Ideas	Supporting details and examples clearly reinforce the main ideas in each paragraph.	Most support and examples appropriately reinforce the main ideas.	Most examples do not appropriately support the main ideas.	Examples are irrelevant and do not support the main ideas.
Conclusion	Strong and provides a proper closure to the essay.	Fairly strong and provides appropriate closure.	Weak and does not provide a proper ending.	Weak and inconsistent with the ideas in the essay.
Purpose of Writing (Voice)	The author's purpose is clear, with strong attention to the audience. Author's knowledge and/or experience is evident.	The purpose is fairly clear, with some attention to the audience. Author's knowledge is evident.	The purpose is unclear, with little attention to the audience. Limited author knowledge is shown.	The purpose is not aligned with the task. No audience awareness or topic knowledge is evident.
Vocabulary (Word Choice)	Vivid, natural, and appropriate word choices.	Vivid vocabulary, though occasionally inappropriate, exaggerated, or unnatural.	Clear words but lacking variety or slightly inappropriate to the topic.	Limited vocabulary; incorrect use of slang or clichés affects meaning.
Grammar	No grammatical errors. Essay shows careful revision.	Few grammatical errors (1–5). Evident revision.	Many grammatical errors (6–15). Limited revision.	Too many grammatical errors (over 16). No evidence of revision.

Criteria	4 - Excellent	3 - Very Good	2 - Good	1 - Needs Improvement
		Errors don't affect meaning.	Errors don't affect meaning significantly.	Errors hinder comprehension.
Spelling and Punctuation	No spelling or punctuation errors. Essay is carefully revised.	Few errors (1–5). Revision is evident. Errors do not affect meaning.	Many errors (6–15). Little revision evident. Errors do not affect meaning.	Too many errors (over 16). No revision. Errors hinder comprehension.
APA Format (Page layout, margins, references, citations, etc.)	Fully follows APA guidelines. Citations and references are correct.	Mostly follows APA. Some errors in citations or references.	Barely follows APA. Major errors in citations and/or references.	Does not follow APA format at all. No references or incorrect document format.

b. Portfolio (10%)

Portfolio Evaluation Rubric

Total points: 20

Percentage: 10

Final Score

Name:

Instructions:

Criteria / Score	4	3	2	1	Final Score
Cover Page	Includes all elements following APA format.	Missing one element from the APA cover page format.	Missing two elements from the APA cover page format.	Missing three or more elements; does not follow APA format.	
Introduction	The portfolio's objective aligns	The portfolio's objective	The portfolio's objective does	The portfolio lacks a specific	

Criteria / Score	4	3	2	1	Final Score
	with the course content and clearly reflects the learning achieved and the rationale behind the structure of the evidence.	partially reflects the course content.	not align with course content or lessons.	objective in the introduction.	
Evidence	Includes all required pieces of evidence, which clearly demonstrate progress in the course content.	Includes most of the required evidence; not all demonstrate clear progress.	Includes some of the required evidence; they do not demonstrate progress.	Includes only one or none of the required pieces of evidence; no progress is demonstrated.	
Organization	All contents are correctly presented and well-structured.	Some contents lack elements of proper presentation.	Two contents are not properly presented.	Three or more contents are not properly presented.	
Spelling	The portfolio is free from spelling errors.	Contains up to three spelling errors.	Contains four to six spelling errors.	Contains seven or more spelling errors.	

c. Final Project

Total Points: 44

Obtained Points _____

Score _____

Written Report

Evaluation Criteria Rubric

EVALUATION CRITERIA	EXPERT (4)	APPROPRIATE TO LEVEL (3)	IN PROGRESS (2)	NEEDS IMPROVEMENT (1)
Knowledge Integration	Excellent application of course concepts; integrated with author's style; strong analysis/synthesis.	Appropriate use of concepts; some conclusions are not well related to the content.	Partial application of course concepts.	No application of concepts; lacks introduction and/or conclusion.
Topic Focus	Clear and appropriate focus; thesis statement aligns with essay content.	Topic is appropriate but lacks clear direction; stance not well established.	Topic too broad for the assignment.	Topic and focus are unclear or unrelated to the assignment.
Depth of Analysis	Deep, detailed analysis throughout the essay.	Deep, detailed analysis in most sections.	Relevant content is missing or excessive; more quoting than original ideas.	Minimal or no analysis of ideas throughout.
Cohesion	Smooth, logical flow of ideas; strong connection among sources.	Mostly cohesive; minor interruptions in flow; sources somewhat connected.	Weak connections between ideas; evident disconnection; sources not integrated.	No cohesion: ideas disconnected; no relation among sources.

EVALUATION CRITERIA	EXPERT (4)	APPROPRIATE TO LEVEL (3)	IN PROGRESS (2)	NEEDS IMPROVEMENT (1)
Language Use	No errors: content shows thorough revision.	Minor errors: content appears revised.	Frequent errors; lacks careful revision.	Basic errors affect clarity; no revision evident.
Sources	5+ current sources, at least 3 scientific; credible general and specialized sources.	5 current sources, at least 2 scientific; credible websites.	Fewer than 5 sources or only 1 scientific; questionable website credibility.	Too few or no scientific sources; websites lack academic reliability.
Bibliographic Citations	All sources cited properly in APA (in-text and references).	Most sources cited properly in APA.	Some sources cited; APA formatting incorrect.	No citations provided.

FINAL PROJECT ORAL PRESENTATION RUBRIC

Presentation Evaluation Rubric

EVALUATION CRITERIA	EXPERT (4)	APPROPRIATE TO LEVEL (3)	IN PROGRESS (2)	NEEDS IMPROVEMENT (1)
Visual Appearance	No spelling, grammar, or punctuation errors. Information is clear and concise. Visually attractive.	Some spelling, grammar, or punctuation errors. Some slides contain too much text. Visually attractive.	Many spelling, grammar, or punctuation errors. Slides are text heavy. Minimal effort to make it visually appealing.	Numerous errors. Hard to read. Text copied directly into slides. No visual appeal.
Topic Mastery	Excellent grasp of the topic. Answers questions appropriately and effectively.	Good grasp of the topic. Most questions are answered appropriately.	Weak understanding of the topic. Often relies on notes or reads from slides. Answers are brief.	No understanding of the topic. Entire presentation is read from slides. Unable to answer questions effectively.
Presentation Skills	Constant eye contact. Keeps audience engaged. Uses appropriate volume and body language.	Maintains eye contact most of the time. Keeps audience engaged for most of the presentation. Some filler words.	Focuses only on one part of the audience. Audience is distracted. Low volume. Distracting body language.	Little or no eye contact. No connection with audience. Hard to hear or understand. Poor or disengaged body language.
Language Use	Excellent command of the language.	Very few grammar or pronunciation errors. Actively	Frequent grammar or pronunciation	Basic language errors. No self-correction. Errors

EVALUATION CRITERIA	EXPERT (4)	APPROPRIATE TO LEVEL (3)	IN PROGRESS (2)	NEEDS IMPROVEMENT (1)
	Demonstrates self-monitoring of grammar and pronunciation. Few to no errors.	monitors speech and corrects most mistakes. Errors don't hinder communication.	errors. Limited self-monitoring and correction.	disrupt fluency and clarity.

Blog Post Evaluation Rubric

CRITERIA	4 – EXCELLENT	3 – SATISFACTORY	2 – IMPROVABLE	1 – INSUFFICIENT
Structure	The post includes: title, body text, multimedia elements, and tags. Appropriate length. Sentences are short and clear.	All elements included except for tags. Adequate length. Some sentences are too long or unclear.	More than two elements are missing. Too short or too long. Many sentences are overly long or unclear.	Only the article text was written. Does not meet the length requirement.
Content	The objective of the post is clear. The topic contents are well explained.	The objective of the post is clear. The topic contents are explained.	The objective appears, but explanations lack structure or are missing multiple development elements.	The objective is missing. Explanations are unstructured and confusing.
Multimedia Elements	Multimedia elements are correctly inserted and relevant to the unit.	Elements are included, but improperly sized or poorly placed.	One element is missing. Multimedia is not properly aligned with the text.	No multimedia elements included.
Information Organization	Information is well organized, clear, and easy to read. Paragraphs follow a clear idea. Clear structure: introduction, body, conclusion.	Information is generally clear, organized in paragraphs. Clear structure: introduction, body, conclusion.	Organization is unclear, hindering quick reading. Structure (intro-body-conclusion) is weak or absent.	Disorganized and unclear. Structure is missing entirely.

CRITERIA	4 – EXCELLENT	3 – SATISFACTORY	2 – IMPROVABLE	1 – INSUFFICIENT
Writing Format	Uses bullet points or similar tools to organize ideas. Written in first person plural. No spelling mistakes. Correct punctuation.	Uses bullet points or similar tools. First person plural. Some spelling errors. Mostly correct punctuation.	Occasional use of bullets. Shifts between grammatical persons. Several spelling mistakes. Frequent punctuation errors.	No bullet points. No grammatical person consistency. Many spelling errors. Poor punctuation use.