Wrexham glyndŵr UNIVERSITY

MODULE SPECIFICATION PROFORMA

Module Title:	Writing for STEM	**Level**:	4	**Credit Value:**	10

Module code:	LAN475	**Is this a new module?**	Yes	**Code of module being replaced:**	N/A

Cost Centre(s):	GAME	JACS3 **code**:	Q190

With effect from:	July 17

School:	Applied Science, Computing & Engineering	**Module Leader:**	Tom Rozario

Scheduled learning and teaching hours	20 hrs
Guided independent study	80 hrs
Placement	0 hrs
Module duration (total hours)	100 hrs

Programme(s) in which to be offered	Core	Option
EU/EEA students enrolled on ASCE Summer School or UG/PG programmes	☐	✓
	☐	☐
	☐	☐

Pre-requisites
UG students: IELTS 6.0 (or equivalent) / PG students: IELTS 6.5 (or equivalent)

Office use only

Initial approval: July 17

APSC approval of modification: *Enter date of approval* Version: 1

Have any derogations received LTQC approval? Yes ☐ No ☐ N/A ✓

If new module, remove previous module spec from directory? Yes ☐ No ✓

Module Aims

This module is designed to be a refresher course as part of the ASCE Summer School to address the English language writing needs of participants. In addition, it will benefit any participant wanting to learn how to write effectively in the STEM context. It focuses on developing writing skills incrementally starting with micro-writing tasks to ensure a firm grasp of the basic building blocks in sentence construction and gradually leading to a mastery of macro-writing techniques in STEM genres and functional writing. Speaking, reading and listening skills will be engaged and developed throughout out the course wherever appropriate. However, the specific focus on writing in an intensive course setting will enable participants to direct more attention and resources to ensure that this particular skill, often backgrounded in the EFL classroom and among language learner priorities, is put on a par with the other skills. Participants will thus gain greater confidence in producing pieces of written communication in the STEM context.

***N.B.: The final assessment for this module is not on the UKVI's list of Secure English Language Tests so it cannot be used for immigration purposes.**

Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, participants will be able to		Key Skills	
1	Demonstrate B2 level competence in using the following micro-writing building blocks: single and compound word formation; simple, compound, complex & compound-complex sentence construction; paragraph construction; cohesion at sentence and paragraph level; punctuation; and tense-related writing strategies.	KS1	KS3
		KS9	
2	Channel this increased awareness and confidence into constructing and deconstructing texts covering select aspects of the following: the four modes of writing, STEM genres and functional writing.	KS1	KS2
		KS3	KS4
		KS6	KS8-10
3	Use a wide range of STEM vocabulary and deploy a heightened understanding of the main differences in AmEng/BrEng writing and spelling conventions to produce effective pieces of written communication in the STEM context.	KS1	KS5
		KS7	KS9

Transferable skills and other attributes

- the ability to deal confidently with different types of text in the STEM context
- the ability to construct different genres of writing in the STEM context
- the ability to show good control of grammar and vocabulary in carrying out all of the aforementioned skills
- Time-management skills
- Critical thinking skills in evaluating personal learning style to enhance learning output
- Different skills in vocabulary building

Derogations

N/A

Assessment:

Portfolio to include samples of writing tasks given in class including corrections made by participants based on tutor feedback in the form of error-coded annotations.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1, 2, 3	Portfolio	100	N/A	1000

Learning and Teaching Strategies:

The module will be delivered through lectures and computer lab sessions. The principles of Scaffolding Writing (e.g. grammatical scaffolding, writing frames/outlines, cloze texts, re-writing, genre scaffolding, joint construction, and peer response feedback) will be applied to complement the micro- and macro-writing process. This will ensure that participants are able to apply writing strategies and study skills developed during supervised learning to autonomous, unsupervised contexts, thus giving them greater confidence in dealing with independent writing tasks in the future. Participants will get detailed feedback on all coursework including error-coded annotations and comments on L1 interference patterns. Participants will also be introduced to techniques to help them expand their mental lexicon in terms of learning, retaining, recalling and using STEM vocabulary effectively. During their private study time, they will have access to lecture notes, supplementary materials and quiz activities on Moodle to support technology-enhanced independent learning.

Syllabus outline:

- Basic building blocks of writing: Word formation in English: suffixes and prefixes; Compound word formation: combination of rules of different parts of speech; Sentence structure in English: the four types of sentences: Simple, Compound, Complex, Compound-Complex; Paragraph writing: topic sentence and supporting sentences; Cohesion: joining sentences/joining paragraphs ; basics of punctuation
- Basic writing modes: Expository, Descriptive, Persuasive, Narrative
- STEM genres: extended definitions, process descriptions, problem-solution structures, compare-contrast structures, data commentaries

- Functional writing in the STEM context: letter (formal/informal), business correspondence, CV, short report, proposal
- Core STEM vocabulary
- Tense usage, grammatical structures, verb patterns, and common collocations to support communication in STEM

Bibliography:

Essential reading

School of Applied Science, Computing & Engineering (2017) *LAN4XX Course Kit: Writing for STEM*, Wrexham: Wrexham Glyndŵr University.

Other indicative reading

Barr Ebest, S., Alred, G., Brusaw, C.T. and Oliu, W.E. (2004) *Writing from A to Z.* 5th ed. Columbus: McGraw-Hill Higher Education.

Butler, L. (2013) *Longman Academic Writing Series 1: Sentences to Paragraphs*. 2nd ed. White Plains: Pearson Education.

Canning-Wilson, C. (2015) *STEM Vocabulary for ELLs Speaking Northern European Languages*. Lanesborough: New England Global Network LLC.

Hogue, A. (2013) *Longman Academic Writing Series 2: Paragraphs*. 3rd ed. White Plains: Pearson Education.

McCarthy, M. and O'Dell, F. (2012) *English Vocabulary in Use: Upper-intermediate*. 3rd ed. Cambridge: Cambridge University Press.

Stephenson, H., Lansford, L. and Dummett, P. (2015) *Keynote Upper Intermediate Student's Book*. Andover: National Geographic Learning, Cengage Learning.

West, C. (2010) *Recycle Your English*. 4th ed. Cambridge: Cambridge University Press.