# Heriot-Watt University - Module Descriptor Template (RAY)

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Academic Writing 1</th>
<th>School</th>
<th>SML</th>
<th>SCQF Level</th>
<th>Module Code</th>
<th>Semester</th>
<th>Credits</th>
<th>On or Off-Campus</th>
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<tr>
<td>Module Co-ordinator</td>
<td>Emma Guion-Akdag</td>
<td></td>
<td></td>
<td>7</td>
<td>C47CW1</td>
<td>1 + 2</td>
<td>15</td>
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1. **Pre-requisites**
   - Entry level equivalent to intermediate – upper intermediate proficiency in English

2. **Linked Modules**
   - (specify if synoptic)
   - C48BW2 + C48PP2

3. **Excluded Modules**

4. **Replacement Module**
   - Code: C41CW1/C42BW2
   - Date Of Replacement: 10/05/08
   - 5. **Availability as an Elective**
     - Yes [ ]
     - No [X]

6. **Degrees for which this is a core module**
   - Certificate of Foundation English for graduate purposes

7. **Aims**
   - to build on students’ existing knowledge of the linguistic resources for writing in English
   - to raise awareness of basic paragraph structure and how topics are introduced and maintained
   - to raise awareness of the functions and linguistic features of informative and expository texts
   - to raise awareness of an appropriate academic style for writing
   - to raise awareness of the functions and linguistic features of expository and persuasive texts
   - to raise awareness of the information structure and organisation of expository and persuasive texts

8. **Syllabus**
   - **Textual resources in English:** paragraph structure; textual coherence and cohesion, given/new information structure
   - **Writing skills and strategies:** record vocabulary, grammar and organisation of expository texts; relate textual comment to numerical data, define and analyse problems and suggest and critically evaluate solutions
   - **Text types:** expository: compare & contrast, define & classify, comment on data, link cause & effect; multifunctional texts, persuasive: problems and Solutions
   - **Style** key features of academic style compared to other writing styles, awareness of an audience
## Learning Outcomes

### Subject Mastery: Understanding, Knowledge and Cognitive Skills
- **Scholarship, Enquiry and Research (Research-Informed Learning)**
  - The learners will be able to:
    - express their ideas in simple and complex sentences using a variety of linguistic strategies
    - use the *general to specific* paragraph structure of expository texts
    - recognise how topics are introduced and maintained using the beginnings of sentences
    - identify important relations in meaning (such as contrast or cause) across sentences and paragraphs in order to be able to use signpost expressions correctly.
    - Analyse the organisation, lexis and grammar of a variety of descriptive and expository texts in order to use these as models for their own writing
    - recognise key aspects of academic style and distinguish this from other styles of writing
    - Analyse the organisation, lexis and grammar of a variety of expository and persuasive texts in order to use these as models for their own writing
    - Identify how information in persuasive and expository texts moves from familiar to new across sentences.

### Industrial, Commercial & Professional Practice: Autonomy, Accountability & Working with Others

### Communication, Numeracy & ICT: Personal Abilities
- The learners will be able to:
  - **Analyse numerical information in graphs and tables and reproduce it as written commentary**
  - compare their writing to a model text to critically evaluate its effectiveness
  - identify problem areas in their writing and take action to correct these
  - Define and analyse problems and suggest and evaluate solutions based on appropriate evidence
  - Evaluate the effectiveness of arguments or sources of information, based on appropriate evidence, for use in their own writing
  - Develop their ability to paraphrase written texts for their own purposes, different from the purpose of the original
  - Integrate their understanding and knowledge of the linguistic resources in English in order to communicate effectively in writing for an audience of peer researchers.

## Assessment Methods

<table>
<thead>
<tr>
<th>Method</th>
<th>Duration of Exam (if applicable)</th>
<th>Weighting (%)</th>
<th>Synoptic modules?</th>
<th>Method</th>
<th>Duration of Exam (if applicable)</th>
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<tbody>
<tr>
<td>Exam</td>
<td>1 hour</td>
<td>60%</td>
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<td>Exam</td>
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<td>2 Coursework submissions</td>
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## Re-assessment Methods
- Exam: 1 hour

## Date and Version

<table>
<thead>
<tr>
<th>Date of Proposal</th>
<th>Date of Approval by School Committee</th>
<th>Date of Implementation</th>
<th>Version Number</th>
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<tbody>
<tr>
<td>September 2007</td>
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