ENGLISH FOR THE SOCIAL SCIENCES:  
1999-2000 SYLLABUS

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Credits: 15 Second year Annual
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1. OBJECTIVES

This course is designed for students in the social sciences who need to develop their English language skills for an academic context. Therefore, the aim of the course is to build up students' ability to:

- understand lectures and talks given at reasonable speed.
- read quickly and critically assess texts related to the social sciences.
- take notes, write summaries, compositions and papers, demonstrating the competence to synthesise and analyse specific subject matter.
- express orally their own ideas and converse at a reasonable speed on any subject related to the courses followed in our Faculty.

In order to achieve these goals, students will be required to develop a working knowledge of the main structures of the English language and vocabulary related to their social sciences study programme.

2. DIVISION OF STUDENTS ACCORDING TO LEVEL

All students are expected to have some knowledge of English before beginning the course. However, students invariably display differing levels of English, so the two groups at each class hour will be made up of students with a relatively similar level to provide for a more homogenous learning environment. Therefore, all students must take the placement test on the first day of class, 27 September 1999.

Students who demonstrate an exceptionally high level of English may be eligible for an independent study project instead of attending weekly classes and taking the final exam. This consists of preparing, writing and presenting a research paper combined with a schedule of obligatory progress meetings with their professor. The objective of this independent study is to allow students to go through the necessary steps to prepare a research paper for presentation at a conference or for possible publication. An additional sheet detailing conditions will be provided for those eligible.

3. CLASS ORGANISATION AND CONTENT

The emphasis will be on the active participation of students in the realisation of course objectives. Students will be required to practice grammar points, evaluate texts, summarise audio-visual material, participate in discussions, work in groups, write compositions and papers, give presentations, and perform other related activities. There will be regular homework assignments designed to enforce and extend classroom learning.
Classes are organised into three sessions per week. The Monday and Wednesday sessions will focus on learning language skills (grammar, reading and listening comprehension activities, writing short compositions). The Friday sessions will focus specifically on their practical application.

1. Monday and Wednesday Sessions:

The following units offer a more detailed overview of the language structures and applied language skills covered during this course. The content and order of appearance of these units may vary according to the class level and individual instructor.

<table>
<thead>
<tr>
<th>Language Structures</th>
<th>Applied Language Skills</th>
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<tbody>
<tr>
<td><strong>Unit 1</strong></td>
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<tr>
<td>Revision present and past tenses</td>
<td>Writing and talking about past events</td>
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<tr>
<td>Question formation</td>
<td>Reading with questions in mind</td>
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<td>Would and used to</td>
<td>Reading for inference</td>
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<tr>
<td>Revision of time markers</td>
<td>Opening sentences</td>
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<td><strong>Unit 2</strong></td>
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<td>Relatives: who/whom/whose/which/that/where/what</td>
<td>Defining concepts</td>
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<td>Defining and non-defining clauses</td>
<td>Classifying</td>
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<td>Word order</td>
<td>Ways of reading (skimming and scanning)</td>
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<td>Prepositions in relative clauses</td>
<td>Finding the main point</td>
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<td>-ing adjectives versus -ed adjectives</td>
<td>Surveying textbooks</td>
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<td>Using a dictionary</td>
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<td><strong>Unit 3</strong></td>
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<tr>
<td>Revision of modals of obligation and prohibition</td>
<td>Interpreting graphs</td>
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<td>Words related to gender</td>
<td>Preparing a curriculum vitae</td>
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<td>Too and enough</td>
<td>Note-taking</td>
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<td>So and such</td>
<td>Writing formal letters</td>
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<td>Plural verbs: introduction</td>
<td>Looking for pros and cons</td>
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<td>Reading abstracts and summaries</td>
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<td><strong>Unit 4</strong></td>
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<td>Revision of comparatives and superlatives</td>
<td>Organising texts: general-specific</td>
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<td>Location words</td>
<td>Making contrasts &amp; comparisons</td>
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<td>Causative have</td>
<td>Distinguishing fact from opinion</td>
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<td>Other, another and others</td>
<td>Comparing sources</td>
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<td>Linking strategies</td>
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<td><strong>Unit 5</strong></td>
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<td>Verbs and expressions followed by gerunds and infinitives</td>
<td>Cause-effect linkers</td>
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<td>Contrast and concession clauses</td>
<td>Signpost expressions</td>
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<td>Conditionals</td>
<td>Writing abstracts &amp; summaries</td>
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<td></td>
<td>Identifying text structure</td>
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### Unit 6
- Structures referring to future time
- *Wish* (facts and habits)
- False friends / words easily confused
- Discussing future events
- Using sources
- Using counter-arguments
- Comparing text structures

### Unit 7
- Purpose clauses: *to, in order to, so that*
- Reason clauses: *because, since, as*
- *Make* and *let* + personal object + verb
- The passive: form and use
- Linear relationships: process
- Emphasising the message

### Unit 8
- The third conditional
- Result clauses
- The passive and modals
- Structuring texts: situation, problem, solution, and evaluation
- Promoting nominal style
- Styles of language: formal vs. informal vs. colloquial
- The language of electoral campaigns

### Unit 9
- Reported speech: reporting verbs, change of tenses
- Contrasting *say* and *tell*
- Contrasting orders and statements
- Contrasting questions and requests
- Prepositions used after verbs
- Critical reading: comparing viewpoints
- Reading the press
- Analysing editorials
- Comparing TV and press reports
- Structural features of headlines: omission, change of tenses, adjective use of nouns

### Unit 10
- Modal verbs of deduction and speculation in the past
- Definite and indefinite articles
- *No* and *not*
- *Had better* and *would rather*
- Inversion after "negative adverbs"
- Understanding the English of the Classics
- Creating texts
- The honesty principle: degrees of certainty

### II. Friday Sessions:

1. Understanding reports and speeches, discourse analysis:
   - who is speaking
   - who is being addressed
   - background, context of the report or speech
   - the speaker's objectives
2. Writing reports:
   - title and table of contents
   - style
   - organisation of ideas
   - crediting sources
   - graphs, tables and figures

3. Presenting reports orally:
   - planning
   - speech
   - beginning and ending
   - arousing interest and response
   - visual aids

4. Preparing and delivering speeches:
   - occasion and mood
   - speaker's background
   - audience's background
   - objectives of the speaker
   - speech: style, pace, choice of words for clarity

In order to expose students to a wider variety of accents and teaching styles, some groups will have a different instructor for the Friday class sessions. Professors sharing groups will work closely together in lesson planning and student assessment.

4. STUDENT ASSESSMENT

The distribution and weighting of the final grade will be as follows:
   ➢ 20% - Monday and Wednesday sessions and assignments
   ➢ 20% - Friday sessions and assignments

   NOTE that class attendance is an essential requirement and will form part of student assessment. Students must attend a minimum of 70% of all classes to be eligible for any points corresponding to the above 40%.

   ➢ 60% - Final Exam, divided into three parts:
      I. Grammar and vocabulary (20%)
      II. Reading and listening (20%)
      III. Writing (20%)

   NOTE that students must obtain a minimum passing grade in all three sections of the final exam in order to pass the course. Each section(s) failed in June must be re-taken in September.

5. BIBLIOGRAPHY

The material used in class will be texts in English needed to follow the other subjects studied this year, newspaper & magazine articles, TV and video extracts.

During the year, students will be required to purchase a series of dossiers of course material at the photocopy centre in the Faculty. Additionally, some handouts may be given out by the teacher.

The following is a basic list of reference material and sources of information for the course:
Language Skills: Grammar Books

Graver, B.D. *Advanced English Practice*. Oxford U.P.
Murphy, Raymond. *English Grammar in Use*. Cambridge: Cambridge U.P.
Sullivan, Patricia N. and Grace Yi Qiu Zhong. *Super Course for the TOEFL*.

_The year of publication is not given as the above are reprinted on a regular basis. Students should consult the most recent edition available._

Reading and Writing for Academic Purposes

Benesch, Sarah, Mia Rakijas and Betsy Rorschach. *Academic Writing Workshop*. Heinle & Heinle (USA).
Donahue Latulippe, Laura. *Writing as a Personal Product*. Prentice Hall International UK.
*Proposta de representació de referències i citations bibliogràfiques*. Barcelona: Servei de Llengua Catalana. Dirigit per M. Teresa Cabré.

_The year of publication is not given as the above are reprinted on a regular basis. Students should consult the most recent edition available._

Sources for Social Sciences