

ENGLISH FOR THE SOCIAL SCIENCES: 1999-2000 SYLLABUS

Professors: Jeroni Sureda, Margaret West, Roland Pearson and an additional lecturer.

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.

I. 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.

Language Structures

Applied Language Skills

Unit 1

Revision present and past tenses
Question formation
Would and *used to*
Revision of time markers

Writing and talking about past events
Reading with questions in mind
Reading for inference
Opening sentences.

Unit 2

Relatives: *who/whom/whose/which/that/where/what*
Defining and non-defining clauses
Word order
Prepositions in relative clauses
-ing adjectives versus *-ed* adjectives

Defining concepts
Classifying
Ways of reading (skimming and scanning)
Finding the main point
Surveying textbooks
Using a dictionary

Unit 3

Revision of modals of obligation and prohibition
Words related to gender
Too and *enough*
So and *such*
Phrasal verbs: introduction

Interpreting graphs
Preparing a curriculum vitae
Note-taking
Writing formal letters
Looking for pros and cons
Reading abstracts and summaries

Unit 4

Revision of comparatives and superlatives
Location words
Causative *have*
Other, another and *others*

Organising texts: general-specific
Making contrasts & comparisons
Distinguishing fact from opinion
Comparing sources
Linking strategies

Unit 5

Verbs and expressions followed by gerunds and infinitives
Contrast and concession clauses
Conditionals

Cause-effect linkers
Signpost expressions
Writing abstracts & summaries
Identifying text structure

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

- Alexander, L.G. *Longman English Grammar Practice*. Essex: Longman Group UK, 1992.
- Azar, B.S. *Understanding and Using English Grammar*. Englewood Cliffs: Prentice Hall Regents, 1989.
- Beaumont, Digby and Coling Granger. *English Grammar*. Oxford: Heineman Educational Books, 1991. Edición española, con clave.
- Bob, L. et. al. *Circles 3*. Madrid: S.G.E.L., 1991.
- --- *Circles 3. Workbook*. Madrid: S.G.E.L. 1991.
- Chalker, Sylvia. *Current English Grammar*. Macmillan: London.
- Downing and Philip Locker. *A University Course in English Grammar*. Prentice Hall International.
- Eastwood, John *Oxford Practice Grammar. With Answers*. Oxford.
- Graver, B.D. *Advanced English Practice*. Oxford U.P.
- Murphy, Raymond. *English Grammar in Use*. Cambridge: Cambridge U.P.
- Spankie, G. M. *More Grammar You Need*. Macmillan.
- Sullivan, Patricia N. and Grace Yi Qui Zhong. *Super Course for the TOEFL*.
- Swan, Michael. *Practical English Usage*, Oxford U.P.

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).
- The Chicago Manual of Style for Authors, Editors and Copywriters*. Chicago: Chicago University Press.
- Donahue Latulippe, Laura. *Writing as a Personal Product*. Prentice Hall International UK.
- Frank, Marcella. *Writing as Thinking. A Guided Process Approach*. Prentice Hall International UK.
- Gibaldi, Joseph and Walter S. Achtert. *MLA Handbook for Writers of Research Papers*. New York: Modern Language Association of America.
- Glendinning, Eric H. and Beverly Holmström. *Study Reading. A Course in Reading Skills for Academic Purposes*. Cambridge U.P.
- Haarman, L., P. Leech and J. Murray. *Reading for the Social Sciences*. Oxford, Oxford University Press.
- Hamp-Lyons, Liz and Ben Heasley. *Study Writing. A Course in Written English for Academic and Professional Purposes*. Cambridge U.P.
- Holschuh, Louis W. and J. Patrick Kelley. *Academic Reading*, Macmillan.
- Leki, Ilona. *Academic Writing*, Macmillan.
- Proposta de representació de referències i citations bibliogràfiques*. Barcelona: Servei de Llengua Catalana. Dirigit per M. Teresa Cabré.
- Wallace, Michael. *Study Skills in English*, Cambridge U.P.

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

- Bull, H. *The Anarchical Society: A study of Order in World Politics*. London: Macmillan, 1977.
- Burns, E. *An Introduction to Marxism*. New York, International Publishers Inc., 1966.
- Converse, J.M. and S. Presser. *Survey Questions, Handcrafting the Standardized Questionnaire*. University Paper Series on Quantitative Applications in the Social Sciences, nº 16. London: Sage, 1986.
- Coward, R. *Patriarchal Precedents. Sexuality and Social Relations*. London, 1983.

- Eldridge, J. *Recent British Sociology*. London: Macmillan, 1980.
- Elster, J. *Nuts and Bolts*. 1989.
- Ferguson, R.B. *Warfare, Culture and Environment*. New York: Rutgers University Press, 1984.
- Galbraith, J.K. *The Culture of Contentment*. Harmondsworth: Penguin, 1992.
- Gellner, E. *Nations and Nationalism*. Oxford: Basil Blackwell, 1988.
- Giddens, A. *Sociology. A Brief but Critical Introduction*. London: Macmillan, 1982.
- Grant, Moyra. *Understanding Politics: An A Level Course Companion*. Cheltenham: Stanley Thornes, 1992.
- Ham, C. and M. HILL. *The Policy Process in the Modern Capitalist State*. London: Harvester Wheatsheaf, 1984.
- Hartwig, F. and B.E. Dearing. *Exploratory Data Analysis*. University Paper Series on Quantitative Applications in the Social Sciences, n° 6. London: Sage, 1979.
- Hempel, C.G. *Aspects of Scientific Explanation*. 1965.
- Holsti, K.J. *International Politics. A Framework for Analysis*. Englewood Cliffs, N.J.: Prentice-Hall, 1992. 6th Edition.
- Holton, G. *Limits of Scientific Inquiry*. New York: Norton & Co., 1979.
- Jones, R.A. *Emile Durkheim: An Introduction to Four Major Works*. Beverly Hills: SAGE, 1986.
- Kreiger, J. *The Oxford Companion to Politics of the World*. New York: Oxford University Press, 1993.
- Lesthaeghe, R. *The Second Demographic Transition in Western Countries: An Interpretation*. Brussel: Vrije Universiteit, 1992.
- Luard, E. *The United Nations. How it Works and What it Does*. London: Macmillan, 1982.
- Lukes, S. *Emile Durkheim. His life and Work: A Historical and Critical Study*. Harmondsworth: Penguin Books, 1973.
- Lundstadt, G. *Major Developments in International Politics 1945-1990*. Oxford: Oxford University Press, 1991.
- Moore, Stephen. *GCSE Sociology*. London: Letts Educational, 1997.
- Plano, J. and R. Olton. *The International Relations Dictionary*. Santa Bárbara: ABC-CLIO, 1988. 4th Edition.
- Politt, J. *Managerialism and the Public Services*. Oxford: Basil Blackwell, 1990.
- Popper, K. *The Open Society and its enemies. The Spell of Plato*. London: Routledge & Kegan, 1977.
- Riley, Alison. *English for Law*. London: Macmillan Publishers, 1993.
- Rose, S., R.C. Lowentin and L.J. Kamen. *Not in Our Genes. Biology, Ideology and Human Nature*. Harmondsworth: Penguin Books, 1984.
- Rosenbloom, D.H. *Public Administration*. New York: Random House, 1986.
- Selfe, Paul. *Sociology A Level*. London: Macmillan Press Ltd., 1993.
- Shostak, M. *The Life and Works of a !Kung Woman*. New York, 1983.
- Sipri. *World Armament and Disarmament Yearbook 1994*. Oxford: Oxford University Press, 1994.
- Subirats, J. *Modernizing the Spanish Public Administration or Reform in Disguise*. Barcelona: Working Papers, ICPS, 1991.
- Urwin, D. W. *The Community of Europe. A History of European Integration since 1945*. London: Longman, 1991.
- Weber, M. *The Sociology of Religion*. Introduction by T. Parsons. Boston: Beacon Press, 1964.
- Wright Mills, C. *The Sociological Imagination*. New York: Oxford University Press, 1965?