

ENGLISH FOR THE SOCIAL SCIENCES: 2001-2002 SYLLABUS

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Credits: 15

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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, 1 October 2001.

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 who are eligible.

3. CLASS ORGANISATION

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, and are designed to accommodate different student needs throughout the learning process. Accordingly, at different points in each lesson there may be a focus on learning language skills (grammar, reading and listening comprehension activities, writing short compositions) or on the practical application of them.

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. COURSE CONTENT

The following units offer a 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.

<i>Language Structures</i>		<i>Applied Language Skills</i>
Unit 1		
Revision present and past tenses		Writing and talking about past events
Question formation		Reading with questions in mind
<i>Would</i> and <i>used to</i>		Reading for inference
Revision of time markers		Opening sentences.
Unit 2		
Relatives: <i>who/whom/ whose/which/ that/where/what</i>		Defining concepts
Defining and non-defining clauses		Classifying
Word order		Ways of reading (skimming and scanning)
Prepositions in relative clauses		Finding the main point
-ing adjectives versus -ed adjectives		Surveying textbooks
		Using a dictionary
Unit 3		
Revision of modals of obligation and prohibition		Interpreting graphs
Words related to gender		Preparing a curriculum vitae
<i>Too</i> and <i>enough</i>		Note-taking
<i>So</i> and <i>such</i>		Writing formal letters
Phrasal verbs: introduction		Looking for pros and cons
		Reading abstracts and summaries
Unit 4		
Revision of comparatives and superlatives		Organising texts: general-specific
Location words		Making contrasts & comparisons
Causative <i>have</i>		Distinguishing fact from opinion
<i>Other, another</i> and <i>others</i>		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

Reports, Speeches and Presentations

Unit 11

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

Understanding reports and speeches, discourse analysis:

- * Who is speaking
- * Who is being addressed
- * Background, context of the report or speech
- * The speaker's objectives

Unit 12

Writing reports:

- * graphs, tables and figures
- * title and table of contents
- * style
- * organisation of ideas
- * crediting sources

Presenting reports orally:

- * visual aids
- * planning
- * speech
- * beginning and ending
- * arousing interest and response

5. STUDENT ASSESSMENT

The distribution and weighting of the final grade will be as follows:

- 40% - Class sessions and assignments

For those classes which have a different teacher on Friday, this percentage will be further broken down as:

- I. 20% Monday and Wednesday sessions
- II. 20% Friday sessions

Class attendance and participation are essential in the learning process and will form part of student assessment. Students must make the effort to attend class and do assignments regularly throughout the year.

- 60% - Final Exam, divided into three parts:

- I. Grammar and vocabulary (20%)
- II. Reading (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.

6. 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, D. & Granger C.. *English Grammar*. Oxford: Heineman Educational Books, 1991.
Edición española, con clave.
- Bob, L. et. al. *Circles 3*. Madrid: S.G.E.L., 1991.
- Cadierno C, Soracco M., Kay S. & Jones V. *Inside Out. Additional Material*. Oxford: Heinemann, 2001.
- Chalker, S. *Current English Grammar*. Macmillan: London.
- Downing P. *A University Course in English Grammar*. Prentice Hall International.
- Eastwood, J. *Oxford Practice Grammar. With Answers*. Oxford U.P.
- Graver, B.D. *Advanced English Practice*. Oxford U.P.
- Swan, M.. *Practical English Usage*, Oxford U.P.

The year of publication is not always 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, S. e.a.. *Academic Writing Workshop*. Heinle & Heinle (USA).
- The Chicago Manual of Style for Authors, Editors and Copywriters*. Chicago: Chicago University Press.
- Coulthard M. & Caldas-Coulthard C.R. (eds.) *Texts and Pracices. Readings in Critical Discourse Analysis*. London: Routledge.
- Donahue L. *Writing as a Personal Product*. Prentice Hall International UK.
- Frank, M. *Writing as Thinking. A Guided Process Approach*. Prentice Hall International UK.
- Gibaldi, J. & Achtert W.S.. *MLA Handbook for Writers of Research Papers*. New York: Modern Language Association of America.
- Glendinning, E. H. and Holmström.B. *Study Reading. A Course in Reading Skills for Academic Purposes*. Cambridge U.P.
- Haarman, L., Leech P. and Murray J.. *Reading for the Social Sciences*. Oxford, Oxford University Press.
- Hamp-Lyons, L. & Heasley B.. *Study Writing. A Course in Written English for Academic and Professional Purposes*. Cambridge U.P.
- Holschuh, L.W. and J. Patrick Kelley. *Academic Reading*, London: Macmillan.
- Jolly D. *Writing Tasks*, Cambridge U.P.
- Jordan R.R. *Academic Writing Course*, Harlow, Essex: Longman.
- Leki, I. *Academic Writing*, London: Macmillan.
- Proposta de representació de referències i citations bibliogràfiques*. Barcelona: Servei de Llengua Catalana. Dirigit per M. Teresa Cabré.
- Wallace, M.. *Study Skills in English*, Cambridge U.P.
- Waters A. & Waters M. *Study Tasks in English*, Cambridge U.P.

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Sources for Social Sciences

- Bull, H. *The Anarchical Society: A study of Order in World Politics*. London: Macmillan, 1977.
- Converse, J.M. and S. Presser. *Survey Questions, Handcrafting the Standarized Questionnaire*. University Paper Series on Quantitative Applications in the Social Sciences, nº 16. London: Sage, 1986.
- 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.
- Giddens, A. *Sociology. Capitalism and modern social theory. AN analysis of the writings of Marx Durkheim and Max Weber*. Cambridge U.P., 1988.
- Grant, M. *Understanding Politics: An A Level Course Companion*. Cheltenham: Stanley Thornes, 1992.
- 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, 1995. 7th 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.
- Lukes, S. *Emile Durkheim. His life and Work: A Historical and Critical Study*. Hammondsworth: Penguin Books, 1973.
- Moore, S. *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.
- Riley, A. *English for Law*. London: Macmillan Publishers, 1993.
- Rosenbloom, D.H. *Public Administration*. New York: Random House, 1986.
- Selfe, P. *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 2000*. Oxford: Oxford University Press, 2001.
- Subirats, J. *Modernizing the Spanish Public Administration or Reform in Disguise*. Barcelona: Working Papers, ICPS, 1991.
- Wright Mills, C. *The Sociological Imagination*. New York: Oxford University Press, 1965.