

## **ENGLISH FOR THE SOCIAL SCIENCES: 2002-2003 SYLLABUS**

**Professors: Jeroni Sureda, Roland Pearson, Marta Viladot, and  
Margaret West (substituted for the first few weeks of class).**

**Credits: 15**

**Code: 25210**

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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, September 30, 2002.

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.

A language laboratory is due to be installed in our Faculty later this academic year. Intensive listening practice will be held there as soon as possible.

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

Unit 5

|   |                               |
|---|-------------------------------|
| Verbs and expressions followed by gerunds and infinitives | Cause-effect: linkers         |
| Contrast and concession clauses                           | Signpost expressions          |
| Conditionals  | Writing abstracts & summaries |
|   | Identifying text structure    |

Unit 6

|                                       |                           |
|---------------------------------------|---------------------------|
| Structures referring to future time   | Discussing future events  |
| <i>Wish</i> (facts and habits)        | Using sources             |
| False friends / words easily confused | Using counter-arguments   |
|                                       | Comparing text structures |

Unit 7

|   |                               |
|---|-------------------------------|
| Purpose clauses: <i>to, in order to, so that</i>    | Linear relationships: process |
| Reason clauses: <i>because, since, as</i>           | Emphasising the message       |
| <i>Make</i> and <i>let</i> + personal object + verb |                               |
| The passive: form and use                           |                               |

Unit 8

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

Unit 9

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

Unit 10

|  |   |
|--|---|
| Modal verbs of deduction and speculation in the past | Creating texts                              |
| Definite and indefinite articles                     | The honesty principle: degrees of certainty |
| <i>No</i> and <i>not</i>                             |   |
| <i>Had better</i> and <i>would rather</i>            |   |
| Inversion after “negative adverbs”                   |   |
| Understanding the English of the Classics            |   |

## *Reports, Speeches and Presentations*

### Unit 11

|   |   |
|---|---|
| Preparing and delivering speeches:<br>* occasion and mood<br>* speaker's background<br>* audience's background<br>* objectives of the speaker<br>* speech: style, pace, choice of words for Clarity | Understanding reports and speeches, discourse analysis:<br>* Who is speaking<br>* Who is being addressed<br>* Background, context of the report or speech<br>* The speaker's objectives |
|---|---|

### Unit 12

|  |   |
|--|---|
| Writing reports:<br>* graphs, tables and figures<br>* title and table of contents<br>* style<br>* organisation of ideas<br>* crediting sources | Presenting reports orally:<br>* visual aids<br>* planning<br>* speech<br>* beginning and ending<br>* 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 once a week, this percentage will be further broken down as:
  - I. 20% One instructor's assignments
  - II. 20% The other instructor's assignments

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, 2001.  
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.
- Hewings M. *Advanced Grammar in Use*. Cambridge U. P., 2002..
- Murphy, R. *Essential Grammar in Use*. Cambridge U. P., 2002..
- 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.*

## Academic Skills

- 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 Practices. 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.
- Hood S & K. Brown *Academic Encounters*. Cambridge U.P., 2002.
- 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.
- Lynch T. *Study Listening. Understanding lectures and talks in English*. Cambridge U.P.  
*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.  
*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.

- Converse, J.M. and S. Presser. *Survey Questions, Handcrafting the Standardized Questionnaire*. University Paper Series on Quantitative Applications in the Social Sciences, n° 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. 7<sup>th</sup> 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*. Hammondsouth: 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. 4<sup>th</sup> 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 2001*. Oxford: Oxford University Press, 2002.
- 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.