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2007-2008 Syllabus

1. Objectives
- To consolidate students' knowledge of English structure and usage.
- To understand lectures and talks given at a reasonable speed.
- To read quickly and critically assess texts related to the social sciences.
- To take notes, write summaries, compositions, and papers demonstrating one's competence to synthesise and analyse specific subject matters.
- To express students' own ideas fluently and accurately, and converse at a reasonable speed on any subject related to the courses followed in the Faculty.

2. Modules

Communicative Language Activities and Strategies:

Module 1. Listening
- Listening strategies
- Extensive listening (audio and audiovisual reception)
- Intensive listening (audio and audiovisual reception)

Module 2. Speaking
- Non-verbal communication
- Oral presentation skills
- Presenting clear and detailed descriptions
- Talking about different current affairs
- Debating
- Turn-taking
- Discussing

Module 3. Reading
- Reading strategies
- Critical Reading
- Extensive reading
- Intensive reading
- Text analysis

Module 4. Writing
- Writing strategies
- Note-taking and processing texts

- Essay writing
- E-writing (contribution to an e-forum, e-mailing)
- Portfolio

Communicative Language Competence:

Module 5. Grammar
- Adjectives/verbs + dependent prepositions
- Articles
- Conditionals: 0, 1, 2, 3, and mixed
- Countable and uncountable nouns
- Formation of adverbs, their meaning and position
- Inversion
- Modals
- Passive and passive report structures
- Prepositions
- Quantifiers
- Question formation
- Relative clauses: defining and non-defining
- Reported speech
- Tenses: present, past and future
- Verbs + gerund or infinitive
- Word Order

Module 6. Vocabulary
- Borrowing from other languages
- Collocations
- Common words with more than one meaning
- Connectors
- Expressions and idioms
- Phrasal verbs
- Reporting verbs
- Specific vocabulary of the Social Sciences
- Word-building and compound nouns

Module 7. Pronunciation
- Chunking
- Problematic sounds
- Rhythm and intonation
- Silent letters, the schwa
- Vocalic and consonantic sounds
- Word/sentence stress

Module 8. Discourse
- Academic genres
- Cohesion and coherence
- Linking devices
- Tentative approach
- Thematic development

3. Course materials and bibliography

The materials used in class will include texts from books, articles published in journals, newspapers and magazines, TV programmes, and video and audio recordings. Most necessary course materials will be available to students at the Faculty's photocopy centre or from Campus Virtual (depending on the teacher). Instructors may provide additional material in class.

The following includes a basic list of reference material for this course. Most of the entries include a short comment.

Grammar reference & practice texts

Beaumont, D. & C. Granger (1992). *English Grammar. An Intermediate Reference and Practice Book with Answer Key.* Bath: Heinemann.

Carter, R; R. Hughes & M. McCarthy (2006). *Ecambridge Grammar of English*. Cambridge: Cambridge University Press. (A reference book for upper-intermediate and advanced students. It includes references to spoken and academic English.)

Eastwood, J. (2003). *Oxford Practice Grammar with Answers*. Oxford: Oxford University Press. (This, like Beaumont & Granger´s book, is a self-study text to reinforce forgotten structures.)

Hewings, M. (2004). *Advanced Grammar in Use.* Cambridge: Cambridge University Press. (Self-study book. It includes exercises and key.)

McCarthy, M; F. O'Dell (2002). *Vocabulary in Use. Advanced*. Cambridge: Cambridge University Press. (100 units with 2,000 words in context, with exercises).

Murphy, R. (1995). *English Grammar in Use. With Answers*. Cambridge: Cambridge University Press. (Self-study book for intermediate students)

Quirk, R.; S. Greenbaum; G. Leech ; J Starvik (1985*). A Comprehensive Grammar of the English Language*. London: Longman. (It does not include exercises. Useful for reference)

Sinclair, J. (1990). *Collins Cobuild English Grammar*. London: Collins.

Swan, M. (1995). *Practical English Usage*. Oxford: Oxford University Press. (The entries are ordered alphabetically.)

Swan, M.; C. Walker (1997). *How English Works*. Oxford: Oxford University Press (It gives an overall idea of the main features of English.)

Thornbury, S. (2004). *Natural Grammar*. Oxford: Oxford University Press. (Like Swan's Practical English Usage, it is alphabetically ordered. It deals with the keywords of English Grammar. With exercises).

Vince, M. (2003). *Advanced Language Practice with Key*. Oxford: Macmillan. (Self-study text for those who want to do extra work)

Wellman, G. (1989). *Wordbuilder*. London: Heinemann. (As well as McCarthy's text, it helps students with word formation, suffixing, and prefixing).

Willis, D. (1993). *Collins Cobuild Student's Grammar* (Self-Study Edition) London: Collins.

Reading , Speaking and Writing for Academic Purposes

Anderson K, J. Maclean, T. Lynch (2004) *Study Speaking*. Cambridge: Cambridge University Press. (it provides discussion and presentation skills)

Crème, P.; M.R. Lea (2002) *Writing at University. A Guide for Students*. Buckingham: Open University Press. (It is not aimed at non-native students, but it may help)

Glendinning, E.H; B. Holmström (2004). *Study Reading. A Course in Reading Skills for Academic Purposes*. (2nd edition). Cambridge: Cambridge University Press. (It includes authentic texts from different sciences, taking into account new media with the growth of online resources. The examples are mainly from natural sciences.)

Haarman, L; P. Leech; J. Murray. (1997). *Reading for the Social Sciences*. Oxford: Oxford University Press.

Hamp-Lyons, L; B. Heasley (1993*). Study Writing. A Course in Writing Skills for Academic and Professional Purposes*. Cambridge: Cambridge University Press. (It covers the different types of writing we do in class).

Holschuh, L.W.; J. P. Kelley (1998). *Academic Reading*. London: Macmillan.

Jolly, D. (1999).*Writing Tasks*. Cambridge: Cambridge University Press. (Only part of the text is dedicated to academic tasks).

Jordan, R. (2002). *Academic Writing Course*. Essex: Longman.

Morley J. *et al*. (2007). *University Writing Course*. Newbury: Express Publishing (this textbook includes the main features of academic writing)

The Chicago Manual of Style for Authors, Editors and Copywriters (1996). Chicago: Chicago University Press. (A must for papers and projects)

Thornbury, S. (2005). *Beyond the Sentence. Introducing Discourse Analysis*: Oxford: Macmillan (the book examines the different types of texts used in an academic context and what makes a text coherent).

Wallace, M. (2004). *Study Skills in English*. (2nd edition). Cambridge: Cambridge University Press. (A self-study book including the use of computers for academic study and the Internet as a research tool.)

Waters, A; M. Waters (1995). *Study Tasks in English*. Cambridge: Cambridge University Press. (A text with learning strategies, including source-finding and academic skills. Very important for our classes.)

Dictionaries

All the students should have both a monolingual and a bilingual dictionary with updated phonetic symbols. Here is a list of suggested dictionaries to choose from.

Monolingual:

Cambridge Advanced Learner's Dictionary. (2003). Cambridge: Cambridge University Press (It includes CD-Rom with sound recordings for every word).

Dictionary of Government and Politics. (1988). Teddington: Peter Collin Publishing. (It has scarce information about US politics, but it is useful to understand British political terms)

Hornby, A. S. (2005). *Oxford Advanced Learner's Dictionary of Current English*. Oxford: Oxford University Press (7th edition). (It includes synonyms and a cd-rom.)

Kellerman, D. (1981). *New Webster's Dictionary of the English Language*. New York: Delair.

Longman Dictionary of Contemporary English. (1978). London: Longman.

Longman Language Activator. (1993). London: Longman. (A theme-oriented dictionary, similar to a thesaurus.)

Macmillan English Dictionary for Advanced Learners. (2003). Oxford: Macmillan.

Sinclair, J. (2001). *Collins Cobuild English Language Dictionary*. London: Collins.

Bilingual:

Diccionari Anglès- Català (2001). Barcelona: Enciclopèdia Catalana.

Diccionari Català- Anglès (2001). Barcelona: Enciclopèdia Catalana.

(The two dictionaries above are separate. They are helpful, although there are not many examples to understand the words in context.).

Galimberti, B.; R. Russell. (2003). *Gran Diccionario Oxford.* Oxford: Oxford University Press.

García-Pelayo, R. (1993). *Larousse Gran Diccionario Español-Inglés/Inglés-Español*. Paris: Larousse.

Smith, C. (1997*). Collins Spanish-English, English-Spanish Dictionary*. Barcelona: Grijalbo/Harper Collins. (A classic, including many South American words).

4. Division of students according to level

Although all students have some knowledge of English before starting the course, they invariably display different levels. Therefore, it is essential to take the placement test on the first day of class (September 26th, 2007) so that the simultaneously-taught groups can be redistributed to form a more homogeneous learning environment.

Students who demonstrate an exceptionally high level of English may be offered the chance to do a formal research paper instead of the regular coursework and the final examination. These students must attend certain classes from October to December, submit parts of the working paper throughout the year and the final version in April, and present their paper to two lecturers in May. An additional sheet detailing the exact conditions will be provided to those who are eligible.

5. Class Organisation

There are three class sessions per week (two lasting an hour and the third lasting two hours). The emphasis in the classroom will be on the active participation of students in achieving the course objectives stated above. Students will apply grammar structures, perform reading exercises, work with audio-visual material, participate in discussions, work in groups, write essays, give presentations, and do other related activities. There will be regular homework assignments designed to reinforce and extend classroom learning.

One of the complementary components of the course is the regular use of the multimedia language laboratory (LIAM), a high-tech lab allowing students to work directly with analogical and digital audio-visual material, both in the regular classes and on their own.

6. Competences and Skills to develop

Competence	Indicators/Skills
Oral and written communication in English in an academic context	Reinforce the knowledge and general skills of English at level B1 of the *Common European Framework of Reference.)*
	Use English as a means of communication in different social environments and learning situations and as a tool in the academic and professional worlds.
	Develop skill in transferring the concepts, problems, and perspectives of Sociology and Political Science in English.
	Use structured discourse in English.
	Develop knowledge of English for the Social Sciences (theory, methodology, data analysis).
	Use suitable oral and written expression in academic English.
General oral and written communication	Show the capacity to widen and consolidate knowledge of English and strategies for learning this language outside an academic environment.
Information management	Look for secondary sources of information in English.
Problem solving	Analyse problems.
	Make hypotheses.
	Propose solutions.

Mastery of computer tools	Look for on-line materials in English.
	Use computer tools in the presentation of papers.
Teamwork	Work in groups, optimizing the different levels of knowledge of English of the members of the group.
Ethical and professional engagement	Critically assess social theories and practice.
	Use register and grammar as a tool for the analysis of texts.
Autonomous learning	Analyse, compare, and contrast texts.
	Search for and within document sources.
	Self-assess students' own communicative needs and learning processes.

7. Student Assessment

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

- 60% - Continuous assessment of the oral and written production done in and out of class, including a portfolio.

  Assignments will be set on a regular basis with specific deadlines. Efforts will be made not to overlap these deadlines with those of other subjects in the Faculty. Items handed in after the deadline will not be accepted.
  Each student will have to hand in a portfolio including specific assignments and a self-evaluation at the end of the course.
  Class attendance and participation are essential in the learning process and will form part of the assessment.

- 40% Final exam, divided in the following sections:
  - a. Grammar and Vocabulary
  - b. Reading
  - c. Writing

  * * Students must obtain a passing grade on the three partsof the final exam in order to pass the course.

NOTE that any written work that is plagiarised will result in the student failing the subject.