

**English for the Social Sciences****2015/2016**Code: 101106  
ECTS Credits: 12

Degree	Type	Year	Semester
2500259 Political Science and Public Management	FB	1	A
2500262 Sociology	FB	1	A

**Contact**Name: Lovell Margaret West  
Email: Margaret.West@uab.cat**Use of languages**

Principal working language: english (eng)

**Teachers**Pilar Orero Clavero  
Maria Dolores Ruiz Lozano  
June Meyer  
Olivia Gerber Moron  
Aikaterini Tsaousi  
Iris Cristina Permuy Hércules de Solás  
Agnieszka Barbara Walczak  
Inna Kozlova**Prerequisites**

It is highly recommended that students have at least a basic knowledge of English before taking the course.

**Objectives and Contextualisation**

English has become the most prioritized language in academic and scientific spheres, including in the fields of social science and international relations.

Due to this language's importance in international communication, universities are fostering the achievement of Level B2 (on the European Framework of Reference for Languages) in English language before students finish their first degree.

Bearing this in mind, the subject has two main objectives:

(1) First of all, it must be stressed that this subject is taught at the Faculty of Political Science and Sociology, and therefore its fundamental aim is for students to study and apply suitable vocabulary, grammatical structures and registers for understanding and expressing themselves correctly in the many types of texts, both oral and written, which commonly appear in the academic and professional world of the social sciences.

(2) Secondly, the subject aims to help students raise their level of English language so that they can reach level B2 before completing their bachelor degree.

As it is a freshman-year course, the objective for those students with less mastery of the language is to bring their level up towards level B1 on the European Framework.

Nevertheless, the reality is that students begin the year with levels ranging from A1 to C. Therefore, a placement test is given at the beginning of the year in order to place students in the most homogeneous groups possible (at each class time) and so that the professors can adapt the content to suit the learning needs of each group, according to their knowledge and skills.

Students who already have level C are a specific case of the adaptation of the course by level. These students can opt to write a research paper in English instead of following the regular course, as long as they abide by the stipulated calendar and fulfill all the specified requirements. These students must carry out the necessary research and apply recognized rules of style for their level of studies.

## Skills

### **Political Science and Public Management**

- Identifying sources of data and conducting bibliographic and documentary searches.
- Interpreting and applying English texts in an academic way.
- Managing the available time in order to accomplish the established objectives and fulfil the intended task.
- Students must be capable of knowing and applying basic terminology in English related to political sciences.
- Synthesizing and critically analysing information.
- Working autonomously.

### **Sociology**

- Analysing the problems arising from the implementation of public policies and conflict situations by recognising the complexity of the social phenomena and political decisions affecting democracy, human rights, social justice and sustainable development.
- Demonstrating a comprehension of the analysis of social phenomena presented in English, as well as observing their strengths and weaknesses.
- Describing social phenomena in a theoretically relevant way, bearing in mind the complexity of the involved factors, its causes and its effects.
- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Developing self-learning strategies.
- Effectively communicating the basic analysis of social phenomena in an elementary level of English.
- Respecting the diversity and plurality of ideas, people and situations.
- Students must be capable of assessing the quality of their own work.
- Students must be capable of managing their own time, planning their own study, managing the relationship with their tutor or adviser, as well as setting and meeting deadlines for a work project.

## Learning outcomes

1. Connecting informational texts (in English) with the main sociological concepts.
2. Criticising opinions of commentators on subjects related to democracy, human rights, social justice or sustainable development.
3. Demonstrating a comprehension of the analysis of social phenomena presented in English, as well as observing their strengths and weaknesses.
4. Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
5. Developing self-learning strategies.
6. Distinguishing written texts in English.
7. Effectively communicating the basic analysis of social phenomena in an elementary level of English.
8. Identifying sources of data and conducting bibliographic and documentary searches.
9. Interpreting and applying English texts in an academic way.

10. Managing the available time in order to accomplish the established objectives and fulfil the intended task.
11. Mentioning the main definitions of social action, social structure and conflict.
12. Producing a speech in English with specific terminology from the politic sciences.
13. Producing basic written texts in English.
14. Producing significant oral messages in English.
15. Respecting the diversity and plurality of ideas, people and situations.
16. Students must be capable of assessing the quality of their own work.
17. Students must be capable of managing their own time, planning their own study, managing the relationship with their tutor or adviser, as well as setting and meeting deadlines for a work project.
18. Synthesizing and critically analysing information.
19. Translating the specialized concepts of the English language to the Catalan and Spanish languages.
20. Using basic English vocabulary and grammar.
21. Working autonomously.

## **Content**

### **Communicative strategies and activities:**

#### **Module 1. Understanding Academic Culture**

- Identifying issues in the transition to higher education
- Discussing issues relating to potential misunderstandings in academic life
- Examining attitudes and beliefs about university learning

#### **Module 2. Listening**

Listening strategies

Extensive listening (audio and audiovisual reception)

Intensive listening (audio and audiovisual reception)

#### **Module 3. Speaking**

Oral presentation skills. Use of PowerPoint.

Presenting clear and detailed descriptions

Talking about current affairs

Debating

Turn-taking

Discussing

#### **Module 4. Reading**

Reading strategies

Critical Reading

Extensive reading

Intensive reading

Text analysis

### **Module 5. Writing**

Writing strategies

Note-taking and processing texts

Essay writing

Integrating teacher's and peers' feedback

Using language resources for self-revision

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

Portfolio

### **Communicative Language Competence:**

### **Module 6. Structures used in Academic English**

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 of obligation and modals of perception

Passive and passive report structures

Prepositions

Quantifiers

Question formation

Relative clauses: defining and non-defining. *Whose* in Social Sciences

Academic reported speech

Tenses: present, past and future

Verbs + gerund or infinitive

Word Order

### **Module 7. Vocabulary**

Borrowing from other languages

Collocations in Academic English

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 8. Pronunciation**

Problematic sounds

Rhythm and intonation

Silent letters, the schwa

Vocalic and consonant sounds

Word/sentence stress

### **Module 9. Discourse**

Academic genres

Professional genres

Coherence and cohesion

Linking devices

Tentative approach

Thematic development

## **Methodology**

The subject of English is instrumental and practical in nature. In the learning process, emphasis will be placed on active participation and making a genuine effort to achieve the skills outlined in this Guide.

In general terms, the learning process will be channeled by a set of techniques and activities including:

- Carrying out small tasks
- Cooperative learning
- Reading and analysis of texts by means of vocabulary, comprehension and critical assessment exercises and discussions
- Comparative analysis of texts
- Lectures
- Completion of grammar and vocabulary exercises
- Researching information and finding appropriate texts
- Debates and discussions
- Comprehension of video and audio material, including related tasks
- Simulations and role-plays

- Writing short and long essays
- Oral presentations done individually and in groups

During the class, a variety of activities aimed at promoting the internalization of the content will be carried out. In both the oral activities (module 2) and written work done inside and outside of class, the following factors will be evaluated:

- The use of suitable English vocabulary, grammar (modules 5 and 6) and register (modules 4 and 8) according to type of text (e.g. abstract, report, research paper, letter, curriculum vitae, presentation, verbalization of graphs)
- The coherent organization of and defense of ideas
- Correct format of each type of text
- Fluency and clarity of ideas, to facilitate comprehension by the reader/listener

A large part of the reading (module 3) and listening comprehension (module 1) activities will be performed outside the classroom.

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Debates, presentations, simulations	25	1	16, 2, 3, 4, 8, 15
Theoretical classes (lectures)	30	1.2	3, 5, 11, 1, 19
Video, audio and computer time	15	0.6	3, 5
Writing texts	20	0.8	16, 3, 4, 8
<b>Type: Supervised</b>			
Preparing debates and presentations	25	1	16, 6, 12, 14, 10, 8, 15, 18, 21
Revision and correction of homework	20	0.8	16, 12, 13, 17, 10, 8, 21, 20
Tutorial meetings	3	0.12	16, 3, 14, 17, 15
<b>Type: Autonomous</b>			
Completing assignments	45	1.8	2, 3, 12, 11, 17, 10, 1, 20
Preparation and writing of texts	20	0.8	16, 7, 2, 12, 13, 11, 17, 10, 8, 9, 1, 18, 19, 21, 20
Reading texts	30	1.2	3, 5, 17, 10, 9, 1, 21
Researching information and finding materials	20	0.8	3, 5, 4, 17, 10, 1, 15, 21
Studying content	25	1	3, 5, 17, 10, 9, 18, 21

## Evaluation

In order to identify their needs, it's essential for students to take a placement test the first week of the term. Freshmen should take the test prepared by the Servei de Llengües (language service) of the UAB in a computer room with their group (or online from any location). The other students must take a placement test on paper in the classroom on the first day of class for their group.

Throughout the course, there will be a continuous assessment of the students' oral and written work. The process of learning a language requires constant dedication throughout the whole course.

The final assessment will take into account the content and skills developed during the course and will consist of:

Continuous assessment: 70%

Final written test: 30%

The continuous assessment mark will include:

1. Exercises, class work and homework that are turned in by the deadlines specified in this Guide and by the professor (30%).
2. Projects, debates and discussions on dates agreed upon with the students (10%).
3. The end-of-term test in the month of December (20%).
4. Active and critical participation in class (10%).

On the final report, only those students who have not completed work corresponding to 50% of the global course mark will be given a qualification of "incomplete." Any student having completed at least 50% of the work unsatisfactorily will receive a failing mark, whether or not they have completed all the coursework.

A failing mark on any specific assignment(s) does not automatically mean a failing mark for the course.

The written final test will include the following sections:

1. Comprehension and use of the structures and vocabulary that are specific to the social sciences.
2. Reading comprehension.
3. Writing a text related to the social sciences, from among a limited choice of subjects.

The student must pass each of the three parts of the final test in order to pass the course. The global mark (consisting of 70% continuous assessment and 30% final test) must reach a minimum of 5.0 out of 10.0 points in order to pass the course.

If a student does not pass after having taken the final test the first time, there will be a second opportunity to attempt to pass by means of "compensatory activities." These make-up activities will consist of re-taking any section(s) of the test that were failed and also the chance to re-submit work that was previously turned in but was not up to standard. At this point, it will not be possible to make up oral work such as group presentations and class participation; neither may students submit work they had not previously given in during the course.

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Class participation	10%	5	0.2	7, 2, 3, 4, 12, 14, 1, 15, 18, 19, 21, 20
First term progress test	20%	2	0.08	16, 7, 6, 12, 13, 17, 10, 9, 20
Oral presentations	10%	10	0.4	16, 2, 4, 12, 17, 10, 8, 9, 15, 18, 21, 20
Periodic submission of work throughout the	30%	2	0.08	16, 5, 4, 13, 17, 10, 8, 9, 1, 19, 21,

course	20			
Test of knowledge of the language	10%	1	0.04	16, 6, 13, 10, 9, 19, 20
Test of reading comprehension	10%	1	0.04	16, 3, 6, 12, 10, 9, 18, 21, 20
Test of writing skills	10%	1	0.04	16, 7, 2, 12, 13, 10, 15, 18, 20

## Bibliography

### Grammar, reference and 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). *Cambridge 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 (2008). *Academic Vocabulary in Use..* Cambridge: Cambridge University Press. (50 units with words and expressions in real-life academic contexts. 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)

Schramper Azar , B. (1989) *Understanding and Using English Grammar*. Englewood Cliffs, N.J.: Prentice Hall Regents.

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)

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)

Dignen, B. (2007). *Fifty Ways to Improve your Presentation Skills in English*. Oxford: Summertown Publishing (Oriented towards business people, it can help our students to prepare debates).

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.

Manning A. et al. (2007). *Transferable Academic Skills Kit. University Foundation Study*. Garnet-University of Reading (this kit includes twelve volumes on the following issues: key foundation skills, academic culture, seminars and tutorials, team working, problem solving, critical thinking, introduction to IT Skills, essay writing, scientific writing, research and referencing, presentation and examination techniques).

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:**

*Collins. Diccionario electrónico bilingüe: inglés-español; español-inglés* (2005). Paris: Softissimo; Harper Collins Publisher. (1 CD-ROM+ user's guide)

*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).

### **Web Resources:**

These are some general reference materials which are helpful for this subject.:

Reverso, Collins multilingual translator: <http://diccionario.reverso.net/>

The Free Dictionary by Farlex: <http://www.thefreedictionary.com/> [Dictionary, thesaurus, reference material.]

The Purdue On-Line Writing Lab (OWL): <http://owl.english.purdue.edu/owl/> [Tips on: writing, lists of references, term papers.]

Lextutor Concordancer: [http://www.lexutor.ca/concordancers/text\\_concord/](http://www.lexutor.ca/concordancers/text_concord/)

Word Power: <http://www.wordpower.ws/> [Grammar explanations and exercises.]

WordReference.com: <http://www.wordreference.com/es/> [Dictionary and word translator.]

Your Dictionary.com: <http://www.yourdictionary.com/> [Complete monolingual dictionary with contextualization.]

Teachers will provide links to additional electronic resources which may be helpful in carrying out specific assignments.