

Degree	Type	Year	Semester
2500245 English Studies	OB	3	1
2501902 English and Catalan	OT	3	0
2501902 English and Catalan	OT	4	0
2501907 English and Classics	OT	3	0
2501907 English and Classics	OT	4	0
2501910 English and Spanish	OT	3	0
2501910 English and Spanish	OT	4	0
2501913 English and French	OT	3	0
2501913 English and French	OT	4	0

## Contact

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## Use of languages

Principal working language: english (eng)  
 Some groups entirely in English: Yes  
 Some groups entirely in Catalan: No  
 Some groups entirely in Spanish: No

## Teachers

Ana Fernández Montraveta

## Prerequisites

The students' level of English should be between C1 (advanced) and C2 (proficiency) of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment. With a C1 level the student can understand a vast amount of long and complex texts, and can infer the implicit meaning; s/he can communicate fluently and spontaneously and use language in an efficient and flexible way for social, academic and professional purposes; s/he can also generate clear, well-structured and detailed texts about complex topics and show a control of structures, connectors and cohesive devices. With a C2 level, the student can understand with little effort everything s/he reads or listens to; S/he can summarise information from different sources, reconstruct facts and arguments and present them in a coherent way; s/he can communicate fluently and with precision, being aware of subtle nuances even in complex situations.

## Objectives and Contextualisation

The main objectives of this course are the following:

-Broaden the linguistic and discourse knowledge acquired in the subjects "Ús de la Llengua Anglesa I" "Ús de la Llengua Anglesa II" and implement them to the production of academic texts, in particular, to the writing of a research article.

-Give students the necessary tools to critically analyze and evaluate academic texts, both by the student and other authors, through peer-revision and discussion groups.

-Teach students how to recognise and apply the structure and argumentative style that characterises a research article.

-Deepen on writing, referencing, quoting and editing techniques of articles of an advanced level.

-Focus on the grammatical and linguistic structures that characterise formal and academic registers in English.

-Improve the use of the English language to reach a level of C2.

## **Skills**

### **English Studies**

- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Executing in oral and written form a flexible and effective use of the English language with academic, professional and social purposes.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Utilising new technologies in order to capture and organise information in English and other languages, and applying it to the personal continued training and to the problem-solving in the professional or research activity.

### **English and Catalan**

- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.

### **English and Classics**

- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Executing in oral and written form a flexible and effective use of the English language with academic, professional and social purposes.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.

### **English and Spanish**

- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.

### **English and French**

- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Executing in oral and written form a flexible and effective use of the English language with academic, professional and social purposes.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.

## **Learning outcomes**

1. Demonstrating they know English specialised and non-specialised texts of high difficulty level, and interpreting them in a critical manner.
2. Drawing up brief argumentative essays in English about non-specialised topics of average difficulty.
3. Issuing appropriate critical assessments based on the comprehension of relevant information about social, scientific or ethical issues related to linguistics.
4. Locating and organising relevant information in English that is available on the Internet, in databases, etc.
5. Summarising in written form the main content of an oral discourse about specialised and non-specialised topics of high level difficulty.
6. Using the English language with the appropriate expression (correctness, fluency, pronunciation, communicative strategies) in formal (presentations, debates, formal interactions) and informal contexts (conversation), with a C2 level.

## **Content**

### **UNIT 1: Academic writing and paper structure**

- Main features of academic writing
  - TFG organization

### **UNIT 2: Introduction**

- Improving coherence and cohesion
- Practice: Writing an introduction

### **UNIT 3: Literature review**

- Linking words and phrases, Referencing and bibliography, Reporting others' words, Comparing and contrasting
- Writing a literature review

### **UNIT 4: Methods**

- Describing processes
- Writing the Methods section

### **UNIT 5: Results and Discussion**

- Description of results, Hedges and Boosters, Clarifying and giving examples, Argumentation
- Writing the Results and Discussion sections

### **UNIT 6: Abstracts and Conclusions**

- Summarizing
- Writing an abstract and a conclusion section

## **Methodology**

The methodology is based on:

50h autonomous work

50h directed work

25h supervised work

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Lectures	25	1	
Seminars	25	1	
<b>Type: Supervised</b>			
Academic writing exercises	25	1	
<b>Type: Autonomous</b>			
Doing exercises	30	1.2	
Studying	20	0.8	

## Evaluation

A més de l'indicat anteriorment respecte a l'avaluació, cal tenir en compte el següent:

- All tasks should be passed in order to pass the course.
- Failing in /Realising 40% of the tasks excludes the possibility of obtaining a No evaluable in the course.
- Deadlines should be strictly met and tasks should be typed.
- Only one of the tasks can be reassessed.

-VERY IMPORTANT: Partial or total plagiarising will immediately result in a FAIL (0) for the plagiarised exercise (first-year subjects) or the WHOLE SUBJECT (second-, third- and fourth-year subjects). PLAGIARISING consists of copying text from unacknowledged sources -whether this is part of a sentence or a whole text- with the intention of passing it off as the student's own production. It includes cutting and pasting from internet sources, presented unmodified in the student's own text. Plagiarising is a SERIOUS OFFENCE. Students must respect authors' intellectual property, always identifying the sources they may use; they must also be responsible for the originality and authenticity of their own texts.

Tentative calendar:

Final exam (40%): Before Christmas

Assignment 1 (15%): End of September

Assignment 2 (15%): End of October

Assignment 3 (20%): End of November

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Assignment 1	15%	6	0.24	
Assignment 2	15%	5	0.2	1, 3, 4, 2, 5, 6
Assignment 3	20%	7	0.28	1, 3, 4, 2, 5, 6
Final exam	40%	2	0.08	
self-study book	10%	5	0.2	1, 3, 4, 2, 5, 6

## Bibliography

### References:

Alonso Alonso, M. Rosa (2009) Writing for Academic Purposes: A Handbook for Learners of English as a Second Language. Munich: LINCOM

Barnet, Sylvan and William E. Cain (2011). A Short Guide to Writing about Literature. London: Longman.

Booth, Alison and Kelley J. Mays (2012). The Norton Introduction to Literature Studyplace. London: Norton & Co.

Jordan, R.R. (1999) Academic Writing Course: Study Skills in English. London: Longman.

Hamp-Lions, Liz and Ben Heasley (2006) Study Writing: A Course in Written English for Academic Purposes. Cambridge: Cambridge University Press.

McCarthy, Michael and Felicity O'Dell (2008) Academic Vocabulary in Use. Cambridge: Cambridge University Press.

Savage, Alice, Patricia Mayer, Masoud Shafiei, Rhonda Liss and Jason Davis (2006) Effective Academic Writing 1 & 3. Oxford: Oxford University Press.

Sowton, Chris (2012) 50 Steps to Improving your Academic Writing. Reading: Garnett Education.

Swales, John M. and Christine B. Feak (1994) Academic Writing for Graduate Students: Essential Tasks and Skills. Ann Arbor: The University of Michigan Press.

Sorenson, S. (2009). Webster's New World Student Writing Handbook. Websters New World.

### Online resources:

The Norton Introduction to Literature Studyplace:

<http://www.wwnorton.com/college/english/litweb10/writing/welcome.aspx>

The Purdue Online Writing Lab (OWL):

<https://owl.english.purdue.edu/>

UCLA Graduate Writing Center. Writing in the Humanities and Arts:

<http://gsrc.ucla.edu/gwc/resources/writing-in-the-humanities-and-arts.html>

Website for self-study

<http://www.ejerciciodeingles.com/curso-academic-english-ingles-academico/>