

**English for the Social Sciences**

Code: 101106  
ECTS Credits: 12

Degree	Type	Year	Semester
2500259 Political Science and Public Management	FB	1	A
2500262 Sociology	FB	1	A
2503778 International Relations	FB	1	A

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

**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**

Mercè Mur Effing  
Lovell Margaret West Underhill  
June Meyer  
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Celia Pratginestos Pou

**Prerequisites**

It is advisable to have at least level B2 of English (on the Common European Framework of Reference for Languages).

There will be a placement test at the beginning of the course. Students will be required to take the placement test of the UAB *Servei de Llengües* and write a brief composition.

**Objectives and Contextualisation**

- Improve students' competence in written and oral English. Depending on each student's level at the beginning of the year, level B2.2 or C1 may be achieved.
- Understand authentic texts of average difficulty in their field of study.
- Talk about topics relevant to the social sciences without basic grammar mistakes and with accurate pronunciation.
- Understand audiovisual material in different formats that is relevant to the social sciences.

- Write argumentative and opinion essays on different topics related to the disciplines of sociology, political science and international relations.
- Organize ideas and content appropriately in a written text.
- Use the most common rhetoric and debating techniques in the social sciences field.

## Competences

### 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.

### International Relations

- Identify data sources and carry out rigorous bibliographical and documentary searches.
- Produce and prepare the presentation of intervention reports and/or proposals.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Use English to receive and communicate analyses and proposals.

## 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. Identify data sources and carry out rigorous bibliographical and documentary searches.
9. Identifying sources of data and conducting bibliographic and documentary searches.
10. Interpreting and applying English texts in an academic way.

11. Managing the available time in order to accomplish the established objectives and fulfil the intended task.
12. Mentioning the main definitions of social action, social structure and conflict.
13. Produce and prepare the presentation of intervention reports and/or proposals.
14. Producing a speech in English with specific terminology from the politic sciences.
15. Producing basic written texts in English.
16. Producing significant oral messages in English.
17. Respecting the diversity and plurality of ideas, people and situations.
18. Students must be capable of assessing the quality of their own work.
19. 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.
20. Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
21. Synthesizing and critically analysing information.
22. Translating the specialized concepts of the English language to the Catalan and Spanish languages.
23. Use English to receive and communicate analyses and proposals.
24. Using basic English vocabulary and grammar.
25. Working autonomously.

## Content

By using real texts and audiovisual material related to the field of social sciences, the following aspects will be taught: terminology, vocabulary, grammatical structures, discourse devices and reading comprehension in key areas of sociology, political science and international relations. Special emphasis will be placed on developing academic study skills.

### FUNCTIONAL SKILLS:

#### SPEAKING:

- Giving speeches
- Giving presentations with and without visual aids
- Debating and expressing one's opinion

#### WRITING:

- Writing cohesive paragraphs
- Expressing one's opinion in writing
- Writing an opinion essay
- Writing a summary of a text.
- Writing a review of an article or text
- Describing graphs and trends
- Citing sources and writing a list of references
- Writing the parts of a research paper

#### READING:

Reading comprehension: news, research and opinion articles related with the social sciences and books.

#### LISTENING:

Listening comprehension: different formats (news reports, informative videos) and different accents (British, American, etc.).

#### USE OF THE LANGUAGE:

- Register and formality
- Linking devices

- Verb + preposition combinations
- Verb tenses: Review of all tenses
- Modal verbs: Review of all
- Reported speech
- Passive voice
- Inversion
- Subordinate Clauses
- Verb Patterns
- Other language points, depending on the texts used throughout the course.

## Methodology

This course is instrumental and essentially practical. In addition to the varied learning activities carried out in the classroom, students are expected to prepare material, oral presentations and readings autonomously at home. Furthermore, with the increasing need for virtual teaching and learning activities, students will be obliged to carry out more tasks outside the classroom, with the virtual support of the professor(s).

The methodology of this course will be based on the following types of activities:

- Guided activities (30%, 3.6 credits)
- Supervised activities (20%, 2.4 credits)
- Autonomous activities (40%, 4.8 credits)
- Assessment activities (10%, 1.2 credits)

### Guided activities:

Lectures, group discussions, oral presentations and debates, resolution of problems and case studies, completion of exercises, etc.

### Supervised work:

Tutorial support, learning activities in the Moodle classroom, preparation of debates and presentations, revision and correction of homework.

### Autonomous study:

Reading texts, articles and books; grammar and vocabulary exercises; writing assignments; watching audiovisual material.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classes (on campus or on Moodle)	30	1.2	7, 2, 4, 16, 10, 17, 22, 24, 23
Debates, oral presentations, speeches, simulations	20	0.8	18, 7, 4, 14, 13, 16, 19, 11, 20, 17, 21, 25, 24, 23
Oral comprehension	20	0.8	2, 3, 4, 20, 21, 24, 23
Textual production	20	0.8	18, 7, 2, 5, 4, 14, 13, 15, 19, 11, 8, 10, 20, 1, 17, 21, 25, 24, 23
Type: Supervised			

Homework revision and correction	20	0.8	18, 7, 2, 3, 4, 16, 19, 8, 9, 10, 20, 17, 21, 24, 23
Preparation of debates and oral presentations	15	0.6	18, 2, 3, 4, 14, 13, 16, 19, 11, 8, 20, 17, 21, 25, 24, 23
Tutoring	5	0.2	18, 4, 16, 19, 20, 24, 23
Virtual activities	20	0.8	2, 4, 16, 15, 10, 17, 21, 24, 23
Type: Autonomous			
Exercises, assignments, activities	50	2	18, 2, 5, 4, 6, 15, 12, 19, 11, 9, 20, 21, 25, 24
Preparation of written tasks	25	1	18, 7, 2, 3, 4, 13, 15, 11, 8, 9, 10, 20, 21, 25, 24, 23
Search for information and material	10	0.4	5, 6, 13, 19, 11, 8, 9, 10, 20, 1, 22, 25, 23
Study time and exam preparation	35	1.4	5, 19, 21, 25, 24

## Assessment

### Continuous Assessment (formative)

- Writing activities performed at home, in class or on Moodle: 20%
- Oral presentations, debates and speeches: 20%
- Midterm examination at the end of the 1st term (similar format to the final exam): 20%
- Participation in learning activities (on campus, at home and in the Moodle classroom) throughout the school year: 20%

Language learning is a process that requires a sustained commitment by the student throughout the course. Therefore, continuous assessment of the student's oral and written production is given significant weight.

### Final Examination (summative assessment): 20%

- Grammar and terminology relevant to the social sciences
- Reading comprehension
- Text production (essay writing)

### Assessment Calendar (approximate)

- Midterm Examination: end of the first semester
- Final Examination: according to the Faculty's calendar
- Other activities: throughout the course
- Reassessment: according to the Faculty's calendar

### Final Mark:

- In order to pass the course, the student must pass the final examination.
- The final mark will be calculated according to the weight assigned to each item of assessment, provided that the student passes the final examination.
- Students who complete more than 35% of the tasks assigned for evaluation or who take the final examination will not receive "no evaluable" ("cannot be assessed") as their final grade.

- If total or partial plagiarism is detected in any assessed item, the student will receive a zero on that test, exercise or activity.

### Reassessment:

If a student is failing the course after the final examination date, reassessment may be permitted, according to the official reassessment calendar, if certain conditions are met.

Reassessment of this subject may consist of taking the resit examination and/or the submission of certain assignments (group and participation activities cannot be made up), if the following conditions are met:

- The student must have completed and submitted at least 50% of the items for assessment by the original deadline.
- The student must have achieved an overall average of 3.5 or higher.

In accordance with article 117.2 of the UAB Academic Regulations, the evaluation of students who have been enrolled in the subject in previous academic years may consist of a single synthesis examination. Students who wish to be evaluated in this way should contact the professor at the beginning of the school year.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final assessment test (summative)	20%	3	0.12	7, 2, 3, 4, 6, 15, 11, 10, 21, 25, 24, 23
Midterm examination (first term)	20%	3	0.12	7, 2, 3, 4, 6, 15, 11, 10, 21, 25, 24, 23
Oral presentations, debates, speeches	20%	3	0.12	18, 4, 14, 13, 16, 19, 11, 17, 21, 25, 24, 23
Participation in learning activities (in class, at home & on Moodle)	20%	12	0.48	18, 7, 2, 3, 5, 4, 6, 13, 16, 15, 12, 19, 11, 8, 9, 10, 20, 1, 17, 21, 22, 24, 23
Submission of written assignments	20%	9	0.36	18, 7, 2, 3, 4, 13, 15, 11, 8, 9, 10, 20, 21, 25, 24, 23

## Bibliography

There is no required book for the 2020-2021 school year.

Below is a list of several books and webpages that can be useful for learning English and/or that include content related to this subject. It is by no means a complete list of the resources used in this course.

### A. Grammar, reference and practice texts

Carter, Ronald & Michael McCarthy (2006). *Cambridge Grammar of English*. Cambridge: Cambridge University Press.

Lansford, Lewis; Paul Dummet; & Helen Stephenson. (2016). *Keynote Advanced. Student's Book*. Cengage & National Geographic.

Murphy, Raymond (2012). *English Grammar in Use. With Answers*. Cambridge: Cambridge University Press.

Quirk, Randolph; Sidney Greenbaum; Geoffrey Leech & Jan Starvik (1985). *A Comprehensive Grammar of the English Language*. London: Longman.

Stephenson, Helen; Lewis Lansford; & Paul Dummett. (2016). *Keynote Upper-Intermediate. Student's Book*. Cengage & National Geographic.

Vince, Michael (2003). *Advanced Language Practice with Key*. Oxford: Macmillan.

#### B. Reading, Speaking and Writing for Specific Purposes

Anderson Kenneth, Joan Maclean & Tony Lynch (2004) *Study Speaking*. Cambridge: Cambridge University Press.

Crème, Phyllis and Mary Lea (2002) *Writing at University. A Guide for Students*. Buckingham: Open University Press.

Dignen, Bob (2011). *Fifty Ways to Improve your Presentation Skills in English*. Orient Black Swan.

Glendinning, Eric H. & Beverly Holmström (2004). *Study Reading. A Course in Reading Skills for Academic Purposes*. (2nd edition). Cambridge: Cambridge University Press.

McCarthy, Michael & Felicity O'Dell (2016) *Academic Vocabulary in Use*. Cambridge: Cambridge University Press.

#### C. Dictionaries

*Cambridge Advanced Learner's Dictionary*. (2003). Cambridge: Cambridge University Press.

Wehmeier, Sally; Colin McIntosh & Joanna Turnbull (2005). *Oxford Advanced Learner's Dictionary of Current English*. Oxford: Oxford University Press (7th edition).

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

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

#### D. Online Dictionaries

- Cambridge Dictionary: [dictionary.cambridge.org](http://dictionary.cambridge.org)
- The Free Dictionary: [thefreedictionary.com](http://thefreedictionary.com)
- Longman Dictionary of Contemporary English Online: [ldoceonline.com](http://ldoceonline.com)
- Macmillan Dictionary: [macmillandictionary.com](http://macmillandictionary.com)
- Online Collocation Dictionary: [freecollocation.com](http://freecollocation.com)
- Oxford Dictionaries: [lexico.com](http://lexico.com)
- Word Reference: [wordreference.com](http://wordreference.com)

#### E. Online sources of news and editorial articles in English

- Al-Jazeera: [www.aljazeera.com](http://www.aljazeera.com)
- BBC News: [www.bbc.com](http://www.bbc.com)
- El País in English: <http://elpais.com/elpais/inenglish.html>
- The Conversation: [theconversation.com](http://theconversation.com)
- The Guardian: [www.guardian.com](http://www.guardian.com)
- The Local.es: [www.thelocal.es](http://www.thelocal.es)
- The New York Times: [www.nytimes.com](http://www.nytimes.com)