



Academic year	2019-20
Subject	20878 - English for Philology and Philosophy
Group	Group 1

Syllabus

Subject

Subject / Group	20878 - English for Philology and Philosophy / 1
Degree	Degree in Philosophy - Second year Degree in Spanish Language and Literature - Third year Degree in Catalan Language and Literature - Fourth year
Credits	6
Period	1st semester
Language of instruction	English

Professors

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office / Building
Miquel Pomar Amer <i>Responsible</i> miquel.pomar@uib.eu	You need to book a date with the professor in order to attend a tutoring session.					

Context

"English for Philology and Philosophy" is an optional course within the BA programmes in Catalan Language and Literature, Philosophy, and Spanish Language and Literature at the University of the Balearic Islands. This course primarily aims at providing students with the language competence necessary to communicate effectively in their professional environment (B2 level – Common European Framework of Reference for Languages), and helping them to gain confidence when using English in their academic and professional lives. The course will follow a practical approach to language issues, which does not however preclude the inclusion of several theoretical sessions aiming at developing explicit knowledge concerning particularly complex language issues (grammar, specialised vocabulary, pronunciation or idiomatic language).

Requirements

Recommended

This subject will be **entirely taught in English**. Therefore, an intermediate level of English (B1 - Common European Framework of Reference for Languages) is needed before the beginning of the course. This is the level of English students should have reached at the end of their high school studies and the one required to pass university access exams.

Students who do not have this level of English will find a list of self-study resources in the bibliographical section of this guide and **it is their responsibility to reach this level prior to the course commencement**. In addition, UIB students have the "English Lab" room at their disposal to use the varied resources for the study of English that the lab contains with the help of 3rd/4th-year English Studies students. For further information



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on the "English Lab", check the Lab's social media site https://www.facebook.com/englishlabUIB/info?tab=page_info

Skills

Specific

- * Capacity to communicate in English both orally and in written form with the fluency, appropriateness, and complexity required by the context.
- * The ability to interpret and produce academic documents or technical reports in the discipline.

Generic

- * Ability to find and deal with information so as to enhance the students' learning process throughout their lives.
- * The ability to learn and work independently and as part of a team.
- * The ability to interpret, analyse, synthesise and assess information critically.

Basic

- * You may consult the basic competencies students will have to achieve by the end of the degree at the following address: <http://www.uib.eu/study/grau/Basic-Competences-In-Bachelors-Degree-Studies/>

Content

The course will be divided into thematic units. As this course is addressed to students in different degrees, the range of topics and issues covered in each group may differ depending on the students' degree.

Range of topics

1. Reading

Understanding written texts on topics related to the discipline followed by comprehension exercises.

Identifying useful vocabulary and general understanding of the text.

Strategies to improve reading comprehension (skimming, scanning, meaning guessing, structure and main themes identification).

2. Writing

Applying the grammatical rules and vocabulary learned in class to the written text in order to produce documents that comply with the standard conventions.

3. Listening

Understanding and reacting to real life dialogues and oral texts on topics related to the discipline followed by comprehension exercises.

Strategies to improve listening comprehension (note-taking, content anticipation, listening for gist).

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4. Speaking

Producing real life dialogues and oral texts on topics related to the discipline.

Individual interventions and group debates on relevant topics, pair conversations interaction in simulated real life contexts.

Grammatical correctness in the production of speech. Fluent and accurate production of the specific sounds of English.

5. Use of English

Integrated learning of grammar (B2 level).

Vocabulary practice through semantic fields.

Non-specialized and specialized vocabulary.

Spelling.

Teaching methodology

ESP must be seen as an approach to language learning based on the students' needs in context. Consequently, the general approach for this course will consistently rely on communicative language teaching methods, which enhance fluid interaction, the students' autonomy and the use of authentic materials. Nevertheless practical lessons shall be combined with traditional lectures, centred on the theoretical understanding of the grammatical phenomena in English, as required by the standard B2 levels of foreign language mastering. In order to work every language skill as described above, the continuous assessment option (see charts below) for this subject will be heavily grounded on task-based language teaching and it will be entirely taught in English.

CLASSROOM RULES

Mobile phones and other similar electronic devices must be switched off or on silent mode.

The recording of classroom sessions is strictly forbidden. Laptops are acceptable only if used for purposes related to classroom activity.

No electronic device whatsoever (including mobile phones and computers) is allowed in the classroom during exams.

No food or drinks, with the exception of water, are allowed in the classroom.

In-class work activities (2.16 credits, 54 hours)

Modality	Name	Typ. Grp.	Description	Hours
Theory classes		Large group (G)	These sessions (GG) will be mostly devoted to acquiring both general and specific or specialized vocabulary, and practising this vocabulary in context; as well as to studying and practising relevant aspects of the English grammar (B2).	26
Practical classes		Medium group (M)	These sessions (GM) will be mostly devoted to the development and practice of the students' listening, speaking and writing skills leading to a growing language competence in oral and written communication.	18

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Modality	Name	Typ. Grp.	Description	Hours
Assessment	Final exam	Large group (G)	Multiple choice questions to assess the students' listening and reading skills as well as their knowledge of use of English (grammar and specific vocabulary).	3
Assessment	Writing	Large group (G)	Tests designed to test the students' writing skills (essay and cover letter)	4
Assessment	Oral tests	Small group (P)	Test designed to test the students' speaking skills using specific vocabulary in the field of the discipline.	3

At the beginning of the semester a schedule of the subject will be made available to students through the UIBdigital platform. The schedule shall at least include the dates when the continuing assessment tests will be conducted and the hand-in dates for the assignments. In addition, the lecturer shall inform students as to whether the subject work plan will be carried out through the schedule or through another way included in the Aula Digital platform.

Distance education tasks (3.84 credits, 96 hours)

Modality	Name	Description	Hours
Individual self-study	Studying	Individual study of the course contents and practice of the skills, completion of pre-assigned tasks and Aula Digital activities.	70
Individual self-study	Video-CV // 5th English Monologue Contest	Task designed to test the students' speaking skills using specific vocabulary of the discipline. The student will choose one of the two activities proposed. a) Video-CV: it will be submitted via Aula Digital. b) 5th English Monologue Contest: students may take part in the 5th English Monologue Contest organised by the Servei d'Activitats Culturals. A recorded version of the monologue must be submitted via Aula Digital.	6
Group self-study	Revision	Students are welcome to organise their own study groups to share information with classmates and/or revise together for the exams.	20

Specific risks and protective measures

The learning activities of this course do not entail specific health or safety risks for the students and therefore no special protective measures are needed.

Student learning assessment

This applies to all students (UIB, Erasmus, and those under any other exchange programme).

1. Failure to submit an assessment task or to attend a test

If a student fails to hand in an assignment or to show up on the day and at the time established by the lecturer for the exams, the grade for that assignment or exam will be 0 (zero).

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A student will be considered "No Presentat" (NP) when they have taken a third or less of those tests that constitute the subject's assessment as specified in the "Guia Docent".

In those cases where the addition of the applicable assessment percentages is higher than 5 but one or more of the assessment parts fail to meet the required criteria, the final grade will be 4,5 (Article 26, Reglament Acadèmic).

The dates and times of the official exams will not be altered under any circumstances, except those contemplated by the Reglament Acadèmic (articles 29 and 30). In these cases, the student will need to produce the required document or certification.

2. Class attendance

There are two assessment pathways. Class attendance is highly advisable, even though it is not compulsory to pass the course.

Notice that to be eligible for pathway B, you must fulfil certain conditions and submit the required documentation to the lecturer within the first two weeks since the beginning of the course. You can see what these conditions are at http://ffl.uib.cat/digitalAssets/500/500328_2018_06_08_itinerari_b_consell_deganal_final.pdf

Frau en elements d'avaluació

In accordance with article 33 of Regulation of academic studies, "regardless of the disciplinary procedure that may be followed against the offending student, the demonstrably fraudulent performance of any of the evaluation elements included in the teaching guides of the subjects will lead, at the discretion of the teacher, a undervaluation in the qualification that may involve the qualification of "suspense 0" in the annual evaluation of the subject".

Theory classes

Modality	Theory classes
Technique	Other methods (non-retrievable)
Description	These sessions (GG) will be mostly devoted to acquiring both general and specific or specialized vocabulary, and practising this vocabulary in context; as well as to studying and practising relevant aspects of the English grammar (B2).
Assessment criteria	Class attendance and participation (both in class and at Aula Digital).
Final grade percentage:	5% for pathway A
Final grade percentage:	0% for pathway B

Practical classes

Modality	Practical classes
Technique	Real or simulated task performance tests (non-retrievable)
Description	These sessions (GM) will be mostly devoted to the development and practice of the students' listening, speaking and writing skills leading to a growing language competence in oral and written communication.
Assessment criteria	Class attendance and participation (both in class and at Aula Digital).
Final grade percentage:	5% for pathway A
Final grade percentage:	0% for pathway B

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Final exam

Modality	Assessment
Technique	Objective tests (retrievable)
Description	Multiple choice questions to assess the students' listening and reading skills as well as their knowledge of use of English (grammar and specific vocabulary).
Assessment criteria	It is necessary to get a 5 out of 10 in this exam (either in January or February) for the other marks to be added. The final exam will consist of multiple choice questions on reading comprehension, listening comprehension and use of English (grammar and specific vocabulary). Dates will be announced at the beginning of the semester and published in the chronogram.
	Final grade percentage: 50% for pathway A with a minimum grade of 5
	Final grade percentage: 50% for pathway B with a minimum grade of 5

Writing

Modality	Assessment
Technique	Extended-response, discursive examinations (retrievable)
Description	Tests designed to test the students' writing skills (essay and cover letter)
Assessment criteria	Pathway A: a cover letter and one essay Pathway B: a cover letter and two essays. The second essay will be written the day of the final exam. No minimum mark is required for these tasks. Dates will be announced at the beginning of the semester and published in the chronogram
	Final grade percentage: 20% for pathway A
	Final grade percentage: 30% for pathway B

Oral tests

Modality	Assessment
Technique	Oral tests (non-retrievable)
Description	Test designed to test the students' speaking skills using specific vocabulary in the field of the discipline.
Assessment criteria	Picture description No minimum mark is required for this task. Dates will be announced at the beginning of the semester and published in the chronogram.
	Final grade percentage: 10% for pathway A
	Final grade percentage: 10% for pathway B

Video-CV // 5th English Monologue Contest

Modality	Individual self-study
Technique	Papers and projects (non-retrievable)
Description	Task designed to test the students' speaking skills using specific vocabulary of the discipline. The student will choose one of the two activities proposed. a) Video-CV: it will be submitted via Aula Digital. b) 5th English

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Assessment criteria	<p>Monologue Contest: students may take part in the 5th English Monologue Contest organised by the Servei d'Activitats Culturals. A recorded version of the monologue must be submitted via Aula Digital.</p> <p>Task designed to test the students' speaking skills using specific vocabulary of the discipline.</p> <p>No minimum mark is required for this task.</p> <p>The deadline for submission will be announced at the beginning of the semester and published in the chronogram.</p>
Final grade percentage: 10% for pathway A	
Final grade percentage: 10% for pathway B	

Resources, bibliography and additional documentation

There will be a dossier at the copy shop (Ramon Llull building) for students to purchase at the beginning of the course. Materials have been chosen and designed so as to reach a B2 level (Common European Framework of Reference for Languages) by the end of the course.

Basic bibliography

VINCE, MICHAEL. 2008. *English Grammar in Context*. Oxford: Macmillan.

Complementary bibliography

- ALCARAZ VARÓ, E. 2000. *El inglés profesional y académico*. Madrid: Alianza.
- ALLEY, M. 2003. *The Craft of Scientific Presentations: Critical steps to succeed and critical errors to avoid*. New York: Springer.
- ARNAUDET, M.L. & M.E. BARRET. 1984. *Approaches to Academic Reading and Writing*. Englewood Cliffs, N.J.: Prentice Hall Regents.
- ARROYO VÁZQUEZ, M.L. & E. SÁNCHEZ SUÁREZ. 2010. *English for Art and Humanities. A Dynamic Course for Professional and Personal Development*. Madrid: UNED - Ed. Netbiblio.
- BOWLER, B. CUNNINGHAM, S., MOOR, P. & S. PARMINTER. 2000. *New Headway Pronunciation Course. Upper-intermediate*. Oxford: OUP.
- BAILEY, S. 2006. *Academic Writing: A Handbook for International Students*. London: Routledge.
- CAMPBELL, C. 2009. *English for Academic Study: Vocabulary - Study Book*, Reading: Garnet.
- ENGLISH L. M. 1998. *North Star Reading and Writing: High Intermediate*. 2nd ed., London: Longman.
- FLOWERDEW, J. (ed.) 1994. *Academic Listening: Research Perspectives*. Cambridge: CUP.
- GLENDINNING, E.H. & B.A. HOLMSTROM. 2000. *Study Reading*. Cambridge: CUP.
- HANCOCK, M. 2003. *English Pronunciation in Use*. Cambridge: CUP.
- HUDDLESTON, R. & G. K. PULLUM. 2005. *A Student's Introduction to English Grammar*. Cambridge: CUP.
- JAMES, K., R.R. JORDAN, A. MATTHEWS & J. P. O'BRIEN. 1991. *Listening Comprehension and Note-Taking Course*. London: Nelson.
- JOHANNSEN, K. 2006. *Professional English: English for the Humanities and Social Sciences*. Boston: Heinle.
- LEECH, G., B. CRUICKSHANK and R. IVANIC. 2001. *An A-Z of English Grammar and Usage*. 2nd ed. Essex: Longman.
- LOUREIRO PORTO, L. et al. 2011. *Guía de apoyo para la realización de presentaciones orales en lengua inglesa y para el autoaprendizaje del alumnado*. Palma: Universitat de les Illes Balears.
- MARGOLIS, A. & J. SMITH. 2009. *English for Academic Study: Pronunciation - Study Book with audio CDs*, Reading: Garnet.
- MCCARTHY, M. & O'DELL, F. 2008. *Academic Vocabulary in Use*. Cambridge: CUP.



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MCCORMACK, J. & S. WATKINS. 2009. *English for Academic Study: Speaking - Course Book and audio CDs*, Reading: Garnet.

PALLANT, A. 2009. *English for Academic Study: Writing - Course Book*. Reading: Garnet.

PORTER, D. 2001. *Check Your English For Academic Purposes*. London: Peter Collin Publishing.

POWELL, M. 1999. *Presenting in English: How to give successful presentations*. Hove: Language Teaching Publications.

QUIRK, R. & J. GREENBAUM. 1973. *A University Grammar of English*. London: Longman.

SLAGTH, J., P. HARBEN & A. PALLANT. 2009. *English for academic Study: Reading and Writing - Source Book*. Reading: Garnet

SWALES, JM. & CB. FEAK. 1994. *Academic Writing for Graduate Students: Essential Tasks and Skills. A course for nonnative speakers of English*. Anne Arbor: University of Michigan Press.

ZEMACH, D.E. & L.A. RUMISECK. 2005. *Academic Writing: from Paragraph to Essay*. Basingtoke: Macmillan.

Other resources

E- Resources:

<http://englishlistening.com>

<http://soundsofenglish.org>

<http://esl.about.com>

<http://www.eslcafe.com>

<http://englishonline.sites.uol.com.br/english/intermediate.htm>

<http://www.bbc.co.uk/worldservice/learningenglish/language>

<http://www.uefap.com/index.htm>

<http://a4esl.org>

<http://www.grammar-quizzes.com/index.html>

<http://english.baladre.org/sedaviwebfront/grammarindex.htm>

<http://www.englishexercises.org>

