

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

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

Lovell Margaret West Underhill
Christina A. Howes
Nicholas John Edwards
Arnau Roig Mora
June Meyer
Ruth Gomez Layola
Lorne Walker-Nolan
Merce Coll Alfonso

Prerequisites

It is advisable to have a B1 level of English (Common European Framework of Reference for Languages: Learning, Teaching, Assessment).

There will be a placement test at the beginning of the course to identify the best group for each student: students have to take the placement test from UAB *Servei de Llengües*, together with a short interview and composition.

Objectives and Contextualisation

- Improve students' use of English, both written and oral, to B2 or C1 level depending on the results of the placement test.
- Understand authentic texts of average difficulty on their domain.
- Talk about topics relevant to the field of social sciences without basic grammar mistakes and with accurate pronunciation.

- Understand audiovisual material in different formats relevant to the field of social sciences.
- Write argumentative essays on different topics related to the fields of sociology, political science and international relations.
- Organize ideas and content appropriately, and use the most common rethoric and debating techniques in the social sciences domain.

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.

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 domain of social sciences, the following aspects will be taught: terminology, vocabulary, grammatical structures and discourse devices relevant for some key areas of sociology, political discourse and international relations. Special emphasis will be placed on developing academic reading and writing skills.

FUNCTIONAL SKILLS:

SPEAKING:

- Describing graphs and trends
- Giving a speech (individually)
- Giving a presentation with visual aids
- Debating and expressing one's opinion

WRITING:

- Writing a review of an article or book (non-fiction)
- Writing an opinion essay
- Expressing one's opinion in writing
- Writing a cohesive paragraph
- Writing parts of a research paper
- Citing sources and writing a list of references
- Writing a political manifesto or a report

READING:

- Reading comprehension: news articles, social science articles 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 verbs
- Passive voice
- Inversions
- Subordinate Clauses
- Verb Patterns

Methodology

This course is instrumental and essentially practical. In addition to the work in the classroom, students are expected to prepare material and readings at home autonomously. The methodology of this course will be based on the following typology of activities:

- Guided activities (30%, 3.6 cr)
- Supervised activities (15%, 1.8 cr)
- Autonomous activities (46%, 6 cr)
- Assessment activities (9%, 0.6 cr)

Guided activities:

- Lecture classes, collective discussions, oral presentations and debates in class, and completion of exercises.

Supervised work:

- Tutorial support, preparation of debates and discussion and homework revision and correction.

Autonomous student study:

- Reading texts, articles and books, grammar and vocabulary exercises and assigned writing.

- Viewing and listening to appropriate audiovisual material.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Debates, oral presentations or simulations	25	1	18, 5, 4, 16, 12, 11, 8, 10, 17, 25, 24
On-site classes	30	1.2	18, 22
Oral comprehension	15	0.6	2, 3, 5, 4, 21, 25, 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, 5, 19, 9, 22, 24

Preparation of debates and oral presentations	25	1	18, 2, 3, 4, 14, 16, 12, 11, 8, 20, 21, 25
Tutoring	3	0.12	19, 11
Type: Autonomous			
Exercises and assignments	45	1.8	18, 5, 6, 15, 19, 9, 20, 25, 24
Preparation of written tasks	29	1.16	18, 3, 4, 14, 15, 12, 1, 21, 24, 23
Search for information and material	25	1	3, 5, 19, 11, 8, 9, 25
Study time and exam preparation	40	1.6	5, 19, 25

Evaluation

Continuous assessment (formative)

- In-class or at home activities throughout the course: 20%
- Oral presentations, debates and discussions: 20%
- Midterm exam (1st semester): 20%
- Class participation and Moodle contribution: 10%

Language learning is a process that requires a sustained commitment by the student throughout the course. At the end of the course there will also be a final exam (summative evaluation):

Final written exam (summative):

- Grammar and terminology relevant to the social sciences domain: 10%
- Reading Comprehension: 10%
- Text production (writing): 10%

Evaluation Calendar (approximate)

- Midterm Exam: End of December 2018
- Final Exam: End of May - beginning of June 2019
- Other activities: Throughout the course
- Re-assessment: 2019 (to be assigned).

Final mark:

The final mark will be calculated according to the weight assigned to each evaluation item.

Students who complete more than 30% of the tasks assigned for evaluation cannot receive "no available" as their final grade.

Reassessment

In order to pass the course, students must pass the final exam. If students fail the midterm but pass the final exam, the midterm will not be counted towards the final mark and its percentage will be added to that of the final exam. If students fail the two exams, only the final exam has to be reassessed.

There is no reassessment for oral or group activities or for the activities and exercises handed in throughout the course.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Assessment test: grammar (summative)	10%	2	0.08	5, 20, 22, 24
Assessment test: reading comprehension (summative)	10%	1	0.04	5, 11, 25
Assessment test: writing (summative)	10%	1	0.04	7, 2, 3, 4, 6, 15, 12, 10, 17, 21, 23
Midterm exam (1st semester)	20%	2	0.08	3, 5, 4, 14, 15, 19, 24
Oral presentation and debate	20%	6	0.24	7, 3, 4, 14, 13, 16, 19, 8, 17, 21, 24, 23
Participation in class and on-line discussions (Moodle)	10%	5	0.2	18, 7, 4, 16, 20, 21, 24
Submission of assignments throughout the course	20%	6	0.24	2, 5, 11, 8, 9, 20, 1, 25

Bibliography

Textbook

- B1 students: National Geographic. *Keynote Intermediate. Student's Book*. Cengage Learning.
- B2 students: National Geographic. *Keynote Upper-Intermediate. Student's Book*. Cengage Learning.

Grammar, reference and practice texts

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

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.

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

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.

Dictionaris

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

Collins. Diccionario electrónico bilingüe: inglés-español; español-inglés (2005). Paris:Softíssimo; Harper Collins Publisher.

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

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

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

Online Dictionaris

<http://dictionary.cambridge.org>

<https://en.oxforddictionaries.com>

Other online sources in English:

Al-Jazeera: www.aljazeera.com

BBC News: www.bbc.com

El País in English: <http://elpais.com/elpais/inenglish.html>

The Guardian: www.guardian.com

The Local.es: www.thelocal.es

The New York Times: www.nytimes.com