



Universitat de Lleida

GUIA DOCENT
**ANGLÈS APLICAT A LA
COMUNICACIÓ CIENTÍFICA**

Coordinació: XAVIER MARTIN-RUBIÓ

Any acadèmic 2013-14

Informació general de l'assignatura

Denominació	ANGLÈS APLICAT A LA COMUNICACIÓ CIENTÍFICA
Codi	101932
Semestre d'impartició	1r Q Avaluació Continuada
Caràcter	Troncal
Nombre de crèdits ECTS	7.5
Crèdits teòrics	0
Crèdits pràctics	0
Coordinació	XAVIER MARTIN-RUBIÓ
Departament/s	Anglès i Lingüística
Distribució càrrega docent entre la classe presencial i el treball autònom de l'estudiant	Hores presencials: 70 Hores no presencials: 117.5
Informació important sobre tractament de dades	Consulteu aquest enllaç per a més informació.
Idioma/es d'impartició	Anglès
Horari de tutoria/lloc	Per definir Despatx: 1.06 Tlf: 973003460

XAVIER MARTIN-RUBIÓ

Informació complementària de l'assignatura

Aquesta assignatura pretén donar a l'estudiant eines per poder manegar informació en anglès durant la carrera. Hi ha dos eixos claus: l'eix producció/recepció, i l'eix escrit-oral. Per una banda es treballarà molt la comprensió lectora, principalment entendre articles de diaris en línia, i la producció de resums, articles d'opinió, correus electrònics i ressenyes. Per un altra banda, és farà el mateix amb la vessant oral: s'exposarà l'alumne a xerrades curtes i vídeos curts de notícies, i se li demanarà que entengui les idees principals, prengui apunts, o identifiqui paraules claus. Així mateix, als seminaris, se li demanarà que expressi opinions i punts de vista en anglès. Hi ha també tot una vessant que usarà les TIC que es treballarà força. Es vol que l'alumne es familiaritzi amb trobar articles a revistes electròniques de la biblioteca, que identifiqui les seccions dels articles, aprengui diferents maneres de citar les fonts, i fins i tot aprengui a subtitular vídeos en línia.

Objectius acadèmics de l'assignatura

Veure apartat de competències.

Competències

COMPETÈNCIES	OBJECTIUS FORMATIUS
Comprensió lectora	Ser capaç de prendre apunts sobre un escrit en anglès, entendre les idees claus i aspectes concrets.
Comprensió auditiva	Ser capaç de prendre apunts sobre un àudio en anglès, entendre idees claus i aspectes concrets.
Producció escrita	Ser capaç de crear textos ben estructurats (paràgrafs clars i coherents, bon ús de connectors), entenedors i poc pretensiosos.

Continguts fonamentals de l'assignatura

Given the diversity of levels of the students, which varies from A2 to C1 in the European common Framework classification, it is important to balance whole-group sessions with seminars of a maximum of 30 students per group (GMs). Ideally, the semester would be divided into 7 units, with two two-hour lectures per unit, i.e. a total of 14 lectures. The remaining class sessions could be invested in one weekly two-hour seminar per GM.

UNIT 1 Summarizing and answering specific questions

1.a) Differences between types of reading/listening, mostly between skimming and scanning; the art of note-taking; note-taking and one's interests; summarizing = leaving out unimportant details. 1.b) Techniques for effective scanning from oral sources; pronunciation; dialects in English; some basics of phonetics and phonology.

Practical work: 1.a) Practice summarizing and scanning from written productions: read text from newspaper aloud; get students in groups and work on indicating important ideas and discarding trivial details; work on turning the important ideas into a summary. (TASK01); 1.b) Practice summarizing from oral productions; by listening to a relatively short lecture (from TED talks), ask the student to take notes and comment on the video and discuss (TASK02).

UNIT 2 Written and oral genres

2.a) The concepts of 'genre' and 'subgenre'; the book, the edited book, the article in a journal, the newspaper article, the magazine article... Criteria used to identify the different genres; 2.b) Oral genres: the speech, the debate, the interview, the conversation, the lecture. Criteria used to set genres apart. Subgenres of "interview": police interrogation, celebrity interview, ethnographic interview...

Practical work: 1.a) (At the computer lab) Using the university library's online catalogue, access the digital journals, books and doctoral dissertations; identify the parts of these examples of the different genres—as an example, read the abstracts of the articles in journals, or the index of edited books; download the pdf files of two articles from two different journal; 1.b) Show students an excerpt from an interview and one from a debate and asked them to compare the two. What makes them be what they are? Place to focus of interest on the way participants interact: pauses, interruptions, spontaneity versus scripting... **(TASK03)**

UNIT 3 Science as reported in the media and emailing

3.a) The fourth power and the role of the media; brief story of the evolution of the media (newspaper, radio, television, the internet); hot and cold media; science in the media, specialized journalists, translating science for the lay person. 3.b) Ten tips for successful email writing; the importance of registers, from formal to slang; modal verbs and register; the incidence of Instant Messaging in formality and orthography.

Practical work: 3.a) (At the computer lab) Students need to have read at home a newspaper article. They will have to look for the scientific publication the journalist is referring to, download it, read it and point out the differences between the scientific text and the "translation" executed by the journalist. 3.b) Formatting one's texts: font face, size, justification, spacing, margins; guidelines and rules in certain contexts; word count; make your essay as readable as possible **(TASK04)**.

UNIT 4 Expressing one's opinions: blogging, forums, essays, reviews

4.a) The opinion essay versus the for-and-against essay; these two versus the review; everything can be reviewed (concert, film, book, play); opinion in the new media (the blog and its many shapes); academic reviewing. 4.b) Techniques for effective scanning from oral sources; pronunciation; dialects in English; some basics of phonetics and phonology.

Practical work: 3.a) Read a text that can easily divide people's opinion (ex. Samoa's change from driving on the right to driving on the left); get them to work on the pure opinion (make groups supporting or being against this initiative); get them to express themselves orally; 3.b) (At the computer lab). Check different blogs (from those of serious politicians, to more graphic ones about design or humoristic sketches); practice reviewing a film or commenting on some piece of news **(TASK05)**.

UNIT 5 Spoken interaction

Speaking in public: rhythm, pace, keeping nerves under control, projecting one's voice... Science needs to be communicated; the role of the teacher, the news anchorperson, the spokesperson; communication departments in the 21st century. Interaction ads elements such as taking the floor, keeping the floor, interrupting politely, agreeing and disagreeing in subtle ways, etc.

We will prepare sessions with three participants in which they discuss a text they have just read. These discussions will be audio-recorded and subjected to analysis **(TASK06)**. After unit 5, an oral test following this model will be taken.

UNIT 6 Dubbing, subtitling and ELFE

This unit will have mostly theory. I will talk about the reasons why some countries dub and others subtitle, the debate around whether Catalan or Spanish subtitles when watching series in original version are a good or a bad thing, and then issues around ELFE (English as a Lingua Franca for Europe).

Practical work: we will develop a questionnaire, and we will implement it across different institutions (we will decide which ones at the start of the course, because we will have to persist to get access to some). We will then analyse the results obtained (**TASK07**).

UNIT 7 Referencing and plagiarism

Referencing: the need to quote when the idea is not yours; consequences of plagiarism; scientific hoaxes; specialized knowledge means people will have to trust you on your area of expertise; different systems – the key is being consistent. When should students start quoting? The case of *batxillerat* students and their “treballs de recerca” as an example of discrepancy in these issues will be presented. Piracy, patents, neo-liberal policies: the Bill Gates and Tim Berners-Lee models will be compared.

Practical work: Compare quoting methods in different academic sources; analyze the average length of direct quotes; practice quoting a novel idea from a text both directly and indirectly. (**TASK08**)

Eixos metodològics de l'assignatura

ACTIVITAT	CODIFICACIÓ/DESCRIPCIÓ/TIPOLOGIA TPD	O*	G*	HP*	HNP*
Classe magistral (M)		Familiaritzar l'alumnat amb els textos propis de la comunicació científica. Facilitar el desenvolupament de les habilitats lingüístiques en anglès.	GG	30	40.5
Seminaris (S)		Treball cooperatiu però també autonomia en la recerca.	GM	30	45
Treballs (T)		8 tasques dutes a terme als seminaris.	GM	=	20
Tutories (Tut)				4	
Avaluació (Av)				6	12
TOTAL				70	117.5

O: Objectiu. G: número de grups implicats en l'activitat. HP: hores presencials de l'alumne. HNP: hores no presencials de l'alumne.

Pla de desenvolupament de l'assignatura

Setmana	Dijous	Divendres
1 ^a : 16 al 20/9/13	Unit 1	Seminar 1
2 ^a : 23 al 27/9/13	Unit 1	Seminar 2
3 ^a : 30 al 04/10/13	Unit 2	Seminar 3
4 ^a : 07 al 11/10/13	Unit 2	Seminar 4
5 ^a : 14 al 18/10/13	Unit 3	Seminar 5

Setmana	Dijous	Divendres
6 ^a : 21 al 25/10/13	Unit 3	Seminar 6
7 ^a : 28 al 01/11/13	Mid-term test (15%)	FESTIU
8 ^a : 04 al 08/11/13	Unit 4	Seminar 7
9 ^a : 11 al 15/11/13	Unit 4	Seminar 8
10 ^a : 18 al 22/11/13	Unit 5	Seminar 9
11 ^a : 25 al 29/11/13	Unit 5	Seminar 10
12 ^a : 02 al 06/12/13	Oral test (15%)	FESTIU
13 ^a : 09 al 13/12/13	Unit 6	Seminar 11
14 ^a : 16 al 20/12/13	Unit 6	Seminar 12
	VACANCES DE NADAL	
15 ^a : 06 al 10/01/14	Unit 7	Seminar 13
16 ^a : 13 al 17/01/14	Unit 7	Seminar 14

Durant les 16 setmanes lectives, es podran programar proves parcials, pràctiques d'aula, de laboratori o de terreny. Els dimecres es poden emprar per a activitats presencials, però no hi ha reserva prèvia d'aula: les activitats programades s'hauran d'incloure al cronograma de la fitxa, que haurà de ser aprovat pel cap d'estudis (per evitar encavalcaments). El cronograma és ORIENTATIU i pot variar amb les circumstàncies del curs, sempre amb els anuncis necessaris. La setmana 18^a està dedicada a proves de conjunt (exàmens o equivalents), que mai poden valer més del 50% de l'assignatura. Si una prova (en especial els exàmens), suposen el 30% o més de la nota total, l'estudiantat, tindrà dret a una recuperació, que estarà programada la setmana 20^a.

	Dijous
17 ^a : 20/01/14 al 07/02/14	Final test (30%)

Sistema d'avaluació

MECANISMES D'AVALUACIÓ	CODIFICACIÓ/DESCRIPCIÓ-CRITERIS/TIPOLOGIA TPD	OBSERVACIONS	O*	ACTIVITAT	%*
Assistència i participació (As)		Faltar a més de 3 seminaris sense una justificació mèdica o de força major comportarà suspendre l'assignatura.			
Taller d'avaluació (TA) (Examen)				Mid-term test Oral test Final test	15% 15% 30%

MECANISMES D'AVALUACIÓ	CODIFICACIÓ/DESCRIPCIÓ-CRITERIS/TIPOLOGIA TPD	OBSERVACIONS	O*	ACTIVITAT	%*
Informe/Treballs (T)				8 tasques de seminari	40%
				Task 1	5
				Task 2	5
				Task 3	4
				Task 4	4
				Task 5	4
				Task 6	4
				Task 7	10
				Task 8	4
TOTAL					100

O: Objectiu. %: percentatge en la nota final.

Bibliografia i recursos d'informació

Theory:

Bauer, J. (2000) *Writing Effective E-Mail: Top 10 Tips* (revised by D.G. Jerz), Setton Hill University. Available online: <http://jerz.setonhill.edu/writing/e-text/e-mail.htm>

Campbell, C., and Smith, J. (2007) *English for Academic Study: Listening, Reading*, Garnet Education.

Evans, V. (2000) *Successful Writing: Proficiency*, Swansea, Express Publishing. Grellet, F. (1981) *Developing Reading Skills: A practical guide to reading comprehension exercises*, Cambridge, Cambridge University Press.

Kvale, S. (1996) *Interviews: an introduction to qualitative research interviewing*, London, Sage.

Leki, I. (1995) *Academic Writing: exploring processes and strategies*, Cambridge, Cambridge University Press.

McLuhan, M. (1994) *Understanding media: the extensions of man*, Cambridge (MA), MIT Press.

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Trudgill, P., and Chambers, J.K. (Editors) (1991) *Dialects of English: studies in grammatical variation*, London/New York, Longman.

Yates, J. and Orlikowski, W. (1992) Genre of organizational communication: A structural approach to studying communication and media, *Academy of Management Review*, 17: 299-326.

Practice: (examples)

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Barta, P. (2009) Shifting the Right of Way to the Left Leaves Some Samoans Feeling Wronged, *The Wall Street Journal* (August 24). Available online: <http://online.wsj.com/article/SB125086852452149513.html>

Cantrick, R. B. (1954) 'Music, Television and Aesthetics', *The Quarterly of Film Radio and Television*, 9 (1): 60-78.

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Derbyshire, D., Alberge, D., and Tozer, J. (2009) The field of gold: How jobless treasure hunter unearthed greatest ever haul of Saxon artefacts with £2.50 metal detector, *Mail on Sunday* (September 27).

Available online: <http://www.mailonsunday.co.uk/sciencetech/article-1215723/Staffordshire-boards-Amateur-treasure-hunter-finds-Britains-biggest-haul-Anglo-Saxon-gold.html>

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Ganau, J. (2008) 'Reinventing Memories: The Origin and Development of Barcelona's Barri Gòtic, 1880-1950', *Journal of Urban History*, 34 (5):795-832.

Guide to the Harvard Style of Referencing (2008), Anglia Ruskin University (July). Available online: <http://libweb.anglia.ac.uk/referencing/harvard.htm>

Klein, R. G. (2003) 'Whither the Neanderthals?' *Science*, 299 (5612): 1525-7. Available online:<http://www.sciencemag.org/cgi/reprint/299/5612/1525.pdf>

Slater, G.J., Thalmann, O., Leonard, J.A., Schewizer, R.M., Koepfli, K., Pollinger, J.P., Rawlence, N.J., Austin, J.J., Cooper, A., and Wayne, R.K. (2009) Evolutionary history of the Falklands wolf, *Current Biology*, 19 (20): 937-8.