



Universitat de Lleida

DEGREE CURRICULUM  
**SPECIFIC ENGLISH FOR  
SOCIAL EDUCATORS I**

Coordination: SERRANO GIMENEZ, ANNA MARIA

Academic year 2021-22

## Subject's general information

<b>Subject name</b>	SPECIFIC ENGLISH FOR SOCIAL EDUCATORS I			
<b>Code</b>	100926			
<b>Semester</b>	2nd Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in Social Educator	3	OPTIONAL	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	1.8		4.2
	<b>Number of groups</b>	1		2
<b>Coordination</b>	SERRANO GIMENEZ, ANNA MARIA			
<b>Department</b>	SPECIAL DIDACTICS			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
SERRANO GIMENEZ, ANNA MARIA	anna.serrano@udl.cat	6	

## Learning objectives

- To search, obtain, process and communicate information (oral, printed, audiovisual, digital or multimedia), transform it into knowledge and apply it in the teaching-learning processes of the subject.
- To express satisfactorily orally and in writing in English.
- To produce adequately and correctly written texts in English.
- To be able to understand oral texts in English specific to the area.
- To read bibliography and reports in English related to the profession.
- To recognize and use the specific vocabulary of the area.
- To acquire an advanced knowledge of English at an expressive, discursive and pragmatic level, necessary for the exercise of their future profession.
- To know how to interact with people, families, groups, organizations and communities in English.
- To have the linguistic and literary knowledge in English necessary for the planning, implementation and evaluation of plans and intervention projects.
- To recognize and relate cultural aspects with linguistic aspects of English.
- To recognize and value the intercultural elements underlying communication in the English language.
- To develop the necessary learning skills for the use of new technologies and English in the area.
- Teamwork.
- To show critical and self-critical capacity.
- To show an ethical and professional commitment.
- To respect the fundamental rights of equality between men and women, the promotion of Human Rights and the values of a culture of peace and democratic values.

## Competences

### General Competencies

**CG5.** Show skills in interpersonal relationships.

**CG6.** Acquire knowledge of other cultures and customs.

### Transversal competencies

**CT2.** Acquire mastery of a foreign language.

**CT3.** Use ICT in the professional context and ability to manage information.

### Specific competencies

**CE7.** Know how to interact effectively with people, show empathy and mediation skills in conflict resolution.

**CE14.** Use best practice knowledge to review and update your own knowledge.

## Subject contents

## **1. Stages of life and types of family.**

### **2. Infancy:**

- 2.1. Child abuse and molestation.
- 2.2. Temporary foster care and adoption.

### **3. Gender:**

- 3.1. Social roles.
- 3.2. Gender and sexuality.
- 3.3. Gender violence prevention.

### **4. Medical and public health:**

- 4.1. Physical and/or psychological disabilities.
- 4.2. Drug addiction.

### **5. Elderly people:**

- 5.1. Short-term intervention.
- 5.2. Long-term care management.

### **6. Immigration:**

- 6.1. Legal counselling and sheltering.
- 6.2. Law and documentation.

### **7. Unemployment:**

- 7.1. Jobless condition and effects.
- 7.2. Discrimination and poverty.

### **8. Being in prison:**

- 8.1. Crime, punishment and rights.
- 8.2. Programmes with inmates.

## **Methodology**

This subject combines face-to-face classes, group and individual online tutoring, reading of specialized texts and individual and group study.

## **Development plan**

A more exhaustive description of the development plan of the subject is in the document "Syllabus", uploaded to resources (Sakai).

# SPECIFIC ENGLISH FOR SOCIAL EDUCATORS | 2021-22

MONTH	MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY	SATURDAY	SUNDAY
February 2022		1	2	3	4	5	6
	7	8 1st day Presentation & Introduction of the subject	9	10 MODULE 1. Stages of life and types of family	11	12	13
	14	15 MODULE 1. Stages of life and types of family	16	17 MODULE 1. Stages of life and types of family	18	19	20
	21	22 MODULE 2. Infancy	23	24 MODULE 2. Infancy	25	26	27
	28	1 MODULE 2. Infancy	2	3 MODULE 3. Gender	4	5	6
March 2022	7	8 MODULE 3. Gender	9	10 MODULE 3. Gender	11	12	13
	14	15 MODULE 4. Medical and public health	16	17 MODULE 4. Medical and public health	18	19	20
	21	22 MODULE 4. Medical and public health	23	24	25	26	227
	28	29 MODULE 5. Elderly people	30	31 MODULE 5. Elderly people	1	2	3
April 2022	4	5 MODULE 5. Elderly people	6	7 MODULE 6. Immigration	8	9	10
	11	12	13	14	15	16	17
	18	19 MODULE 6. Immigration	20	21 MODULE 6. Immigration	22	23	24
	25	26 MODULE 7. Unemployment	27	28	29	30	1
	2	3 MODULE 7. Unemployment	4	5 MODULE 7. Unemployment	6	7	8
	9	10 MODULE 8. Being in prison	11	12 MODULE 8. Being in prison	13	14	15

MONTH	MONDAY	TUESDAY	WEDNESDAY	THURDAY	FRIDAY	SATURDAY	SUNDAY
May 2022	16	17 MODULE 8. Being in prison	18	19 REVIEW MODULES 1, 2, 3 & 4	20	21	22
	23	24 REVIEW MODULES 5, 6, 7 & 8	25	26 PORTFOLIO DOUBTS	27	28	29
	30	31	1	2	3	4	5
June 2022	6	7 EXAM 0.15 Transfronterer	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30			

## Evaluation

Speaking --> 20%

Reading --> 20%

Writing --> 20%

Listening --> 20%

Portfolio --> 20%

### Other considerations:

Student productions must be original. Plagiarism or copying in any evidence is enough to fail the subject. The professor will be able to use the tools and anti-copying criteria that she considers opportune.

The evaluation criteria of each evidence will be explained during the first week at the beginning of the semester. The delivery of the evidences will be specified during the presentation of the subject, on the first day of class.

The results of any of the evidences of the subject correspond only to the current academic year.

The mark of "NP" will be applied when the student has carried out a percentage lower than 30% of the evaluation activities of the subject. In the event that 30% or more of the evaluation activities have been carried out, the corresponding mark will be considered.

The alternative evaluation will be designed in individual online tutoring with the professor.

## Bibliography

## **Bibliography**

Mc. Carthy, M; O'Dell, F. (2004): *English Vocabulary in Use. Upper intermediate*. Cambridge University Press.

Murphy, R. (1994): *English Grammar in Use. A self-study reference and practice book for intermediate students*. Cambridge University Press.

Emmerson, P. (2003): *Business Builder*. Macmillan.

Swan, M. (1997): *Practical English Usage*. Oxford.