



Universitat de Lleida

DEGREE CURRICULUM
**DIGITAL CREATIVITY IN
LEARNING THE ENGLISH
LANGUAGE**

Coordination: BORGES SAIZ, FEDERICO

Academic year 2021-22

Subject's general information

Subject name	DIGITAL CREATIVITY IN LEARNING THE ENGLISH LANGUAGE			
Code	100971			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in Primary Training	4	OPTIONAL	Attendance-based
	Double bachelor's degree: Degree in Primary Training and Degree in Physical Activity and Sports Sciences	5	OPTIONAL	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	1.8		4.2
	Number of groups	1		1
Coordination	BORGES SAIZ, FEDERICO			
Department	ENGLISH AND LINGUISTICS			
Important information on data processing	Consult this link for more information.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
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Learning objectives

The main goal in this course is to help students to develop the language they will need at university, as independent users of English at an academic context.

In addition, *English for Academic Purposes* aims at leading students towards attaining level C1.1 in the CEFRL from these:

Written expression: Writing clear and detailed texts with coherence and cohesion about everyday topics but also about linguistics, using upper intermediate language structures and connectors. (B2+)

Oral expression: Being able to speak fairly fluently and spontaneously to make the dialogue with native speakers possible, with no breakdowns of communication. You will be able to give your opinion, to clear your point up and to give reasons for your choices. You will also be able to tell events and to describe your reactions to them. (B2+)

Reading and listening comprehension: You will be able to understand the main ideas of all sorts of textual genres and to get the relevant information. You will also be able to understand details in an oral or written text whose topic is not necessarily familiar to the student. (B2+)

Competences

Competences to be developed in this course are these:

Basic

- CB2. Aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio.
- CB3. Reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética.

General

- CG1. Fomentar los valores democráticos, con especial incidencia en los de tolerancia, solidaridad, de justicia y de no violencia y conocer y valorar los derechos humanos.
- CG2. Conocer la realidad intercultural y desarrollar actitudes de respeto, tolerancia y solidaridad hacia los diferentes grupos sociales y culturales.
- CG3. Conocer el derecho de igualdad de trato y de oportunidades entre mujeres y hombres, en particular mediante la eliminación de la discriminación de la mujer, sea cual fuere su circunstancia o condición, en cualquiera de los ámbitos de la vida.

- CG4. Conocer las medidas que garanticen y hagan efectivo el derecho a la igualdad de oportunidades de las personas con discapacidad.
- CG5. Desarrollar la capacidad de analizar críticamente y reflexionar sobre la necesidad de eliminar toda forma de discriminación, directa o indirecta, en particular la discriminación racial, la discriminación contra la mujer, la derivada de la orientación sexual o la causada por una discapacidad.
- CG6. Asumir el compromiso de desarrollo personal y profesional con uno mismo y la comunidad. Adaptar las propuestas de aprendizaje a las evoluciones culturales más significativas.

Specific

- CE2. Diseñar, planificar y evaluar procesos de enseñanza y aprendizaje, tanto individualmente como en colaboración con otros docentes y profesionales del centro.
- CE3. Abordar con eficacia situaciones de aprendizaje de lenguas en contextos multiculturales y plurilingües.
- CE4. Fomentar la lectura y el comentario crítico de textos de los diversos dominios científicos y culturales contenidos en el currículo escolar.
- CE9. Desempeñar las funciones de tutoría y de orientación con los estudiantes y sus familias, atendiendo a las singulares necesidades educativas de los estudiantes. Asumir que el ejercicio de la función docente ha de ir perfeccionándose y adaptándose a los cambios científicos, pedagógicos y sociales a lo largo de la vida.
- CE14. Reflexionar sobre las prácticas de aula para innovar y mejorar la labor docente.
- CE15. Adquirir hábitos y destrezas para el aprendizaje autónomo y cooperativo y promoverlo entre los estudiantes.

Cross-curricular

- CT3. Implementar nuevas tecnologías y tecnologías de la información y la comunicación.
- CT4. Aplicar conocimientos básicos de emprendedoría y de los entornos profesionales.
- CT5. Aplicar nociones esenciales de pensamiento científico.

Subject contents

Contents for English for Academic Purposes are distributed among **four units, whose material is available in the online setting of the course**. Within each unit, which deals with fundamental aspects of academic work, there appear related contents and practice. In addition, students are provided with material to prepare their assessed assignments (s. *Development plan* and *Evaluation*).

CORRESPONDENCE AMONG COURSE ELEMENTS

Unit	Assessment	Submission	Contents	Skills
Unit 1	Academic Poster	Individual	General vs. Academic English Academic poster in conferences Why and how to cite sources (1) APA* Manual style basics (1) Verb tenses Passive voice	Summarizing Academic writing Recognizing and applying presentation markers Listening for detail Writing from a presentation - Taking notes Citing and referencing following APA* Manual Style

Unit 2	Academic Essay	Individual	Reading strategies Literary concepts Why and how to cite sources (2) APA Manual style basics (2) Complex sentences Punctuation	Reading in detail and critically Intensive and extensive reading Essay language and conventions Academic writing Citing and referencing following APA Manual Style Listening critically
Unit 3	Academic Review	Individual	How to debate formally Reporting Complex prepositions	Reading in detail and critically Intensive and extensive reading Academic review conventions and language Citing and referencing following APA Manual Style Academic writing
Unit 4	Oral Presentation (vídeo)	Group of 3	How to give presentations Cultural differences History at instances Conditional expressions Collocations Problem words	Elements for effective presentations Participating in academic discussion Analysing, summarizing and expressing cultural / historical facts Working and delivering in collaboration Academic presentation Citing and referencing following APA Manual Style

* American Psychological Association

Methodology

English for Academic Purposes is designed to develop students' ability to learn by doing and, therefore, course methodology is learner-centred. That implies that students are responsible for their learning, and they are expected to work through the course materials before, during and after lectures, be them onsite or online.

The course is organized around 4 units (see *Contents* and *Development plan*) which are connected to the main areas of knowledge in the degree: English, Linguistics, Literature, Culture, and History, and formal conventions common to language and literary disciplines in Academia. These units follow the principles of project-based learning, where students have to design a final product or solve a challenge. It is while working to achieve these aims that students will work on the contents and competences of the subject. Each of those final tasks or products will be carried out through a genre related to academic English, both spoken and written: academic poster, spoken presentation, academic essay, and academic review.

Teaching and learning traits

Three scenarios are possible (see below) as health conditions develop during the term, and in compliance with UdL regulations. Nonetheless, teaching and learning traits in this course are common to all three scenarios:

1. Lecturer deals with contents in lectures, onsite and online. Contents are related to practice tasks and to assessed assignments. Questions and queries from students are addressed by the lecturer both onsite and online.
2. Contents and practice tasks are available to students in the online setting of the course.
3. Following instructions from the lecturer, students review contents and carry out related practice tasks before and after attending lectures.
4. Students carry out and submit practice tasks and assessed assignments on the deadline set for each assignment.

Scenario 1: If the overall enrolment for the course is 61 students or lower (capacity for classroom 2.13 as per UdL health regulations), lecturing will be mixed-mode: Thursday lectures will be onsite for all students in the course,

whereas Friday lectures will be recorded (asynchronous) or live (synchronous). All practice tasks and student's work will be carried out online in the course online setting. Timetable for lectures is in section *Development Plan*.

Scenario 2: If the overall enrolment is over 61 students, lecturing will be mixed-mode thus: the group of students will be split into two sub-groups (*Bow group* and *Stern group*), where each sub-group will alternatively attend onsite lectures on Thursdays: Bow sub-group will attend the first onsite lecture on 1 Oct 2020 and it will be broadcast live to the Stern sub-group, who will attend online that day. On the following Thursday, 8 Oct 2020, Stern sub-group will attend onsite while Bow sub-group will watch it broadcast live. Lists with members of the two sub-groups will be posted before 1 Oct 2020.

The same contents will be taught to both sub-groups, and practice tasks and related activities will be presented to all students alike.

This is the alternance timetable for lectures under this scenario:

LECTURES SCHEDULED FOR SUBGROUPS

Lecture	Bow subgroup	Stern subgroup
1 Oct	CLASROOM 2.13 Rectorat	ONLINE
2 Oct	ONLINE	
8 Oct	ONLINE	CLASROOM 2.13 Rectorat
9 Oct	ONLINE	
15 Oct	CLASROOM 2.13 Rectorat	ONLINE
16 Oct	ONLINE	
22 Oct	ONLINE	CLASROOM 2.13 Rectorat
23 Oct	ONLINE	
29 Oct	CLASROOM 2.13 Rectorat	ONLINE
30 Oct	ONLINE	
5 Nov	ONLINE	CLASROOM 2.13 Rectorat
6 Nov	ONLINE	
12 Nov	CLASROOM 2.13 Rectorat	ONLINE
13 Nov	ONLINE	
19 Nov	ONLINE	CLASROOM 2.13 Rectorat
20 Nov	ONLINE	
26 Nov	CLASROOM 2.13 Rectorat	ONLINE
27 Nov	ONLINE	
3 Dec	ONLINE	CLASROOM 2.13 Rectorat
4 Dec	ONLINE	
10 Dec	CLASROOM 2.13 Rectorat	ONLINE
11 Dec	ONLINE	
17 Dec	ONLINE	CLASROOM 2.13 Rectorat
18 Dec	ONLINE	

Lecture	Bow subgroup	Stern subgroup
7 Jan	CLASROOM 2.13 Rectorat	ONLINE
8 Jan	ONLINE	
14 Jan	ONLINE	CLASROOM 2.13 Rectorat
15 Jan	ONLINE	

Scenario 3: In the event that onsite lectures be cancelled due to health emergency, lecturing will be entirely online, following regulations from the English and Linguistics Department and UdL. All practice tasks, student's work and assessed assignments will be carried out online in the course online setting.

Información sobre protección de datos relativa a las pruebas de evaluación audiovisuales

De conformidad con la normativa vigente en materia de protección de datos de carácter personal, se informa lo siguiente:

- Las voces e imágenes son imprescindibles para impartir la docencia en esta asignatura, y la docencia es un derecho y un deber del profesorado de las universidades, que debe ejercer con libertad de cátedra, como prevé el artículo 33.2 de la Ley Orgánica 6/2001, de 21 de diciembre, de universidades. Por este motivo, la UdL no necesita el consentimiento de los estudiantes para registrar sus voces e imágenes con esta exclusiva finalidad, la de impartir docencia en esta asignatura.
- La UdL no cederá los datos a terceros, salvo en los casos estrictamente previstos en la Ley.
- El responsable de la grabación y del uso de la imagen y voz es la Universidad de Lleida - UdL (datos de contacto del representante: Secretaría General. Plaza Víctor Siurana, 1, 25003 Lleida; sg@udl.cat; datos de contacto del delegado de protección de datos: dpd@udl.cat).
- Las imágenes y voces grabadas se utilizarán exclusivamente para los fines inherentes a la docencia de la asignatura.
- Las imágenes y voces grabadas se conservarán hasta la finalización del curso académico vigente, y se destruirán en los términos y condiciones previstas en la normativa sobre conservación y eliminación de los documentos administrativos de la UdL, y las tablas de evaluación documental aprobadas por la Generalitat de Catalunya (<http://www.udl.cat/ca/serveis/arxiu/>).
- El estudiante puede acceder a sus datos, solicitar su rectificación, supresión o portabilidad, oponerse al tratamiento y solicitar la limitación, siempre que sea compatible con los fines de la docencia, mediante escrito enviado a la dirección dpd@udl.cat. También puede presentar una reclamación dirigida a la *Autoritat Catalana de Protecció de Dades*, mediante su sede electrónica (<https://seu.apd.cat>) o por medios no electrónicos.
- All recordings and all contents of UdL Virtual Campus are protected by intellectual and industrial property rights of the University of Lleida, in accordance with the clause included in "Legal notice", visible on all UdL websites.

Development plan

Evaluation

Continuous Assessment

Assessment for *English for Academic Purposes* is continuous (see table below), where each assignment has a

specific weight in the final course grade. Please note that **there is no re-take for any assessment**. Submitting fewer than 50% of the score for assignments will mean a final course grade of NO PRESENTAT / NO-SHOW, in compliance with UdL regulations (Normativa d'Avaluació de la UdL, *Disposició adicional Tercera*). Submitting 50% or more of the score for course assignments will mean that the student's final course grade will be the result of applying corresponding weights to the score for continuous assessment, as shown below.

CONTINUOUS ASSESSMENT

Assessment	Weight in final grade
Unit 1. Evidence 1 (individual)	25%
Unit 2. Evidence 2 (individual)	25%
Unit 3. Evidence 3 (individual) Design of a digital learning activity aimed at primary school students (CI, CM or CS) fostering the communicative competence.	25%
Unit 4. Evidence 4 (in pairs) Design of the syllabus of a digital storytelling activity aimed at your classmates. In addition to the syllabus, you will make an oral presentation where you will present your project.	25%

Specific requirements for Continuous Assessment

- Average grade of 4 or higher for these assignments, in order to pass the course: *Academic Poster, Academic Essay, Academic Review, English Exam*.
 - An average grade of 4 or higher for those assignments will mean that the grade in their academic register will be the average of all assignments in the course, as per the table above.
 - If the average grade for those assignments be lower than 4, that average grade will be the student's final course grade in their academic register (SUSPÈS / FAIL), regardless their grades for oral assignments in the course.
- Passing all grammar tests from units (see *Contents*) is mandatory for students to be able to take their *English Exam*.

Alternative assessment

Those students who juggle a full-time job and study have the right to renounce continuous assessment and apply for 'Alternative Assessment' within 5 days of the beginning of the term. For more information please send a mail to academic@lletres.udl.cat or contact *Secretaria* at *Facultat de Lletres*. Once applied, this assessment cannot be changed.

Alternative assessment is carried out through a sole assignment, which will be made up of these parts and assignments, under the same requirements and rubric as the ones presented during the term, and will be taken on these days, regardless being taken onsite or online:

- English Exam:** Week 16-17 in the term. (15% of final course grade)
- Recorded Presentation:** Submission on 25/Jan/2021. (15%)
- Spoken interview:** Week 16-17 in the term. (20%)
- Written assignment:** *Academic Essay* and an *Academic Review*, week 16-17 in the term. (25% and 25%)

All four parts are compulsory. If one of more parts are graded zero <0>, the overall grade for the assessment will be SUSPÈS / FAIL <0>.

Fraudulent performance in assessment

Point 3.1 and sections 7 to 12 from the *Normativa de l'Avaluació i la Qualificació de la Docència en els Graus i Màsters de l'UdL* will be applicable, together with other UdL applicable regulations. According to point 3.1 of the aforementioned regulation, students will not employ, under any circumstances, unlawful procedures / devices when carrying out assessed tasks or tests. Those who employ any fraudulent means, and/or bring electronic devices not allowed, will have to stop assessment and leave the classroom, and will remain subject to the due consequences applicable from the aforementioned regulation or from any regulation from UdL.

Any assignment with plagiarism evidence or fraudulent action will be graded zero <0>.

Should a submitted assignment have an unclear authorship, the student who submitted it will have to carry out a similar activity in the presence of the course lecturer/s. If the assignment shows a different level from the one shown in the first activity, or discrepancies in authorship, the course lecturer may decide to consider the grade for the second assignment as final, or to award any other grade that includes a penalty for fraudulent academic performance.

Bibliography

RESOURCES

In addition to sources included in the course materials (Units 1 to 4), students will find these useful:

American Psychological Association. (2019). *Concise Guide to APA Style, Seventh Edition*. American Psychological Association.

Davis, M. (2005). Poster presentations. In *Scientific Papers and Presentations*. Davis, M. pp 191-204. San Diego: Academic Press. <https://doi.org/10.1016/B978-012088424-7/50002-9>

del Castillo Aguas, A. (2018). *Cómo elaborar un póster científico*. Alcalá la Real (Jaén): Editorial Formación Alcalá.

Rowe, N. (2017). *Academic & Scientific Poster Presentation. A modern comprehensive guide*. Cham: Springer.

GRAMMAR, LANGUAGE, VOCABULARY

Hewings, M. (2013). *Advanced Grammar in Use*. Cambridge, UK: Cambridge University Press.

Mann, M. & Taylore-Knowles, S. (2008). *Destination C1 & C2: Grammar & Vocabulary*. London: Macmillan.

Porter, D. (2001). *Check your vocabulary for Academic English*. London: Peter Collin.

Swan, M. (2005). *Practical English Usage*. Oxford: Oxford University Press.

Swan, M. & Walter, C. (2011). *Oxford English Grammar Course: Advanced*. Oxford: Oxford University Press.

Vince, M. (2009). *Advanced Language Practice*. London: Macmillan

Vince, M. (2014). *Language Practice for Advanced*. London: Macmillan

Watcyn-Jones, P. & Farrell, M. (2002). *Test your vocabulary 4 - Upper Intermediate*. Harlow, Essex, UK: Pearson Education Limited.

Watcyn-Jones, P. & Farrell, M. (2002). *Test your vocabulary 5 - Advanced*. Harlow, Essex, UK: Pearson Education Limited.

DICTIONARIES

WordReference.com [Online monolingual dictionary plus definitions, synonyms, usage, collocations]

<https://www.wordreference.com>

Thesaurus.com [Synonyms]

<https://www.thesaurus.com>

Ozdic.com [Online collocations dictionary]

<http://www.ozdic.com/>