



Universitat de Lleida

DEGREE CURRICULUM
**ENGLISH FOR ACADEMIC
PURPOSES**

Coordination: BORGES SAIZ, FEDERICO

Academic year 2021-22

Subject's general information

Subject name	ENGLISH FOR ACADEMIC PURPOSES			
Code	101252			
Semester	1st Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in English Studies	1	COMMON	Attendance-based
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	1	COMMON	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	3		3
	Number of groups	1		1
Coordination	BORGES SAIZ, FEDERICO			
Department	ENGLISH AND LINGUISTICS			
Teaching load distribution between lectures and independent student work	6 credits= 150 work hours			
	Lecture work, either onsite or online: 56 h. (28 lectures) Private work: 94 h. for pre-lecture tasks, exercises, grammar tests, assessed assignments)			
Important information on data processing	Consult this link for more information.			
Language	English is the only language for this subject (lectures, communication between lecturer and students, contents, assignments, tests, and so on). Likewise, English is the only language to be used by students for their assessment.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
BORGES SAIZ, FEDERICO	federico.borges@udl.cat	6	For a tutorial appointment please write to federico.borges@udl.cat

Subject's extra information

At the beginning of the course students must have a level of English of B2+ or higher (Common European Framework of Reference for Languages).

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.

Specific learning results expected from students:

- **Planning and organisation of own academic work, showing quality and rigour.**
- **Search and management of relevant data from quality sources.**
- **Academic and professional ethics in own oral and written production.**
- **Use of the academic field's terminology and techniques.**
- **Apply basic notions of scientific formality and scientific spirit.**
- **Communicative and accurate written English.**
- **Communicative and fluid spoken English.**

General learning results:

- Acquire tools for grammatical and stylistic analysis of spoken and written discourse in English.
- Regard language as an evolving sociocultural product and as a vehicle for the creation and dissemination of culture, producing and reproducing gender relations of gender at a symbolic level.
- Identify gender patterns that rule communication, recognise the existence of various communicative styles, and develop standards for non-androcentric interpretation.
- Know how to detect sexist and androcentric language use.
- Develop the ability to produce non-sexist texts.

Competences

Competences to be developed in this course are:

Basic

- CB1 Possess and comprehend knowledge in an area of study stemming from secondary education, and found at a level that, although it is supported by advanced coursebooks, it also includes some aspects that involve knowledge from the avant-garde of their field of study.

General

- CG5 Show the ability to work individually.
- CG7 Work in an international context.
- CG11 Learn autonomously.

Specific

- CE1 Write accurately in English with communicative effectiveness in academic and non-academic contexts.
- CE5 Analyze grammar and style in spoken and written texts in English according to their text genre.

UdL Cross-curricular

- CT6 Apply gender perspective to tasks in the professional field.

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	Presentation (video recording)	In pairs	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

Lectures will be held onsite (Thursdays 9 to 11 h., classroom 2.13) and online (Fridays 9 to 11 h., course videoconference tool). Private study and practice will be held both online in the course virtual setting and in onsite lectures.

Students are responsible for reviewing contents and materials (available in the course virtual setting) before and after attending lectures. Assignments (s. *Evaluation*) will be submitted within the set deadline, otherwise late submissions will be graded zero <0>.

In the event that online lectures are moved onsite, lectures will be held in the same room 2.13 as on Thursdays, and regulations from the English and Linguistics Department and UdL will be followed.

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.

Development plan

ENGLISH FOR ACADEMIC PURPOSES (101252) 2021-2022 semester I		
Lecturer: Federico Borges		
classroom 2.13 Rectorat - Thursdays 9 - 11 h.		
course videoconference - Fridays 9 - 11 h.		
Week / Dates	Syllabus	Assignments
1 16 - 17 SEP	Course Tour + Entry Test 1 + Entry Test 2 Unit 1	
2 23 - 24 SEP	Unit 1	
3 30 - 1 OCT	Unit 1	ACADEMIC POSTER 4 OCT
4 7 - 8 OCT	Unit 2 Verb Tenses & Passive Voice	

ENGLISH FOR ACADEMIC PURPOSES (101252) 2021-2022 semester I

Lecturer: Federico Borges

classroom 2.13 Rectorat - Thursdays 9 - 11 h.

course videoconference - Fridays 9 - 11 h.

Week / Dates	Syllabus	Assignments
5 14 - 15 OCT	Unit 2	
6 21 - 22 OCT	Unit 2	
7 28 - 29 OCT	Unit 2	ACADEMIC ESSAY 1 NOV
8 4 - 5 NOV	Unit 3 Complex sentences & Punctuation	
9 11 - 12 NOV	Unit 3	
10 18 - 19 NOV	Unit 3	
11 25 - 26 NOV	Unit 3	ACADEMIC REVIEW 29 NOV
12 2 - 3 DEC	Unit 4 Reporting & Complex Prepositions	
13 9 - 10 DEC	Unit 4	
14 16 - 17 DEC	Unit 4 Conditional expressions, Collocations, Problem words	VIDEO RECORDED PRESENTATION 30 DEC
17 19 JAN		ENGLISH EXAM 1.03 Rectorat - 9 to 11 h.
17 20 JAN		DISCUSSION SEMINAR 2.13 Rectorat 9 - 14:30 h.

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 course assignments will mean that the student's final course grade will be the result of applying corresponding weights to the grade for continuous assessment, as shown below.

CONTINUOUS ASSESSMENT

Assignment	Weight in final grade

Academic Poster (Unit 1) - Online	10%
Academic Essay (Unit 2) - Online	20%
Academic Review (Unit 3) - Online	20%
Recorded Presentation (Unit 4) - Online	20%
Discussion Seminar - Onsite*	15%
English Exam - Onsite*	15%

* Onsite assessments will be held online if onsite lectures and exams are cancelled because of health measures approved by UdL.

Specific requirements for Continuous Assessment

1. **Average grade of 4 or higher for the following assignments, in order to pass the course: *Academic Poster, Academic Essay, Academic Review.***
 - An average grade of 4 or higher for those assignments will mean that the grade in the academic register will be the average of all assignments in the course, as per the table above.
 - If the average grade for those assignments is lower than 4, that average grade will be the student's final course grade in their academic register (SUSPENS / FAIL), regardless of the student's grades for all other assignments in the course.

Alternative assessment

Those students who juggle a full-time job and study, or have a part-time job that prevents them from attending EAP course lectures, 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 granted, this assessment cannot be changed.

Alternative assessment is carried out through a sole assignment, which will be made up of these 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:

1. **English Exam:** Same exam taken by continuous assessment students, at the same time, day and place. (15% of final course grade, a grade of 4 in the English Exam is mandatory to pass the course.)
2. **Recorded Presentation:** Submission on 19.Dec.2021, same requirements as the one for continuous assessment students. (20%)
3. **Spoken interview:** Same requirements as the assessed Discussion Seminar; day, time and place to be determined for week 17 in the term. (20%)
4. **Written assignment:** *Academic Essay* and an *Academic Review*, under the same requirements as the ones during the course, and with a mandatory average grade of 4 or higher; deadline for submission to be determined for week 17 in the term. (20% and 25% respectively)

All four assignments are compulsory. In the event thta one of more parts are graded zero <0>, the overall grade for the assessment will be SUSPENS / FAIL <0>.

Fraudulent performance in assessment

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.

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.

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

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

Walcyn-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/>