



Universitat de Lleida

DEGREE CURRICULUM  
**ENGLISH FOR ACADEMIC  
PURPOSES**

Coordination: BORGES SAIZ, FEDERICO

Academic year 2022-23

Subject's general information

<b>Subject name</b>	ENGLISH FOR ACADEMIC PURPOSES			
<b>Code</b>	101252			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in English Studies	1	COMMON/CORE	Attendance-based
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	1	COMMON/CORE	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>	3		3
	<b>Number of groups</b>	1		1
<b>Coordination</b>	BORGES SAIZ, FEDERICO			
<b>Department</b>	ENGLISH AND LINGUISTICS			
<b>Teaching load distribution between lectures and independent student work</b>	6 credits= 150 student's work hours			
	Class work: 52 h. (26 lectures) Private work: 98 h. for pre-lecture tasks, exercises, grammar tests, assessed assignments.			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	English is the only language used in 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.			
	The student's level of English must be B2+ or higher (Common European Framework of Reference for Languages) at the beginning of this course.			
<b>Distribution of credits</b>	6 credits= 150 student's work hours			
	Class work: 52 h. (26 lectures) Private work: 98 h. for pre-lecture tasks, exercises, grammar tests, assessed assignments.			

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

The student's level of English must be **B2+ or higher (Common European Framework of Reference for Languages)** at the beginning of this course.

## 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 formal 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:

### 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 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 Recognizing and applying presentation markers Analysing, summarizing and expressing cultural / historical facts Working and delivering in collaboration Academic presentation

\* 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

Private study and practice will be held both online in the course virtual setting and at onsite lectures. Students are expected to review 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>. The timetable for lectures is available in *Development Plan* below.

## Development plan

ENGLISH FOR ACADEMIC PURPOSES (101252)		
2022-2023 semester I		
Lecturer: Federico Borges		
Thu & Fri, 9 - 11 h., classroom 2.13 Rectorat		
Week / Dates	Syllabus	Assignments
1 15 - 16 SEP	<b>Course Tour + Entry Test</b> <b>Unit 1</b>	
2 22 - 23 SEP	Unit 1	
3 29 - 30 SEP	No lectures	<b>ACADEMIC POSTER</b> <b>3 OCT</b>
4 6 - 7 OCT	<b>Unit 2</b> <b>Deadline for Unit 1 Grammar Test</b>	
5 13 - 14 OCT	Unit 2	
6 20 - 21 OCT	Unit 2	<b>Pilot of Academic Essay</b> <b>24 OCT</b>
7 27 - 28 OCT	Unit 2	<b>ACADEMIC ESSAY</b> <b>31 OCT</b>

ENGLISH FOR ACADEMIC PURPOSES (101252)		
2022-2023 semester I		
Lecturer: Federico Borges		
Thu & Fri, 9 - 11 h., classroom 2.13 Rectorat		
Week / Dates	Syllabus	Assignments
8 3 - 4 NOV	<b>Unit 3</b> <b>Deadline for Unit 2 Grammar Test</b>	
9 10 - 11 NOV	Unit 3	
10 17 - 18 NOV	Unit 3	<b>Pilot of Academic Review</b> <b>21 NOV</b>
11 24 - 25 NOV	Unit 3	<b>ACADEMIC REVIEW</b> <b>28 NOV</b>
12 1 - 2 DEC	<b>Unit 4</b> <b>Deadline for Unit 3 Grammar Test</b>	
13 9 DEC	Unit 4	
14 15 - 16 DEC	Unit 4	
15 22 DEC	Unit 4 <b>Deadline for Unit 4 Grammar Test</b>	<b>VIDEO RECORDED PRESENTATION</b> <b>30 DEC</b>
16 11 JAN		<b>ENGLISH EXAM</b> <b>1.03 Rectorat - 9 to 12 h.</b>
17 19 JAN		<b>ACADEMIC DISCUSSION</b> <b>2.44 B Rectorat</b> <b>9 - 14:30 h.</b>

## 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 assignment**. The required grade to pass the course is 5 or higher. Any assignment submitted after its deadline will be graded zero <0>.

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 addicional 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
<b>Academic Poster</b> (Unit 1) - Online	10%
<b>Academic Essay</b> (Unit 2) - Online	20%
<b>Academic Review</b> (Unit 3) - Online	20%

<b>Recorded Presentation</b> (Unit 4) - Online	15%
<b>Academic Discussion</b> - Onsite	15%
<b>English Exam</b> - Onsite	20%

### Specific requirements for Continuous Assessment

1. **These assignments will have to be taken, at least, in order to pass the course: *Academic Essay, Academic Review, English Exam.***
  - Not taking one or more of these assignments will result in failing the course, and the grade in the student's academic register will be SUSPENS <0>, regardless of their grades for the rest of assessed assignments.
2. **Passing each and every Grammar Test from the course units with a grade of 6 or higher is a pre-requisite for taking the English Exam.**

### Alternative assessment

Those students who juggle a full-time job and study, or who have a part-time job that prevents them from attending EAP course lectures, are entitled 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](mailto:academic@lletres.udl.cat) or contact *Secretaria* at *Facultat de Lletres*. Once granted, this assessment cannot be changed.

Alternative assessment will be carried out through a series of assignments, as shown below, under the same requirements and rubric as assignments set during the term. They will be taken on these days, times, and places:

1. **Recorded Presentation:** Submission on 30.Dec.2022, same requirements as the one for continuous assessment students. (20% of Final Course Grade)
2. **English Exam:** Same exam taken by continuous assessment students, at the same time, day and place, on 11.Jan.2023, classroom 1.03 Rectorat - 9 to 12 h. (20%)
3. **Discussion:** Same requirements as the assessed *Academic Discussion*; it will be held 19.Jan.2023, classroom 2.44 B Rectorat. (20%)
4. **Written assignment:** An *Academic Essay* and an *Academic Review*, under the same requirements as the ones assessed during the course, to be held 20.Jan.2023, classroom 2.44 B Rectorat - 9 to 12 h. (20% and 20% respectively)

**All four parts are compulsory. In the event that 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 evidence of plagiarism or fraudulent behaviour will be graded zero <0>. This will result in a mark of zero <0> for the subject, as per regulations in *Normativa de l'Avaluació i la Qualificació de la Docència en els Graus i Màsters de la UdL* (3.1.10). In addition, the subject lecturer or professor will inform the student and will issue a report to the Head of the department.

According to the aforementioned regulation, students will not employ, under any circumstances, unlawful procedures / devices when carrying out assignments or tests. Those who employ any fraudulent means, and/or bring electronic devices not allowed, will have to stop their assessment and leave the classroom, and will remain subject to the due consequences applicable from the aforementioned regulation or from any applicable regulation from UdL.

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. If the assignment shows a different level or authorship from the one shown in the first assignment, 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/>