



Universitat de Lleida

# DEGREE CURRICULUM **GENERAL ENGLISH I**

Coordination: MENA ORDUÑA, THAIS

Academic year 2019-20

## Subject's general information

|  |  |        |           |                  |  |  |
|--|--|--------|-----------|------------------|--|--|
| Subject name   | GENERAL ENGLISH I  |        |           |                  |  |  |
| Code   | 101253   |        |           |                  |  |  |
| Semester   | 2nd 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   | MENA ORDUÑA, THAIS   |        |           |                  |  |  |
| Department   | ENGLISH AND LINGUISTICS  |        |           |                  |  |  |
| Teaching load distribution between lectures and independent student work | 60 class<br>90 independent study   |        |           |                  |  |  |
| Important information on data processing                                 | Consult <a href="#">this link</a> for more information.  |        |           |                  |  |  |
| Language   | English  |        |           |                  |  |  |

| Teaching staff     | E-mail addresses   | Credits taught by teacher | Office and hour of attention |
|--------------------|--------------------|---------------------------|------------------------------|
| MENA ORDUÑA, THAIS | thais.mena@udl.cat | 6                         |                              |

## Subject's extra information

*General English I* aims to develop students' communicative competence both in oral and written texts in English. The subject is specially designed to assist students to acquire the necessary language skills and strategies through the use of different written and oral genres (e.g. dialogue, description, discussion, oral presentation and narration).

## Learning objectives

The main **objectives** of this course are:

a) To develop students' fluency and improve their accuracy in English to ultimately be independent users of English according to the Common European Framework of Reference for Languages (CEFR) – C1.1.

O1 Create and understand descriptive oral and written texts with coherence and concision employing a wide range of linguistic structures according to the C1.1 level.

O2 Create and understand narrative oral and written texts with coherence and concision employing a wide range of linguistic structures according to the C1.1 level.

O3 Identify and master the different types of grammatical and lexical structures needed to appropriately create and understand narrative and descriptive texts, and discussions and oral presentations.

b) To understand the learning process of English as a foreign language. *General English I* aims at developing students' autonomy and awareness of the strategies, resources and sources which help them learn and improve (O4, O5).

## Competences

This subject aims to develop the following **competences**:

CG7 Learn and work in an international context

CG11 Learn autonomously

CE1 Write English appropriately in terms of communicative accuracy and efficiency in both academic and non-professional contexts.

CE5 Analise oral and written texts in English focusing on grammar and style

## Subject contents

| TOPIC                                   | TASK   | GROUPING        | CONTENT   |
|---|--|-----------------|---|
| Unit 1: This is me!                     | <b>A Description:</b> Write 2 descriptions of a place in a city that you like. The former is addressed to your new Erasmus/ university classmates, and the latter is a writing for the university magazine supervised by your teacher. | Individual work | Describing people, places and things.<br>Comparing and contrasting<br>Appropriacy: register and degrees of formality<br>Playing with the language (neologisms, slang, palindromes, contronyms, etc.)<br>Relative and Nonfinite clauses            |
| Unit 2: Drama. Performance and Emotions | <b>A Dialogue:</b> Think about a situation (e.g. you've won a scholarship, you've got a new job, you've met someone, etc.). You have to write a script/scene and record (perform?) it.   | Groups of 3     | Asking for and giving information<br>Asking for and giving advice<br>Stating degrees of certainty<br>Expressing and ranking preferences, likes and dislikes<br>Intonation (i.e. speakers' emphasis and moods)<br>Articles and Modals              |
| Unit 3: Social Issues in Our World      | <b>A Discussion:</b> You have to record a video discussing a topic related to a social issue about which you are concerned (a picture, a video, an issue, etc.)  | Groups of 3     | Identifying, stating and reacting to opinions<br>Agreeing, disagreeing and giving reasons<br>Complaining, apologising and accepting an apology<br>Stress (i.e. number of syllables, and word and sentence stress)<br>Verbs + infinitive or gerund |
| Unit 4: Creative Writing                | <b>Narration, dialogue and description:</b> Write a short story.   | Pair work       | Describing spatial and temporal relations<br>Describing actions and retelling past events<br>Unreal subjunctive   |

## Methodology

This course is planned to develop the students' capacity to learn by doing and, therefore, the methodology is learner-centred. The 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.

*Developing Oral Skill in English* implies more or less 150 hours of classroom and individual work (6 credits. 1 ECT=25/30h). This means:

|  | Hours in class | Hours at home |
|--|----------------|---------------|
|  |                |               |

|                                       |    |    |
|---------------------------------------|----|----|
| <b>Classes</b>                        | 45 | 20 |
| <b>Tasks</b>                          |    | 50 |
| <b>Tutorials</b>                      | 2  | 1  |
| <b>Revising for the exam and exam</b> | 3  | 29 |

Bear in mind this is just an orientation. **The amount of work necessary to pass the course will mainly depend on your initial level, your interest and your effort.**

## Development plan

| FEBRUARY  | MARCH   | APRIL   | MAY   | JUNE   |
|---|---|---|---|--|
|   | 2 <sup>nd</sup> Unit 2<br>3 <sup>rd</sup> Unit 2<br><u>6<sup>th</sup> Deadline task 1 A1</u>                                    | 6 <sup>th</sup> Easter Holidays<br>7 <sup>th</sup> Easter Holidays  | 4 <sup>th</sup> A4: Oral Presentation<br>5 <sup>th</sup> Unit 4 | 1 <sup>st</sup> Consolidation<br>2 <sup>nd</sup> Final revision for the Portfolio<br><u>5<sup>th</sup> Deadline task 4 A1.</u> |
| 10 <sup>th</sup> Introduction to the course,<br>the teacher and the students<br>11 <sup>th</sup> Unit 1 | 9 <sup>th</sup> Unit 2<br>10 <sup>th</sup> A3: Seminar Discussion   | 13 <sup>rd</sup> Easter Holidays<br>14 <sup>th</sup> Consolidation<br><u>17<sup>th</sup> Deadline task 3 A1</u> | 11 <sup>th</sup> Festa Major Lleida<br>12 <sup>th</sup> Unit 4  |  |
| 17 <sup>th</sup> Unit 1<br>18 <sup>th</sup> Unit 1  | 16 <sup>th</sup> A3: Seminar Discussion<br>17 <sup>th</sup> A3: Seminar Discussion<br><u>20<sup>th</sup> Deadline task 2 A1</u> | 20 <sup>th</sup> A4: Oral Presentation<br>21 <sup>th</sup> A4: Oral Presentation                                | 18 <sup>th</sup> Unit 4<br>19 <sup>th</sup> Unit 4              | 8-19 <sup>th</sup> A5: Exam.<br>17 <sup>th</sup> Deadline Portfolio (A2)   |
| 24 <sup>th</sup> Unit 1<br>25 <sup>th</sup> Unit 2  | 23 <sup>rd</sup> Unit 3<br>24 <sup>th</sup> Unit 3  | 27 <sup>th</sup> A4: Oral Presentation<br>28 <sup>th</sup> A4: Oral Presentation                                | 25 <sup>th</sup> Unit 4<br>26 <sup>th</sup> Consolidation       |  |
|   | 30 <sup>th</sup> Unit 3<br>31 <sup>st</sup> Unit 3  |   |   |  |

### A: Activities which are part of the assessment (see *Assessment*)

**Underlined:** Deadline for the final task of each unit. It must be included in the Portfolio Activitats and Reflection

**In bold:** No class due to bank holidays

## Evaluation

|  |   |   |
|--|---|---|
| <b>Assessment task 1: Activities (20%)</b>                   | February – June<br>See <i>syllabus</i> for the deadline of each activity                              | Design a portfolio which includes the tasks carried out in and out of class (see <i>syllabus</i> ). This portfolio shows the students' competence, reflection and autonomy:<br>Quality in language and content.<br><br>*It is <u>compulsory</u> to hand in <u>all</u> the <u>activities</u> to obtain the average mark. Otherwise, the <u>final mark</u> will be <u>0</u> .   |
| <b>Assessment task 2: Portfolio Reflection (20%)</b>         | Deadline: 17th June   | Design a portfolio which includes the tasks carried out in and out of class (see <i>syllabus</i> ). This portfolio shows the students' competence, reflection and autonomy:<br>Students' reflection ability, creativity and ICT design<br><br>*It is <u>compulsory</u> to write a <u>reflection</u> of <u>all</u> the <u>activities</u> , the <u>introduction</u> and the <u>conclusion</u> to obtain the average mark. Otherwise, the <u>final mark</u> will be <u>0</u> . |
| <b>Assessment task 3: Seminar Discussion (15%)</b>           | March 10 <sup>th</sup> ,16 <sup>th</sup> ,17 <sup>th</sup>  | Attend a tutorial on an academic topic dealt in class and contribute to it with opinions, questions, etc.   |
| <b>Assessment task 4: Individual Oral Presentation (10%)</b> | April – May 20 <sup>th</sup> ,21 <sup>st</sup> ,27 <sup>th</sup> , 28 <sup>th</sup> , 4 <sup>th</sup> | Choose a topic and give an argumentative oral presentation. You must contribute to your classmates' presentations in class or Sakai.  |

|  |  |
|--|--|
| <b>Assessment task 5:<br/>Exam (25%)</b> | Day, time and room to be published<br><br>Final exam based on the linguistic content dealt in class during the course (grammar, vocabulary, listening, reading).   |
| <b>Participation (10%)</b>               | In this course, taking notes and listening to the teacher are not enough. Participation means to take an ACTIVE role in the activities before (e.g. preparing materials, reading texts, watching videos, participating in "debat" in Sakai, etc.) and during the class. Otherwise, the mark will be 0 and the students won't be able to obtain the highest mark.   |
| <b>Other evaluation requirements</b>     | <ul style="list-style-type: none"> <li>- Students must <u>attend a minimum of 80% of class sessions to be awarded their Participation grade (10% of Final Grade)</u>.</li> <li>- It is <u>mandatory</u> to hand in all <u>assessment tasks to pass the course</u>, and their average grade must be &lt;5&gt; or higher. If a student does not hand in all the course's assessment tasks, either of these two will happen: <ul style="list-style-type: none"> <li>- with an average grade of &lt;5&gt; or higher, the student's final mark will be FAIL &lt;4&gt;,</li> <li>- with an average grade lower than &lt;5&gt;, the student's final mark will be FAIL &lt;average mark&gt;.</li> </ul> </li> <li>- It is <u>mandatory to obtain a 4 in the exam to pass this course</u>. In case the student does not pass the exam, the final mark of the subject will be FAIL &lt;4&gt;. If the average mark of the <u>assessment tasks</u> is less than &lt;4&gt;, the final mark of the subject will be the average mark obtained.</li> <li>- According to art. 3.1 of the UdL assessment regulations, the student <u>cannot use</u>, in any case, means not allowed or <u>fraudulent mechanisms</u> during the process of taking any assessed activity. The student who uses any fraudulent means and/or carries electronic devices not allowed will have to leave the test, and s/he will be subject to the consequences provided in this regulation or in any other internal regulations of the UdL.</li> <li>- Any activity that includes evidence of <u>plagiarism</u> or fraudulent action will be qualified with a <u>zero</u>. If such practice is <u>repeated</u>, the student would obtain the final qualification of <u>SUSPENS</u> (0) in the final "acta" of the subject.</li> <li>- <u>Alternative assessment</u>: Students' assessment is continuous. Those students who simultaneously study and have a full-time job have the right to take the alternative assessment. They are able to apply for the alternative assessment within 5 days from the beginning of the semester in Secretaria de la Facultat de Lletres or <a href="mailto:academic@lletres.udl.cat">academic@lletres.udl.cat</a>.</li> </ul> |

## Bibliography

- i. An English Dictionary
- ii. Internet access and laptop (the teacher will ask for it in advance when needed)

## BOOKS FOR FURTHER REFERENCE

- Brundell et al. (1982). *Functions in English*. Oxford: OUP.
- Jones, L. (1996). *Ideas. Speaking and Listening Activities for Upper-Intermediate Students*. Cambridge: Cambridge University Press.
- Ladousse, G-P. (1994). *Role Play*. Oxford: OUP.
- Lynch, T. (1983). *Study Listening: Understanding Lectures and Talks in English*. Cambridge: Cambridge University Press.
- Stott, R. et al. Eds. (2001). *Speaking in Mind: Oral Presentation and Seminar Skills*. Harlow, UK: Longman.
- Swan, M. (2005). *Practical English Usage* (3rd ed.). Oxford: OUP.
- Vince, M. (1994). *Advanced Language Practice*. London: Macmillan Heinemann.

## Adaptations to the contents due to COVID-19

| TOPIC  | TASK   | GROUPING        | CONTENT  |
|--|--|-----------------|--|
| <b>Unit 1: This is me!</b>                     | <b>A Description:</b> Write 2 descriptions of a place in a city that you like. The former is addressed to your new Erasmus/ university classmates, and the latter is a writing for the university magazine supervised by your teacher. | Individual work | Describing people, places and things.<br>Comparing and contrasting<br>Appropriacy: register and degrees of formality<br>Playing with the language (neologisms, slang, palindromes, contronyms, etc.)<br>Relative and Nonfinite clauses |
| <b>Unit 2: Drama. Performance and Emotions</b> | <b>A Dialogue:</b> Think about a situation (e.g. you've won a scholarship, you've got a new job, you've met someone, etc.). You have to write a script/scene.  | Groups of 3     | Asking for and giving information<br>Asking for and giving advice<br>Stating degrees of certainty<br>Expressing and ranking preferences, likes and dislikes<br>Intonation (i.e. speakers' emphasis and moods)<br>Articles and Modals   |
| <b>Unit 3: Social Issues in Our World</b>      | <b>A Discussion:</b> You have to record a video discussing a topic related to a social issue about which you are concerned (a picture, a video, an issue, etc.)  | Groups of 3     | Identifying, stating and reacting to opinions<br>Agreeing, disagreeing and giving reasons<br>Complaining, apologising and accepting an apology<br>Stress (i.e. number of syllables and word stress)<br>Verbs + infinitive or gerund    |

|                                 |  |           |   |
|---------------------------------|--|-----------|---|
| <b>Unit 4: Creative Writing</b> | <b>Narration, dialogue and description:</b> Write a short story. | Pair work | Describing spatial and temporal relations<br>Describing actions and retelling past events<br>Unreal subjunctive |
|---------------------------------|--|-----------|---|

## Adaptations to the methodology due to COVID-19

- Portfolio tasks and units' activities are uploaded to *Assignments* in Campus Virtual.
- Explanation and instructions of tasks and activities using *Assignments* and Video Lectures uploaded to Campus Virtual.
- Frequent support and kind reminders messages in Campus Virtual.
- Weekly revision of questions and doubts about the new approach and the activities via messages, video lectures and forums in Campus Virtual.

## Adaptations to the development plan due to COVID-19

| FEBRUARY   | MARCH   | APRIL   | MAY  | JUNE  |
|--|---|---|--|---|
|  | <b>2<sup>nd</sup> Unit 2</b><br><b>3<sup>rd</sup> Unit 2</b><br><b>6<sup>th</sup> Deadline task 1 A1</b>                                    | <b>NO CLASS (6-12)</b><br>Easter Holidays<br>Easter Holidays  | <b>SESSION WEEK 5 (4-10)</b><br><b>8<sup>th</sup> A4: Oral Presentation</b>                      | <b>SESSION WEEK 9 (1-7)</b><br>Consolidation<br><b>2<sup>nd</sup> Video Lecture (13h)</b> |
| <b>10<sup>th</sup> Introduction to the course, the teacher and the students</b><br><b>11<sup>th</sup> Unit 1</b> | <b>9<sup>th</sup> Unit 2</b><br><b>10<sup>th</sup> Unit 2</b>   | <b>SESSION WEEK 2 (13-19)</b><br><b>13<sup>rd</sup> Easter Holidays</b><br>Unit 3 (2)   | <b>SESSION WEEK 6 (11-17)</b><br>Deadline task 3 A1  |   |
| <b>17<sup>th</sup> Unit 1</b><br><b>18<sup>th</sup> Unit 1</b>   | <b>17<sup>th</sup> A3: Seminar Discussion</b><br><b>18<sup>th</sup> A3: Seminar Discussion</b>  | <b>SESSION WEEK 3 (20-26)</b><br>Unit 3 (3)<br>Consolidation  | <b>SESSION WEEK 7 (18-24)</b><br>Unit 4 (1 & 2)  | <b>8<sup>th</sup> A5: Exam (12.00)</b><br><b>14<sup>th</sup> Deadline task 4 A1.</b>      |
| <b>24<sup>th</sup> Unit 1</b><br><b>25<sup>th</sup> Unit 2</b>   | <b>23<sup>rd</sup> A3: Seminar Discussion</b><br><b>24<sup>th</sup> A3: Seminar Discussion</b><br><b>27<sup>th</sup> Deadline task 2 A1</b> | <b>SESSION WEEK 4 (27-3)</b><br>A4: Oral Presentation Preparation<br><b>28<sup>th</sup> Video Lecture (13h)</b><br><b>1<sup>st</sup> Recorded Video Lecture</b> | <b>SESSION WEEK 8 (25-31)</b><br>Unit 4 (3 & 4)<br><b>29<sup>th</sup> Recorded Video Lecture</b> | <b>26<sup>th</sup> Deadline Portfolio(A2)</b>   |
|  | <b>SESSION WEEK 1 (30-5)</b><br>Unit 3 (1)  |   |  |   |

## Adaptations to the evaluation due to COVID-19

| ASSESSMENT TASKS                      | PREVIOUS EVALUATION | CURRENT EVALUATION  |
|---------------------------------------|---------------------|---|
| A1: Activities Units (final products) | 20%                 | 20%   |
| A2: Portfolio Reflection              | 20%                 | 20%   |
| A3: Seminar Discussion                | 15%                 | 15%   |
| A4: Individual Oral Presentations     | 10%                 | 15%   |
| A5: Exam                              | 25%                 | 10%   |
| Participation                         | 10%                 | 20%<br>- participation in classroom sessions<br>- participation in online sessions<br>- quality |

|                               |  |
|-------------------------------|--|
|                               | <ul style="list-style-type: none"><li>- Students must <u>attend a minimum of 80% of classroom and online sessions to be awarded their Participation grade</u></li><li>- It is <u>mandatory to hand in all assessment tasks (A) to pass the course</u>, and their average grade must be &lt;5&gt; or higher. If a student does not hand in all the course's assessment tasks, either of these two will happen:<ul style="list-style-type: none"><li>- with an average grade of &lt;5&gt; or higher, the student's final mark will be FAIL &lt;4&gt;,</li><li>- with an average grade lower than &lt;5&gt;, the student's final mark will be FAIL &lt;average mark&gt;</li></ul></li><li>- It is <u>mandatory to obtain a 4 in the exam to pass this course</u>. In case the student does not pass the exam, the final mark of the subject will be FAIL &lt;4&gt;. If the average mark of the <u>assessment tasks</u> is less than &lt;4&gt;, the final mark of the subject will be the average mark obtained.</li><li>- According to art. 3.1 of the UdL assessment regulations, the student <u>cannot use</u>, in any case, means not allowed or <u>fraudulent mechanisms</u> during the process of taking any assessed activity. The student who uses any fraudulent means and/or carries electronic devices not allowed will have to leave the test, and s/he will be subject to the consequences provided in this regulation or in any other internal regulations of the UdL.</li><li>- Any activity that includes evidence of plagiarism or fraudulent action will be qualified with a <u>zero</u>. If such practice is <u>repeated</u>, the student would obtain the final qualification of <u>SUSPENS (0)</u> in the final "acta" of the subject.</li><li>- <u>Alternative assessment</u>: Students' assessment is continuous. Those students who simultaneously study and have a full-time job have the right to take the alternative assessment. They are able to apply for the alternative assessment within 5 days from the beginning of the semester in Secretaria de la Facultat de Lletres or <a href="mailto:academic@lletres.udl.cat">academic@lletres.udl.cat</a>.</li></ul> |
| Other evaluation requirements |  |