



Universitat de Lleida

DEGREE CURRICULUM
**ADVANCED ENGLISH:
SPEAKING AND WRITING**

Coordination: COTS CAIMONS, JOSEP MARIA

Academic year 2018-19

Subject's general information

Subject name	ADVANCED ENGLISH: SPEAKING AND WRITING			
Code	101262			
Semester	2nd Q(SEMESTER) CONTINUED EVALUATION			
Typology	Degree	Course	Character	Modality
	Bachelor's Degree in English Studies	3	COMPULSORY	Attendance-based
Course number of credits (ECTS)	6			
Type of activity, credits, and groups	Activity type	PRAULA		TEORIA
	Number of credits	3.8		2.2
	Number of groups	2		1
Coordination	COTS CAIMONS, JOSEP MARIA			
Department	ENGLISH AND LINGUISTICS			
Important information on data processing	Consult this link for more information.			
Language	C1.2 English level achieved and working towards C2.			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
COTS CAIMONS, JOSEP MARIA	jmcots@dal.udl.cat	3,3	
IRUN CHAVARRIA, MARIA MONTSE	mirun@dal.udl.cat	3,2	
SABATÉ DALMAU, MARIA	maria.sabate@dal.udl.cat	3,3	

Learning objectives

This course aims to contribute to the development of the students' communicative competence in English for academic purposes (level C2 of the Common European Framework of Reference, assuming that students have achieved the C1.2 level), with a special emphasis on speaking and writing skills. The course focuses on spoken and written texts produced by competent users of academic English as models for students' development of their own productive skills. At the end of the course, the student is expected to understand the content and the structure of both spoken and written texts and to reproduce those models in their own production of similar formal texts.

Competences

Competence	Specific aims of the course
CE1 Capacity to write in English with correctness and communicative effectiveness in everyday situations as well as in academic and professional environments.	<ul style="list-style-type: none"> A. Produce an oral presentation on an academic topic at near C2 level. B. Take part in an in-depth interview on an academic topic at near C1 level. C. Participate in a seminar discussion at near C2 level.
CE2 Capacity to speak in English with correctness and fluency, both in academic and professional environments and everyday.	<ul style="list-style-type: none"> D. Summarise an academic text level in the form of an academic abstract at near C2 level. E. Produce an argumentative text at near C2 level. F. Produce an expository text at near C2 level.

Subject contents

1. Genres	2. Communicative competences:	3. English usage

<p>1.1. Oral language</p> <ul style="list-style-type: none"> - Seminar discussion - Individual oral presentation - In-depth interview <p>1.2. Written language</p> <ul style="list-style-type: none"> - Argumentative text - Abstract - Expository text 	<p>2.1. Sociolinguistic competence</p> <ul style="list-style-type: none"> - Register differences - Politeness - Modality - Audience interest <p>2.2. Discourse competence</p> <ul style="list-style-type: none"> - Text structure - Functions - Propositions - Paragraph structure 	<ul style="list-style-type: none"> • Verbal tenses • Passive • Conditionals • Subjunctive • Modality • Reported speech • Relative clauses • Verbs + inf /-ing • Inversion • Emphasis • Complex sentences • Discourse markers and punctuation
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Methodology

Activitat	CODIFICACIÓ / descripció / tipologia TPD	o*	G*	HP*	HNP*
Teacher presentations	Presentation and discussion of the different textual formats practised in the subject	Characterise the strategies for the analysis and production of different textual formats	1	12	30
Seminaris (S)					
Practical sessions (P)	Analysis of students' productions	Develop students' accuracy and fluency in different textual formats	1	27	52
Treballs (T)					
Tutories (Tut)					
Altres (AA)	Preparation of the course portfolio	Develop an awareness of the student's individual achievements in the course of the subject			8
Avaluació (AV)	<ol style="list-style-type: none"> 1. Assessment exercise 1 2. Assessment exercise 2 3. Assessment exercise 3 	Define the levels and achievements of each student in the subject		9	22
TOTAL				48	112

Development plan

Please check, also, the course syllabus in 'Recursos'

Week 1	Course introduction	Introducing the course syllabus Presenting level C2 of the CEFR Course resources and materials
Weeks 2-3	Argumentative essays	Sample analysis Micro-skills practice
	<ul style="list-style-type: none"> • Sociolinguistic competence • English usage: verbal tenses, passive voice 	Practice activities

Weeks 4-5	Seminars	Sample analysis Micro-skills practice
	<ul style="list-style-type: none"> Discourse competence English usage: conditionals, subjunctive 	Practice activities
Week 6	ASSESSMENT EXERCISES 1	
Weeks 7-8	Written abstracts	Sample analysis Micro-skills practice
	<ul style="list-style-type: none"> Sociolinguistic competence English usage: modality, reported speech 	Practice activities
Weeks 9-10	Oral presentations	Sample analysis Micro-skills practice
	<ul style="list-style-type: none"> Discourse competence English usage: relative clauses, verbs + inf/-ing 	Practice activities
Week 11	ASSESSMENT EXERCISES 2	
Weeks 12-13	Expository essays	Sample analysis Micro-skills practice
	<ul style="list-style-type: none"> Sociolinguistic competence English usage: inversion, emphasis 	Practice activities
Weeks 14-15	In-depth interviews	Sample analysis Micro-skills practice
	<ul style="list-style-type: none"> Discourse competence English usage: complex sentences, discourse markers and punctuation 	Practice activities
Week 16	ASSESSMENT EXERCISE 3	
June/July	RESITS	

Evaluation

Table with assessment mechanisms:

Assessment mechanisms	codification / description-criteria / typology TPD	Remarks	O*	Activities	%*
Attendance and participation (As)	attendance and active participation				10
Assessment exercises (TA)	Assessment exercises 1, 2 and 3				50
Reports (In) / Projects (T)					

Others (A)	Portfolio				40
TOTAL					100

Please note:

INCOMPATIBILITATS LABORALS: Students who work full time and who can prove this may be allowed to ask for *avaluació alternativa*, at the end of the course, if formal petition to do so is provided within 5 days and by following the administrative regulations for this type of assessment. For more information please contact academic@lletres.udl.cat or go to Secretaria de Lletres (in the Rectorat building).

* In accordance with art. 3.1 of the UdL evaluation regulations, the student cannot use, in any case, during the evaluation tests, devices which are fraudulent or are not allowed. The student who uses any fraudulent device related to the test and/or carry electronic devices not allowed must leave the test and will be subject to this UdL penalisation regulation or in any other internal regulations of the UdL.

Bibliography

HIGHLY RECOMMENDED BIBLIOGRAPHIC AND WEBGRAPHIC SOURCES

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

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

<http://www.englishforacademicstudy.com/> (specialized website for English for academic purposes)

OTHER USEFUL SOURCES

Anderson, K.; Maclean, J.; Lynch, T. (2004, 2nd ed.) *Study Speaking*. Cambridge: Cambridge University Press.

Briggs, D.; Dummett, P. (1995) *Skills Plus. Listening and Speaking*. Advanced. Oxford: Heinemann.

Campbell, C. & J. Smith (2009) *Listening*. Reading, England: Garnet Education.

Cline, S., and Carole Angier (2010) *The Arvon Book of Life Writing: Writing Biography, Autobiography and Memoir*. Methuen Drama.

Coe, N., et al. (1983) *Writing Skills. A Problem-solving Approach*. CUP.

Glendinning, E. and Beverly Hölmstrom (2004) *Study Reading: A Course in Reading Skills for Academic Purposes*. CUP

Gude, K. (1999), *Advanced Listening and Speaking*. Oxford: Oxford University Press.

Harrison, M., and R. Stuart-Clark (2007) *The Oxford Book of Children's Poetry*. OUP.

Hewings, M. (2005, 2nd ed.) *Advanced Grammar in Use*. Cambridge: Cambridge University Press.

King, G (2009) *Collins Improve your Writing Skills* Collins.

Lynch, T. (2004, 2nd ed.) *Study Listening*. Cambridge: Cambridge University Press.

McCormack, J & S. Watkins (2009) *Speaking*. Reading, England: Garnet Education.

Pallant, A. (2009) *Writing. Reading*, England: Garnet Education.

Rooks, G. M (2000). *Paragraph Power: Communicating Ideas Through Paragraphs*. New York: Prentice Hall.

Roorbach, B (2008) *Writing Life Stories: How to Make Memories into Memoirs, Ideas into Essays and Life into Literature*. Writer's Digest Books.

Swan, M. (1995), *Practical English Usage*. Oxford: Oxford University Press.

Vince, M. (1994), *Advanced Language Practice*. Oxford: Heinemann.

Wilson, J.; Clare, A. (2007) *Total English*. Madrid: Pearson Education

WEBSITES

essayinfo.com (help with different types of academic essays)

<http://owl.english.purdue.edu/exercises/> (exercises for developing linguistic and pragmatic competence)

<http://comment.rsablogs.org.uk/videos/> (listening practice for oral presentations)

<http://www.ted.com/> (listening practice for oral presentations)

<http://members.tripod.com/~lklivingston/essay/index.html> (basic guide to essay writing)

<http://www.worc.ac.uk/movingon/Academic%20writing.pdf> (exhaustive dossier on academic writing)

<http://www.monash.edu.au/lls/llonline/writing/general/essay/index.xml> (instructions for essay writing)

<http://research.cambridgeesol.org/fitness-purpose/examples-speaking-tests> (**examples of speaking performances at CEFR levels A2-C2**)

<http://www.helsinki.fi/project/ceftrain/index.php.66.html> (examples of communicative activities at different levels of the CEFR)