



Universitat de Lleida

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

Coordination: IRUN CHAVARRIA, MARIA MONTSE

Academic year 2019-20

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	IRUN CHAVARRIA, MARIA MONTSE			
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
DIERT BOTÉ, IRATI	irati.diert@udl.cat	2,1	
IRUN CHAVARRIA, MARIA MONTSE	montse.irun@udl.cat	3,2	
MAS ALCOLEA, SÒNIA	sonia.mas@udl.cat	4,5	

Learning objectives

Advanced English: writing and speaking aims to contribute to the development of the students' communicative competence in English for academic and general purposes (level C2 of the Common European Framework of Reference), with a special emphasis on speaking and writing skills. The course focuses on spoken and written texts produced by competent users of 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.

Advanced English: writing and speaking is aimed to proficient users of the language, i.e. those able to perform complex tasks related to work and study. It is designed to help you develop your English so that you can

- understand a wide range of more demanding, longer texts, and recognise implicit meaning in them.
- express yourself fluently and spontaneously without much obvious searching for the right expression, very fluently and precisely,
- use language flexibly and effectively for social, academic and professional purposes.
- produce clear, well-structured, detailed text on complex subjects, showing correct use of organisational patterns, connectors and cohesive devices.
- express yourself spontaneously, differentiating finer shades of meaning even in more complex situations.

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.	A. Participate in a seminar discussion at C2 level B. Participate in an everyday exchange at C2 level. C. Take part in class oral activities at C2 level.
CE2 Capacity to speak in English with correctness and fluency, both in academic and professional environments and everyday.	D. Produce an argumentative text at C2 level. E. Write a review at C2 level.

Capacity to analyse, evaluate and correct oral and written text taking into account the different textual components (i.e. pronunciation, spelling, punctuation, grammar, vocabulary, paragraphing, topic development, etc.).

F. Understand the contents of a spoken or written text at C2 level paying attention to general and very specific details.
G. Identify strategies and features of English usage in a spoken or written text and explain them.

Subject contents

I.- Written discourse

1.1. Argumentative essays

1.2. Reviews

II.- Oral Discourse

2.1. Seminar discussion

2.2. Everyday exchanges

III.- Sociolinguistic competence

3.1. Register differences

3.2 Politeness

3.3. Modality

3.4. Audience interest

IV. Discourse competence

4.1. Text structure

4.2. Functions

4.3 Propositions

4.4. Paragraph structure

VI.- Use of English

5.1.- Verbal tenses

5.2.- Passive voice

5.3.- Complex prepositions

5.4.- Reporting

5.5.- Complex phrases

5.6.- Conditional expressions

5.7.- Subjunctive

5.8.- Modality

5.9.- Inversions

5.10.- Collocations and problem words

5.11.- Discourse markers

5.12.- Punctuation

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)	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'

Domain	Task	Timing	Teacher
Academic English	Seminar	13-14 February 20-21 February 27-28 February	Sònia
	Argumentative essay	5-6 March 12-13 March 19-20 March	
Exam week	Argumentative essay and seminar 25-26-27 March		
General English	Review	2-3 April 16-17 April 23-24 April	Irati

	Everyday exchanges	29 April 7-8 May 14-15 May 21- 22 May	Montse
Exam weeks	Review and everyday exchange 27-28-29 May		
	Use of English Quiz 4th June		

Datelines for the four activities are in bold in the timing.

Evaluation

REQUIREMENTS

- All students must sit for the 4 tests and upload 4 tasks, one per each unit, in their individual e-portfolio. Details about these tasks will be discussed in class. The unfulfillment of this requirement will result in a *suspens* as the final grade.
- Participation and attendance: Students are expected to attend classes regularly, to do the exercises and to contribute with their answers, doubts, opinions, etc. to the development of the classes. If you do not attend 80% of the sessions, you will have to take an extra exam. Later assignments will not be graded.

ASSESSMENT

All students are expected to sit for and have an average grade above 5 in the oral and the written assessment activities in order to be able to pass the course. However, in order to be able to sit for the exam, students must have uploaded the four tasks in "activitats" by the dateline. Once these two conditions are fulfilled, the final grade will be based on:

Assessment task 1: Tasks carried out of class. Their grades will be based on the quality in language and content of the four tasks (20%)

Assessment task 2: Two oral tasks: Seminar (17.5%) and everyday exchange (17.5%).

Its grade will be based on the quality in language and content.

Assessment task 3: Two written exams: Argumentative text (17.5%) and review (17.5%).

Its grade will be based on the quality in language and content.

Assessment task 4: Use of English Quiz (10%)

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

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

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

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

<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)

Adaptations to the contents due to COVID-19

There are no changes in the contents

Adaptations to the methodology due to COVID-19

To help students continue their online learning, these actions have been incorporated into the methodology

- Reinforcement of new documents in the Resources space to complement the existing ones and expand / improve the contents that are already virtualized.
- Incorporation of explanations in video format.
- Online class
- Support from the forum for questions
- Support messages and frequent reminders on the virtual campus.

Adaptations to the development plan due to COVID-19

Each week, students are given some tasks to help them attain the objectives of the subjects.

The dates for the oral and written exams have been changed.

EXAMS – Advanced English (2019-20)

ORAL	Academic seminar	28 May
	Everyday exchange	29 May
	Argumentative essay (1h)	
WRITTEN	Review (30')	3 June (11:30-14:00)
	Quiz (1h)	

Adaptations to the evaluation due to COVID-19

There are no changes in the evaluation.