



Universitat de Lleida

DEGREE CURRICULUM

# **ADVANCED ENGLISH: SPEAKING AND WRITING**

Coordination: IRUN CHAVARRIA, MONTSERRAT

Academic year 2023-24

## 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
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	4	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, MONTSERRAT			
Department	FOREIGN LANGUAGES AND LITERATURES			
Important information on data processing	Consult <a href="#">this link</a> 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
IRUN CHAVARRIA, MONTSE RRAAT	montse.irun@udl.cat	7,3	Office 2.22 (by previous appointment)
SABATE DALMAU, MARIA	maria.sabate@udl.cat	2,5	Office 2.20 (by previous appointment)

## 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, employing inclusive, non-sexist language.
- 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. Produce an argumentative text at C2 level. B. Write a review at C2 level
CE2 Capacity to speak in English with correctness and fluency, both in academic and professional environments and everyday.	C. Participate in a seminar discussion at C2 level D. Participate in an everyday exchange at C2 level. E. Take part in class oral activities at C2 level.
Capacity to analyse, evaluate and correct and 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.
Capacity to analyse discourse and language critically as a means to build femineity and masculinity and the gender roles and stereotypes associated to them.	H. Produces written and oral texts without sexist nuances and analyses them or those written by others' critically.

## 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*
<b>Presentacions</b>	Presentació i discussió dels diferents formats textuais que es treballen a l'assignatura	Caracteritzar les estratègies per a l'anàlisi i producció de diferents formats textuais	1	12	30
<b>Seminaris (S)</b>					
<b>Sessions pràctiques (P)</b>	Anàlisi de textos	Desenvolupar la correcció i fluïdesa dels diferents formats textuais	1	27	60
<b>Treballs (T)</b>					
<b>Tutories (Tut)</b>					
<b>Altres (AA)</b>					
<b>Avaluació (AV)</b>	Activitats d'avaluació 1, 2 i 3	Definir nivells i nivells d'assoliment		9	22
<b>TOTAL</b>				48	112

**Advanced English: writing and speaking** is planned to develop the students' capacity to learn by doing and, therefore, the methodology is learner-centered. The units follow the principles of the task-based approach where students have to design a task. It is while working to achieve this task that students will work on the contents and competences of the subject.

The course will be developed combining synchronous or face-to-face, and asynchronous sessions. This formative modality will combine didactic strategies that foresee the realization of practices in the classroom, of work in small group or individual, study of cases, or masterful sessions for the exhibition of theoretical-practical contents and the resolution of doubt. Other teaching and learning strategies for flipped classroom, problem-based learning, case studies, collaborative and cooperative learning, group work, or reading. This methodological approach involves the student taking responsibility for their own learning process by acquiring a high commitment in the monitoring of the subject, participation in communication spaces, and carrying out learning and assessment activities.

## Information on data protection in the audiovisual register

In accordance with the regulations regarding the protection of personal data, we inform that:

- The person in charge of the registration and use of your images and voice is the Universitat de Lleida - UdL- (contact details of the representative: General Secretary. Plaça Víctor Siurana, 1, 25003 Lleida; sg@udl.cat; contact details of the delegate of protection of data: dpd@udl.cat).
- Your recorded image and voice will only be used for the teaching and learning of the subject.
- Your recorded image and voice will be kept till the end of the school year and will be destroyed under the conditions envisaged in the regulations on conservation and elimination of the administrative documents of the UdL, and in the issues passed by Generalitat de Catalunya (<http://www.udl.cat/ca/serveis/arxiu/>).
- Your image and voice is essential for teaching this subject, and teaching is a right and a duty of the professors at University, as provided by article 33.2 of Llei orgànica 6/2001, of December 21, d'universitats. For this reason, the UdL does not need the consent to register to teach in this subject.
- The UdL will not transfer them to third parties, except those provided for in the Law.
- You can access your data, to request the rectification, suppression or portability; oppose treatment and apply for the limitation, as long as it remained compatible with the finalities of teaching, by means of a writing

to [dpd@udl.cat](mailto:dpd@udl.cat). You can also submit a claim to the Catalan Authorization for the Protection of Dades, through <https://seu.apd.cat> or face to face.

## Development plan

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

Domain	Task	Timing	Teacher
Oral Academic and General English	Seminar	7 Febr. 14 & 16 Febr 22-& 23 Febr	Montse
	Everyday exchange	29 F & 1 March 7 & 8 March 14 & 15 March	Montse
Exam week	Seminar and Everyday exchange <b>21 &amp; 22 March</b>		
Written Academic and General English	Argumentative Essay	4 & 5 April 11 & 12 April 18 & 19 April 26 April 2 May	Maria
	Review	3 May 9 May 16 & 17 May 23 May	Montse
Exam week	Argumentative Essay <b>24<sup>th</sup> May</b>		
	Review & Use of English Quiz <b>30<sup>th</sup> May</b>		

**Please note:**

**Classes on the 7<sup>th</sup> and 14<sup>th</sup> February will take place from 12:10 to 14 h. The schedule of the rest of the classes is from 11:10 till 13:00.**

## Evaluation

This is a continuous assessment-based course.

- All students must sit for the 4 tests and upload 4 tasks, one per each unit, in the virtual campus “Activitats”. Details about these tasks will be discussed in class. Later assignments will not be graded. 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 activities and to contribute with their answers, doubts, opinions, etc. to the development of the classes. If a student does not attend 80% of the sessions, he or she will have to take an extra exam. The student has to pass the exam but it will not be taken into account for the final mark.
- C1.2 (European Framework of Reference) is the minimum language level of all the tasks.

All students are expected to sit for and have an average grade of 5 or higher in the 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. If these conditions are not fulfilled, the final mark will be 4 if the average is above 5. If the average is under 5, the mark will be the average one. Once these two conditions are fulfilled, the final grade will be based on:

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

Assessment task 2: Seminar (17.5%) Its grade will be based on the quality in language and content.

Assessment task 3: Everyday exchange (17.5%). Its grade will be based on the quality in language and content.

Assessment task 4: Argumentative text (17.5%) Its grade will be based on the quality in language and content.

Assessment task 5: Review (17.5%). Its grade will be based on the quality in language and content.

Assessment task 6: Use of English Quiz (10%)

**ALTERNATIVE EVALUATION:** Students who want to ask for alternative assessment must submit an employment contract or justify, in a letter addressed to the dean, the reasons that make it impossible for him/her to carry out the continuous assessment within five (5) days after the beginning of the semester. For information, please send an e-mail to [lletres.secretariacentre@udl.cat](mailto:lletres.secretariacentre@udl.cat) or ask for information at the Faculty's academic office (Secretaria Acadèmica de la Facultat de Lletres). In this case, students must hand in all the assessment tasks by the dateline. Attendance will not be taken into account.

**ACADEMIC FRAUD OR SPONTANEOUS COPYING:** If academic fraud or spontaneous copying is detected, we will apply what is established in the Regulations for the Assessment and Grading of Student Learning in UdL Bachelor's and Master's Degrees.

## Bibliography

### HIGHLY RECOMMENDED BIBLIOGRAPHIC AND WEBGRAPHIC SOURCES

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

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.

### OTHER USEFUL SOURCES

[essayinfo.com](http://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/lis/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)

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