

Academic year	2017-18
Subject	20285 - English for History, Art and Geography
Group	Group 2, 2S
Syllabus	F
Language	English

## Subject

<b>Name</b>	20285 - English for History, Art and Geography
<b>Credits</b>	2.4 in-class (60 hours) 3.6 distance (90 hours) 6 total (150 hours).
<b>Group</b>	Group 2, 2S (Campus Extens)
<b>Period</b>	Second semester
<b>Language</b>	English

## Lecturers

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office
Xavier Fuster Burguera <a href="mailto:xavier.fuster@uib.cat">xavier.fuster@uib.cat</a>	14:00	15:00	Tuesday	17/02/2018	16/07/2018	sala compartida 4 RL

## Context

English has become such a relevant language in the world today that a proven intermediate level of its mastering is expected and required for majoring in any higher education degree. Due to its implicitly acknowledged position as a *lingua franca*, English is instrumental for spreading most of the modern Scientific knowledge and advances, especially in a world globalised by the rapid growth of Information and Communication Technologies. Therefore, this course is aligned with the wide range of English for Specific Purposes (ESP) syllabi that universities offer to reply to this increasing demand for professional and specialised English. This is an elective course intended for students in the fields of History, Art and Geography who wish to improve their competence and gain confidence when using English in their respective academic and professional lives. It aims to provide students with the language competence necessary to communicate effectively in their professional environment.

## Requirements

### Essential requirements

ESP syllabi are not traditional grammar-based courses in which students will be taught exclusively about the fundamentals of the English language, but they rather focus on the learners' needs in specific communication contexts in English. Therefore, students will be expected to have, at least, a threshold level in English mastering prior to the beginning of the course in order to easily follow the pace of the sessions. According to the *Common European Framework of Reference for Languages*, the basic skills and competences to prove a B1 level in English involve:

- \* understanding the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- \* dealing with most situations likely to arise whilst travelling in an area where the language is spoken.
- \* producing simple connected texts (written and spoken) on topics which are familiar or of personal interest.

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\* describing experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

Those students who do not have a B1 level of proficiency in English shall be aware that it is their responsibility to reach the required level before the course starts. In order to do so, a list of resources for self-learning is provided in the Bibliography section at the end of this Teaching Guide. In addition, this university is equipped with a Continuous Language Learning Classroom (Jovellanos Building) where students can learn autonomously on a computer. For more information about this laboratory and the resources available there, please consult Facebook "English Laboratory UIB".

Upon successful completion of the course, students will have achieved and be accredited with the English competence required in order to obtain the UIB BA degree within the new Bologna framework. Those students who can prove a B2 level (as defined by the Common European Framework) before the beginning of the course and hold any of the following certifications: First Certificate, BEC 2, BULATS 3, ESOL 7-8 shall address the *Comissió de reconeixement i transferència de credits* and are exempted from taking the course.

### Recommended

It is highly recommended for students to have passed the compulsory first-year course *Comprensió i interpretació de textos acadèmics en llengua anglesa*.

### Skills

Since this course will also deal with the most appropriate ways to master the English language for very specific (formal/academic) situations, both generic and specific skills that this syllabus pursues are orientated to teach History, Art and Geography students how to cope with all the specialised knowledge of their fields of expertise in English and in international and professional environments.

### Specific

- \* Listening: to understand extended speech and lectures and follow complex lines of argument provided by topics related to history, art or geography; to understand most TV news, current affairs programmes, documentaries and the majority of films dealing with historical, artistic or geographical topics..
- \* Reading: to understand articles, reports and chronicles concerned with common history, art or geography issues, in which the writers adopt particular attitudes or viewpoints; to understand contemporary scientific and literary prose; to understand and interpret a wide range of texts, timelines, maps, works of art and graphs most relevant to the History, Art and Geography specialities..
- \* Speaking: to interact with a degree of fluency and spontaneity that makes regular interaction with English-speakers quite possible; to take active parts in discussions on historical, artistic and geographical topics, accounting for and sustaining personal points of view; to present clear, detailed descriptions on a wide range of subjects related to history, art and geography; to explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options..
- \* Writing: to write clear, grammatically correct, detailed texts on a wide range of subjects related to history, art and geography; to write essays or reports, passing on information or giving reasons in support of or against a particular point of view; to write letters or résumés highlighting the personal significance of events and experiences..

### Generic

- \* To acquire knowledge, understanding and resources in the fields of History, Art and Geography based on the foundations of general higher education together with the support of advanced texts and aspects of the latest advances of the speciality. To apply students' knowledge to a job or vocation in a professional or

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academic way and have the competences which are generally shown through the elaboration and defence of arguments and the solving of problems in a field of expertise..

- \* To have the ability to collect and interpret relevant data in English, within a field of study, in order to make judgments, also in English, which include reflection on relevant issues of social, scientific or ethical nature and develop the necessary learning skills, as regards to the English language knowledge. To undertake further and wider studies with a high degree of autonomy..

## Basic

- \* You may consult the basic competencies students will have to achieve by the end of the degree at the following address: <http://www.uib.eu/study/grau/Basic-Competences-In-Bachelors-Degree-Studies/>

## Content

The contents of this course are necessarily split in two distinguished modules: one has a more theoretical nature and is centred on the exposition and explanation of the English grammar fit for B2 levels; meanwhile the other will apply all this knowledge to more practical areas in the specialities of History, Art and Geography. Note that the chronological arrangement of important Western periods of the units of the second module is just an excuse to cover more specialised topics or issues in class directly related with the interests and demands of the students of each group. Also mind that the arrangement of the units of these modules is not fixed. According to the matter of interest that teachers eventually find in the actual classroom, the order and importance of these units may change to meet the students' academic requirements.

## Theme content

### 1. GRAMMAR MODULE

- \* Unit 1: Fundamentals of grammar (basic concepts, word-order, structures)
- \* Unit 2: Nouns (gender, number, genitive, pronouns, relative clauses)
- \* Unit 3: Verbs (tenses, modal verbs, passive voice, reported speech)
- \* Unit 4: Adjectives (comparatives, superlatives)
- \* Unit 5: Determiners (articles, demonstratives, possessives, quantifiers)
- \* Unit 6: Adverbs
- \* Unit 7: Prepositions
- \* Unit 8: Conjunctions (linking-words, conditionals)

### 2. USE OF ENGLISH MODULE

- \* Unit 1: Prehistory
- \* Unit 2: First Civilizations
- \* Unit 3: Classical Antiquity
- \* Unit 4: Middle Ages
- \* Unit 5: Renaissance
- \* Unit 6: Colonial Period
- \* Unit 7: Industrial Revolution
- \* Unit 8: The World at War
- \* Unit 9: (post)Modernity
- \* Unit 10: Y2K

Additionally, these two following units could be considered in the case that time allows it and students are concerned enough about their contents:

- \* Unit extra 11: Non-Western histories, arts and geographies

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\* Unit extra 12: History, Art and Geography in fiction

## Teaching methodology

ESP must be seen as an approach to language learning based on the students' needs in context. Consequently, the general approach for this course will rely on communicative language teaching methods, which enhance fluid interaction, the students' autonomy and the use of authentic materials. Nevertheless, practical lessons shall be combined with traditional lectures, centred on the theoretical understanding of the grammatical phenomena in English, as required by the standard B2 levels of foreign language mastering. In any case, teaching approaches and methods used in class will fit the demands and challenges of the language skill that would be worked and developed with the activities of every unit: listening, reading, speaking and writing (as detailed in the specific skills section above).

## In-class work activities

Modality	Name	Typ. Grp.	Description	Hours
Theory classes	Grammar module	Large group (G)	These sessions will be devoted to the study of English grammar and vocabulary that may be of special interest for History, Art and Geography learners. Lessons will often take the form of classical lectures due to the expository nature of the contents of this module, but they will be combined with some drilling activities in which the theoretical aspects covered in class should be put into practice through the use of language skills such as writing, reading or speaking.	23
Practical classes	Use of English module	Large group (G)	<p>In these sessions, all grammatical and lexical aspects covered in the other module will be explored into or applied to the actual practice of the History, Art and Geography disciplines. These lessons will use authentic materials in English, coming from the fields of History, Art and Geography, as a transversal way to work through the four language skills that students must master for the B2 level required for this course. The methodologies considered for these classes will benefit from the practices of language immersion and content-based instruction, and the teacher will adapt them to the needs and interests of the students attending each group.</p> <p>In order to monitor the learning process along the course, brief tasks will be carried out by students in these sessions and assessed by the lecturer. Specific dates for these activities will be provided during the semester in Campus Extens. This work along with attendance and participation (also in the medium-group sessions) will be assessed as 10% of their final grade. Failure to attend these specific sessions will result in a grade of 0 (zero) in this part.</p>	28
Assessment	Final Exam	Large group (G)	The final exam will take place on the Official Exam Date and it will comprise the following sections: a grammar and vocabulary test, a reading comprehension exercise and a listening comprehension exercise. It will have a value of 50% of the final mark. Students will need a minimum score of 5 in this part in order to average out with the other papers.	3

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Modality	Name	Typ. Grp.	Description	Hours
Assessment	Speaking Test	Medium group (M)	Speaking will be assessed through oral interviews or expositions to be conducted in the final weeks of the course. This oral exam will have a value of 20% of the final mark.	5
Assessment	Writing Paper	Medium group (M)	<p>The students' writing skills will be assessed by means of a Writing Paper evaluating their ability to write coherently and extensively in General English (B2 level) and to perform English-Specific writing tasks for History, Art and Geography. This paper will be handed in some time during the term and will have a value of 20% of the final grade.</p> <p>All students will hand in a Writing Paper but it will only be graded when the student obtains at least 5 out of 10 in the final exam. Students can resit the Writing Paper in the period of <i>Avaluació Extraordinària</i>. In this case, the paper will take place during the Official Exam Day and it will take form of a written essay.</p>	1

At the beginning of the semester a schedule of the subject will be made available to students through the UIBdigital platform. The schedule shall at least include the dates when the continuing assessment tests will be conducted and the hand-in dates for the assignments. In addition, the lecturer shall inform students as to whether the subject work plan will be carried out through the schedule or through another way included in the Campus Extens platform.

### Distance education work activities

Modality	Name	Description	Hours
Group or individual self-study	English Lab; homework; self-study	Homework, revision and self-study at the UIB English Laboratory ( <a href="https://www.facebook.com/englishlabUIB?fref=ts">https://www.facebook.com/englishlabUIB?fref=ts</a> ).	90

### Specific risks and protective measures

The learning activities of this course do not entail specific health or safety risks for the students and therefore no special protective measures are needed.

### Student learning assessment

The assessment of students will consist of several parts:

- **Continuous Assessment Tasks** (10% of the final mark): Brief tasks and projects will be carried out by the students and assessed by the lecturer. Specific dates for these activities will be provided during the semester in Campus Extens. In the monitoring the students will be continuously assessed during the lessons considering their attendance, in-class activities and test as well as homework. All these shall account for 10% of the final mark.
- **A Writing Paper** (20% of the final mark).
- **A Speaking Test** (20% of the final mark).

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- **A Final Exam** (50% of the final mark) comprising: Grammar in Context, Vocabulary in Context, Listening and Reading Comprehension.

Students will need to obtain a minimum score of 5 in the final exam in order to average out with the other three sections and successfully pass the course (whenever the student obtains a minimum average score of 5). All students will sit the Writing Paper but this paper will only be graded when the student obtains at least 5 out of 10 in this exam. In case the student fails the final exam, the overall grade (suspensio) will reflect the score obtained in the final exam.

**IMPORTANT:** Students must bear in mind that **PLAGIARISM** and cheating in any other way will be penalised in accordance with the UIB Academic Regulation, so it will immediately entail a "Suspensio" (Grade 0) in the whole course (not only in the piece of work where plagiarism occurs). "Amb independència del procediment disciplinari que es pugui seguir contra l'estudiant infractor, la realització demostradament fraudulenta d'alguna de les activitats d'avaluació incloses en l'avaluació d'alguna assignatura comportarà, segon les circumstàncies, una menysvaloració en la seva qualificació que, en els casos més greus, pot arribar a la qualificació de "suspens" (0,0) a la convocatòria anual. En particular, es considera un frau la inclusió en un treball de fragments d'obres alienes presentats de tal manera que es facin passar com a propis de l'estudiant."

If a student fails to show up on the dates and times established for assessment, they will receive a 0 (zero) grade. Under no circumstances will the dates and times of the tests (final, continuous, writing, speaking) be altered, with the only exception of those cases contemplated by the "Reglament Acadèmic" of the UIB.

Students will not be allowed into the classroom once the test has already started. Mobile phones and other electronic devices are not allowed in the classroom during assessment sessions.

### Use of English module

Modality	Practical classes
Technique	Real or simulated task performance tests ( <b>non-retrievable</b> )
Description	In these sessions, all grammatical and lexical aspects covered in the other module will be explored into or applied to the actual practice of the History, Art and Geography disciplines. These lessons will use authentic materials in English, coming from the fields of History, Art and Geography, as a transversal way to work through the four language skills that students must master for the B2 level required for this course. The methodologies considered for these classes will benefit from the practices of language immersion and content-based instruction, and the teacher will adapt them to the needs and interests of the students attending each group. In order to monitor the learning process along the course, brief tasks will be carried out by students in these sessions and assessed by the lecturer. Specific dates for these activities will be provided during the semester in Campus Extens. This work along with attendance and participation (also in the medium-group sessions) will be assessed as 10% of their final grade. Failure to attend these specific sessions will result in a grade of 0 (zero) in this part.
Assessment criteria	Precision and correctness in the use of English will be the main criteria. Regular attendance, participation and motivation will also be taken into account.

Final grade percentage: 10%

### Final Exam

Modality	Assessment
Technique	Real or simulated task performance tests ( <b>retrievable</b> )
Description	The final exam will take place on the Official Exam Date and it will comprise the following sections: a grammar and vocabulary test, a reading comprehension exercise and a listening comprehension exercise. It

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will have a value of 50% of the final mark. Students will need a minimum score of 5 in this part in order to average out with the other papers.

Assessment criteria The main criteria followed will be those of correctness in the use of English and precision in the answers provided.

Final grade percentage: 50% with minimum grade 5

### Speaking Test

Modality	Assessment
Technique	Oral tests ( <b>non-retrievable</b> )
Description	Speaking will be assessed through oral interviews or expositions to be conducted in the final weeks of the course. This oral exam will have a value of 20% of the final mark.
Assessment criteria	Regular attendance and motivation will be taken into account, as well as correctness in grammar, vocabulary and pronunciation and the ability to communicate.

Final grade percentage: 20%

### Writing Paper

Modality	Assessment
Technique	Real or simulated task performance tests ( <b>retrievable</b> )
Description	The students' writing skills will be assessed by means of a Writing Paper evaluating their ability to write coherently and extensively in General English (B2 level) and to perform English-Specific writing tasks for History, Art and Geography. This paper will be handed in some time during the term and will have a value of 20% of the final grade. All students will hand in a Writing Paper but it will only be graded when the student obtains at least 5 out of 10 in the final exam. Students can resit the Writing Paper in the period of <i>Avaluació Extraordinària</i> . In this case, the paper will take place during the Official Exam Day and it will take form of a written essay.
Assessment criteria	This paper will be corrected following criteria of correctness in the use of English, coherence, clarity and adequacy to the context.

Final grade percentage: 20%

## Resources, bibliography and additional documentation

### Basic bibliography

**Textbook:** VINCE, MICHAEL. 2008. *English Grammar in Context. Intermediate*. Basingtoke: MacMillan ELT.

### Complementary bibliography

ALCARAZ VARÓ, E. 2000. *El inglés profesional y académico*. Madrid: Alianza.  
 ALLEY, M. 2003. *The Craft of Scientific Presentations: Critical steps to succeed and critical errors to avoid*. New York: Springer.  
 ARNAUDET, M.L. & M.E. BARRET. 1984. *Approaches to Academic Reading and Writing*. EnglewoodCliffs, N.J.: Prentice Hall Regents.  
 BOWLER, B. CUNNINGHAM, S., MOOR, P. & S. PARMINTER. 2000. *New Headway Pronunciation Course*. Upper-intermediate. Oxford: Oxford university Press.



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- BAILEY, S. 2006. *Academic Writing: A Handbook for International Students*. London: Routledge.
- CAMPBELL, C. 2009. *English for Academic Study: Vocabulary - Study Book*. Reading: Garnet.
- ENGLISH L. M. 1998. *North Star Reading and Writing: High Intermediate*. 2nd ed., London: Longman.
- FLOWERDEW, J. (ed.) 1994. *Academic Listening: Research Perspectives*. Cambridge: Cambridge University Press.
- GLENDINNING, E.H. & B.A. HOLMSTROM. 2000. *Study Reading*. Cambridge: CUP.
- HANCOCK, M. 2003. *English Pronunciation in Use*. Cambridge: Cambridge University Press.
- HUDDLESTON, R. & G. K. PULLUM. 2005. *A Student's Introduction to English Grammar*. Cambridge: Cambridge University Press.
- JAMES, K., R.R. JORDAN, A. MATTHEWS & J. P. O'BRIEN. 1991. *Listening Comprehension and Note-Taking Course*. London: Nelson.
- JOHANNSEN, K. 2006. *Professional English: English for the Humanities and Social Sciences*. Cengage ELT.
- LEECH, G., B. CRUICKSHANK and R. IVANIC. 2001. *An A-Z of English Grammar and Usage*. 2nd ed. Essex: Longman.
- LOUREIRO PORTO, L. et al. 2011. *Guía de apoyo para la realización de presentaciones orales en lengua inglesa y para el autoaprendizaje del alumnado*. Palma: Universitat de les Illes Balears.
- MARGOLIS, A. & J. SMITH. 2009. *English for Academic Study: Pronunciation - Study Book with Audio CDs*. Reading: Garnet.
- MCCARTHY, M. & O'DELL, F. 2008. *Academic Vocabulary in Use*. Cambridge: CUP.
- MCCORMACK, J. & S. WATKINS. 2009. *English for Academic Study: Speaking - Course Book and Audio CDs*. Reading: Garnet.
- PALLANT, A. 2009. *English for Academic Study: Writing - Course Book*. Reading: Garnet.
- PORTER, D. 2001. *Check Your English For Academic Purposes*. London: Peter Collin Publishing.
- POWELL, M. 1999. *Presenting in English: How to give successful presentations*. Hove: Language Teaching.
- SLAGTH, J. & P. HARBEN. 2009. *English for Academic Study: Reading - Course Book*. Reading: Garnet.
- SLAGTH, J., P. HARBEN & A. PALLANT. 2009. *English for Academic Study: Reading and Writing - Source Book*. Reading: Garnet.
- SWALES, J.M. & C.B. FEAK. 1994. *Academic Writing for Graduate Students: Essential Tasks and Skills. A course for non-native speakers of English*. Ann Arbor: University of Michigan Press.
- ZEMACH, D.E. & L.A. RUMISECK. 2005. *Academic Writing: from Paragraph to Essay*. Basingstoke: Macmillan.

### Other resources

#### Other resources to review skills and improve your proficiency in English:

- Reviewing basic grammar skills: Murphy, Raymond and Fernando García Clemente (2008). *Essential Grammar in Use. Edición en español*.
- Reviewing and improving grammar skills, reviewing and learning vocabulary: McCarthy, Michael and Felicity O'Dell (2001). *English Vocabulary in Use. Upper-intermediate and Advanced*. Cambridge: Cambridge University Press.
- Redman, Stuart (2002). *English Vocabulary in Use. Pre-intermediate and intermediate*. Cambridge University Press.
- Vince, Michael and Paul Emmerson (2003). *Intermediate Language Practice with Key. English Grammar and Vocabulary*. Basingstoke: Macmillan.
- Vince, Michael (2009). *First Certificate Language Practice with Key. English Grammar and Vocabulary*. Basingstoke: Macmillan.
- Vince, Michael (2009). *Advanced Language Practice with Key. English Grammar and Vocabulary*. Basingstoke: Macmillan.

#### Online resources:

- <http://englishlistening.com>  
<http://soundsofenglish.org>





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<http://www.bbc.co.uk/worldservice/learningenglish/language>  
<http://www.uefap.com/index.htm>  
<http://a4esl.org>  
<http://www.grammar-quizzes.com/index.html>  
<http://english.baladre.org/sedaviwebfront/grammarindex.htm>  
<http://www.englishexercises.org>

