



Academic year	2017-18
Subject	21800 - Comprehension and Interpretation of Academic Texts in the English Language
Group	Group 2, 2S, GLLC
Syllabus	Q
Language	English

Subject

Name	21800 - Comprehension and Interpretation of Academic Texts in the English Language
Credits	2.4 in-class (60 hours) 3.6 distance (90 hours) 6 total (150 hours).
Group	Group 2, 2S, GLLC (Campus Extens)
Period	Second semester
Language	English

Lecturers

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office
Alicia Coe Jorgensen alicia.coe@uib.es	18:00	19:00	Tuesday	12/02/2018	31/05/2018	AB09

Context

English is the international language of academic study throughout the world. This course aims at providing students who study Arts and Humanities with the necessary strategies and skills to search for, read and analyse academic texts in English that enable them to complete their university studies and progress professionally in their future lives. On the one hand, the course will be designed to help students develop essential research skills, such as being able to autonomously search for general and specific information about a topic, conduct online research, successfully navigate library resources and understand and use academic referencing systems. On the other hand, the course will explore critical reading skills needed to succeed in understanding research and becoming part of the academic community. A wide variety of texts from different disciplines will be analysed including essays, journal articles, reviews, book chapters and interviews. The course will largely consist of practical sessions which will be supported by seminars on theoretical aspects of academic English. Searching and reading skills will be honed through different practical exercises including website searches, text analyses, the study of specific vocabulary groups and analyses of specific structural characteristics and stylistic features of academic written texts. The competences and skills acquired in this course would be fundamental to the study of specific courses in the field of English Studies and all Arts and Humanities courses.

Requirements

Essential requirements

This subject will be taught in English and students will have to read academic texts in this language. Therefore, it is **essential for students to have an intermediate level of English (B1)** in, at least, listening and reading comprehension. This is the level of English students should have reached at the end of their highschool studies and the one required to pass university access exams. Students who do not have this level of English will find a list of self-study resources in the bibliographical section of this guide and it is their responsibility to reach this level prior to the beginning of the course. Furthermore, the "English Lab" room (Jovellanos building's



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library) is at the disposal of UIB students for them to use the varied resources for the study of English that the lab contains with the help of 3rd/4th-year English Studies students. For further information on the "English Lab" check this link <http://diari.uib.cat/arxiu/Coneixeu-LEnglish-Lab.cid376924>, or the Lab's social media site https://www.facebook.com/englishlabUIB/info?tab=page_info

Skills

Specific

- * C20. Ability to understand, interpret and analyse academic documents related to the students' field of study.
- * C22. Ability to find and manage information related to the discipline in online databases, and to use software applications related to the field.

Generic

- * C1. Ability to autonomously analyse information.
- * C2. Ability to find and deal with information so as to enhance the students' learning process throughout their lives.
- * C3. Ability to critically interpret, analyse, summarise and evaluate information.
- * C4. Ability to relate and integrate information from different sources and disciplines and apply them for practical purposes.
- * C6. Ability to communicate both orally and in writing in at least one of the official languages in the Balearic Islands..

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

Theme content

INTRODUCTION. Academic English
Formal features of academic English.

PART ONE. Getting Started
Introduction. What is a text?

- * Text parts
- * Text types
- * Text purposes
- * Text structure
- 1. Getting to know your textbook
- 2. Choosing what to read
- 3. Reading for research

PART TWO. Reading efficiently

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1. The structure of an essay

- * Introduction: thesis statement
- * Organising information: body paragraphs
- * Main ideas vs. specific information: skimming and scanning

2. Unity and coherence

- * Text organisation
- * Activities

3. Practice essays

PART THREE. Analysing academic texts

1. Analysing academic style and genres

2. Sources and references

- * Chicago Manual of Style
- * Plagiarism

3. Analysing academic texts

- * Abstracts
- * Articles
- * Critical reviews

Teaching methodology

Both the **practical assessment TWO** and the **final test must be passed with a 5** for the student to get a pass in the subject. Consequently, should one or the two parts not be successfully passed by the student, the rest of their grades will not be taken into account, even if the average score is a PASS (5 or higher). In this case, the student will have a 4.5 in their record (UIB Digital). In the case that the average score is not a pass (5 or higher) despite having passed with a 5 both parts (practical assessment two and final test), the student will be given the choice of resitting either or both of the exams.

IMPORTANT NOTE: Mobile phones and other electronic devices are NOT allowed in the classroom. Laptop computers are acceptable ONLY if used for purposes related to classroom activity. No electronic device whatsoever (including computers) is allowed in the classroom during exams/practical sessions, unless otherwise specified by the lecturer (e.g. if the practical session entails use of the internet for pedagogical purposes).

In-class work activities

Modality	Name	Typ. Grp.	Description	Hours
Theory classes	Theory lessons	Large group (G)	Introduce students to different strategies in searching for diverse academic bibliographical sources in English and to the formal characteristics and stylistic features of academic written texts in English.	38
Practical classes	Search and analysis of academic texts in English	Medium group (M)	Activities to search for and critically analyse academic texts in English	14
Assessment	Analysis of academic texts in English	Large group (G)	Practical assesment 2:	2



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Modality	Name	Typ. Grp.	Description	Hours
			Compulsory attendance to one session during the course (the date will be specified in the course timetable). In this session, activities relating the comprehension and interpretation of academic texts in English will be carried out. To attend this session it is essential that students prepare from material given prior to the lessons. This session will be assessed and its mark will count 30% towards the subject final grade. Failure to attend this session will entail a zero (0) in this section. This assessment must be passed with a 5 for the student to get a pass in the subject. It can only be resat in the <i>evaluación extraordinaria</i> .	
Assessment	Final exam	Large group (G)	Final exam where students have to show the knowledge, skills and strategies developed during the course. Its mark will count 50% towards the subject final grade. This final exam must be passed with a 5 for the student to get a pass in the subject. If the final exam is failed, students can resit it in the <i>evaluación extraordinaria</i> .	4
Assessment	Reading strategies	Medium group (M)	Practical assessment 1: Compulsory attendance to one session during the course (the date of the session will be specified in the course timetable). In this session, activities relating the critical comprehension and selection of academic texts in English will be carried out. To attend this session it is essential that students prepare from material given prior to the lessons. This session will be assessed and its mark will count 20% towards the subject final grade. Failure to attend this session will entail a zero (0) in this section. Students who fail this practical assessment or do not attend the session will NOT be allowed to resit.	2

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
Individual self-study	Revision activities	Reading strategies, vocabulary and grammar revision activities	50
Group self-study	Revision activities	Activities to revise the analytical strategies explained throughout the course	10
Group or individual Self-study self-study		Preparation for the two seminars. This will entail research activities, comprehension and evaluation activities in which students will have to autonomously apply the strategies learned during theory and practical lessons.	30

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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

ITINERARY A

Students will be continuously assessed throughout the course and for this purpose attendance is compulsory to two sessions (the dates of these sessions will be announced at the beginning of the semester and specified in the course timetable), and to the final official exam. Thus, the course includes the following assessments:

- 1. Practical assessment ONE:** real or simulated task performance test on students' ability to show their reading skills. Its mark will count 20% towards the subject final mark. This practical assessment **CANNOT be resat**.
- 2. Practical assessment TWO:** analysis and study of academic texts, real or simulated task performance test on the students' ability to reflect on comprehension and textual analytical skills. Its mark will count 30% towards the subject final mark. This practical assessment **CAN be resat** (periodo de *evaluación extraordinaria*).
- 3. Final exam:** a short-answer test on theoretical and practical contents studied throughout the course. Its mark will count 50% towards the subject final mark.

Please, note that students will be able to resit the practical assessment TWO. However, the **practical assessment ONE cannot be resat**.

Both the practical assessment TWO and the final test must be passed with a 5 for the student to get a pass in the subject. Consequently, should one or the two parts not be successfully passed by the student, the rest of their grades will not be taken into account, even if the average score is a PASS (5 or higher). In this case, the student will have a 4.5 in their record (UIB Digital).

If a student fails to hand in an assignment or to show up on the day and at the time established by the lecturer for the different assessments/practical sessions or tests, the grade for that assignment/assessment/practical session/test will be a 0 (zero), in case this assessment accounts for more than 30% of the total assessment in the subject. Only if the assesment(s) to which the student fails to attend accounts for 30% or less than 30% of the total assessment, will the grade be NP.

The dates and times of the different assessments/practical sessions/tests will not be altered UNDER ANY CIRCUMSTANCES (this entails that this assessments will not be repeated under any circumstances) except those contemplated by the *UIB Reglament Acadèmic*. **Students will not be allowed into the classroom when the practical session or test has already started .**

REMEMBER: Article 33 in the *Reglament Acadèmic* will be applied in cases of cheating, plagiarism, cyberplagiarism or any other fraudulent practice in the process of assessment :

"1. Amb independència del procediment disciplinari que es pugui seguir contra l'estudiant infractor, la realització demostradorament fraudulenta d'algun dels elements d'avaluació inclosos en guies docents de les assignatures comportarà, a criteri del professor, una menysvaloració en la seva qualificació que pot suposar la qualificació de «suspens 0» a l'avaluació anual de l'assignatura.

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2. En particular, es considera un frau:

- a) En els exàmens o proves escrites, l'ús de qualsevol mitjà encaminat a facilitar les respostes.
- b) En els treballs i pràctiques individuals o de grup, la inclusió de fragments d'obres alienes presentats de tal manera que es facin passar com a propis (plagi)"

ITINERARY B

Students officially recognised by the UIB as part-time students will follow Pathway B, which has the same assessment criteria established in Pathway A. The only difference between part-time and full-time students is that the former are not expected to regularly attend or actively participate in sessions.

Those interested in this assessment option will need to present the lecturer with a formal application in the first two weeks of the term. This application will include documentary evidence proving that they find themselves in one of the following situations:

- a) Estar treballant amb una mitjana de dedicació equivalent, com a mínim, a la meitat de la durada màxima de jornada ord inària de treball. Això s'ha d'acreditar amb un contracte de treball en vigor o un nomenament administratiu; alternativament es poden aportar altres documents que provin l'activitat actual, com els justificants de cotització en qualsevol règim de la Seguretat Social.
- b) Estar afectat per una discapacitat física, sensorial o psíquica, en un grau igual o superior al 33 per cent, que és el que estableix la normativa que regula la reserva de places per a l'accés a la Universitat d'estudiants amb necessitats educatives especials. El grau de discapacitat s'ha d'acreditar mitjançant el certificat emès per l'organisme competent per al seu reconeixement.
- c) Tenir 45 anys o més en la data d'inici del curs acadèmic.
- d) Estar en situació de protecció a la família o haver de tenir cura de persones dependents.
- e) Trobar-se en altres situacions extraordinàries que l'òrgan competent valori com a determinants per ser incorporat a la situació de dedicació a l'estudi a temps parcial.

En tots els supòsits s'han d'acreditar documentalment les situacions al·legades.

Serà el professor de l'assignatura qui decidirà en relació a la sol·licitud d'un estudiant d'acollir-se a l'itinerari B, amb el vistiplau del cap d'estudis. Quan un estudiant faci l'itinerari B d'una assignatura, haurà de signar amb el professor un compromís acadèmic on s'especifiquin les condicions d'avaluació.

Analysis of academic texts in English

Modality	Assessment
Technique	Real or simulated task performance tests (retrievable)
Description	Practical assesment 2: Compulsory attendance to one session during the course (the date will be specified in the course timetable). In this session, activities relating the comprehension and interpretation of academic texts in English will be carried out. To attend this session it is essential that students prepare from material given prior to the lessons. This session will be assessed and its mark will count 30% towards the subject final grade. Failure to attend this session will entail a zero (0) in this section. This assessment must be passed with a 5 for the student to get a pass in the subject. It can only be resat in the evaluación extraordinaria.
Assessment criteria	Ability to solve problems related to the theoretical content and practical skills learned during the course.

Final grade percentage: 30% for the training plan A with minimum grade 5

Final grade percentage: 30% for the training plan B with minimum grade 5

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Final exam

Modality	Assessment
Technique	Objective tests (retrievable)
Description	Final exam where students have to show the knowledge, skills and strategies developed during the course. Its mark will count 50% towards the subject final grade. This final exam must be passed with a 5 for the student to get a pass in the subject. If the final exam is failed, students can resit it in the evaluación extraordinaria.
Assessment criteria	Ability to reflect on the comprehension and textual analytical skills developed during the course.

Final grade percentage: 50% for the training plan A with minimum grade 5

Final grade percentage: 50% for the training plan B with minimum grade 5

Reading strategies

Modality	Assessment
Technique	Real or simulated task performance tests (non-retrievable)
Description	Practical assessment 1: Compulsory attendance to one session during the course (the date of the session will be specified in the course timetable). In this session, activities relating the critical comprehension and selection of academic texts in English will be carried out. To attend this session it is essential that students prepare from material given prior to the lessons. This session will be assessed and its mark will count 20% towards the subject final grade. Failure to attend this session will entail a zero (0) in this section. Students who fail this practical assessment or do not attend the session will NOT be allowed to resit.
Assessment criteria	Ability to reflect and solve problems related to the reading skills developed during the course.

Final grade percentage: 20% for the training plan A

Final grade percentage: 20% for the training plan B

Resources, bibliography and additional documentation

Complementary bibliography

GLENDINNING, E.H. & B.A. HOLMSTROM. 2000. *Study Reading*. Cambridge: CUP.
 PORTER, D. 2001. *Check Your English For Academic Purposes*. London: Peter Collin Publishing.
 MORROW, K. 1980. *Skills for Reading*. Oxford: Oxford University Press.
 ARNAUDET, M.L. & M.E. BARRET. 1984. *Approaches to Academic Reading and Writing*. Englewood Cliffs, N.J.: Prentice Hall Regents.
 FLOWERDEW, J. (ed.) 1994. *Academic Listening: Research Perspectives*. Cambridge: Cambridge University Press.
 JAMES, K., R.R. JORDAN, A. MATTHEWS & J. P. O'BRIEN. 1991. *Listening Comprehension and Note-Taking Course*. London: Nelson.
 ALCARAZ VARÓ, E. 2000. *El inglés profesional y académico*. Madrid: Alianza.
 MCCARTHY, M. & O'DELL, F. 2008. *Academic Vocabulary in Use*. Cambridge: CUP.

Other resources

RECURSOS PARA MEJORAR LA COMPETENCIA EN LENGUA INGLESA LIBROS

Para repasar la gramática más básica:

Murphy, Raymond and Fernando García Clemente (2008). *Essential Grammar in Use*. Edición en español con respuestas. Cambridge University Press. Este libro es útil para gente con un nivel de inglés muy básico. Las explicaciones están en español. Además incluye un CD con más ejercicios.

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Swan, Michael and Catherine Walter (2001). *The Good Grammar Book. With Answers. Oxford University Press*. Este libro hace un repaso general de toda la gramática vista hasta segundo de bachillerato. Las explicaciones son sencillas y están en inglés, pero utilizan muchos dibujos y esquemas, por lo que resulta muy fácil entenderlas. Tiene varios apéndices con información útil (verbos con preposiciones,...)

Para aprender o repasar toda la gramática del inglés, y además aprender

vocabulario:

Vince, Michael and Kevin McNicholas (2003). *Elementary Language Practice with Key. English Grammar and Vocabulary*. Macmillan.

Vince, Michael and Paul Emmerson (2003). *Intermediate Language Practice with Key. English Grammar and Vocabulary*. Macmillan.

Vince, Michael (2009). *First Certificate Language Practice with Key. English Grammar and vocabulary*. Macmillan.

Vince, Michael (2009). *Advanced Language Practice with Key. English Grammar and Vocabulary*. Macmillan.

Los libros de esta colección son muy completos y las explicaciones son claras. Además de gramática, incluyen varios temas de vocabulario. Están clasificados por nivel.

Hewings, Martin (2009). *Cambridge Grammar for CAE and Proficiency with answers and Audio CDs*. Cambridge University Press.

Side, Richard and Guy Wellman (2002). *Grammar and Vocabulary for Cambridge Advanced and Proficiency with Key*. Longman.

Estos dos libros son para personas con un nivel de inglés equivalente al First Certificate. Amplían la gramática vista hasta ahora y se centran en los puntos más complicados del idioma. El libro de Hewings incluye dos cds para los listenings. El libro de Side tiene más ejercicios de vocabulario.

Pérez Rodríguez, Eva María (2006). *English Language Practice Advanced*. UIB, colecció materials didàctics, 120.

Este libro no incluye explicaciones pero sí ejercicios de todo tipo. Presta especial atención a los Phrasal Verbs. Incluye las soluciones.

Para aprender vocabulario:

McCarthy, Michael and Felicity O'Dell (2005). *English Vocabulary in Use. Elementary*. Cambridge University Press.

Redman, Stuart (2002). *English Vocabulary in Use. Pre-intermediate and intermediate*. Cambridge University Press.

McCarthy, Michael and Felicity O'Dell (2001). *English Vocabulary in Use. Upper-intermediate and Advanced*. Cambridge University Press.

McCarthy, Michael and Felicity O'Dell (2006). *English Vocabulary in Use. Advanced*. Cambridge University Press.

Estos libros están organizados por temas: política, naturaleza, medios de comunicación, etc., y el vocabulario aparece usado en contexto, no como simples listas de palabras. Además hay ejercicios para practicar el vocabulario.

Cada uno de estos libros contiene 100 temas.

Para mejorar habilidades comunicativas:

Cory, Hugh (1999). *Advanced Writing with English in Use*. Oxford University Press.

Gude, Kathy (2000). *Advanced Listening and Speaking*. Oxford university Press.

Estos libros son muy útiles para mejorar habilidades específicas, pero se requiere un nivel alto de inglés.

Para mejorar aspectos concretos de la lengua inglesa:

Hancock, Mark (2003). *English Pronunciation in Use*. Cambridge University Press.

McCarthy, Michael and Felicity O'Dell (2002). *English Idioms in Use*. Cambridge University Press.

McCarthy, Michael and Felicity O'Dell (2004). *English Phrasal Verbs in Use*. Cambridge University Press.

McCarthy, Michael and Felicity O'Dell (2008). *English Collocations in Use*. Cambridge University Press.

McCarthy, Michael and Felicity O'Dell (2008). *English Collocations in Use. Advanced*. Cambridge University Press.



Syllabus

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McCarthy, Michael and Felicity O'Dell (2008). *Academic English in Use. Advanced*. Cambridge University Press.

PÁGINAS WEB

<http://englishonline.sites.uol.com.br/english/intermediate.htm>

<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>

