



Academic year	2019-20
Subject	20285 - English for History, Art and Geography
Group	Group 2

Syllabus

Subject

Subject / Group	20285 - English for History, Art and Geography / 2
Degree	Degree in Geography - Third year Degree in History - Fourth year Degree in History of Art (2014 syllabus) - Third year
Credits	6
Period	2nd semester
Language of instruction	English

Professors

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office / Building
Xavier Fuster Burguera <i>Responsible</i> xavier.fuster@uib.cat	You need to book a date with the professor in order to attend a tutoring session.					

Context

English has become such a relevant language in the world today that a proven intermediate mastering level is expected and required for majoring in any post-secondary 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, specialised and certified academic English training programmes.

“English for History, Art and Geography” is a 3rd-4th year elective subject intended primarily for students of History, Art and Geography who want to improve in their language competence and gain confidence when using English for effective communication in their respective academic and professional lives. ESP syllabi are not traditional grammar-based courses in which students will be taught exclusively about the fundamentals of the English language in a bilingual setting, but they rather focus on the learners’ needs in specific communication contexts in English. Since these communication contexts take place in very assorted ways, depending on the nature of each aforementioned specialty, this teaching guide will be purposefully three-fold so that more specialised contents of every field of expertise can be covered according to the academic and professional needs of each group.

Requirements

Essential

In order to easily follow the pace of the sessions, students will be expected to have, at least, a threshold level in English mastering prior to the beginning of the course. According to the *Common European Framework of*



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Reference for Languages (CEFR), the basic language 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.
- * 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. On the other hand, those students who can prove a B2 level of English mastering before the beginning of the term and hold any of the following certificates: First Certificate, BEC 2, BULATS 3, ESOL 7-8, shall address the *Comissió de reconeixement i transferència de credits* and are exempted from taking this 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

Specific

- * Oral comprehension (listening): students will be able to understand extended speech and lectures and follow complex lines of argument provided by topics related to history, art or geography. They will also be able to understand most TV news, current affairs programmes, documentaries and the majority of films dealing with historical, artistic or geographical topics
- * Written comprehension (reading): students will be able to read 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
- * Oral production (speaking): students will be able to interact effectively with a degree of fluency and spontaneity that makes regular interaction with English-speakers quite possible; to take active part 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
- * Written production (writing): students will be able 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 directly related with the interests and demands of the students of each group. Also, bear in mind that the arrangement of the units of these modules is not fixed. According to the needs and 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.

Range of topics

1. GRAMMAR MODULE

- * Unit 1: Fundamentals of grammar (basic concepts, word-order, structures, use of the dictionary)
- * 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 (phrasal verbs, prepositional stranding)
- * 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, the next units could be covered in class in case that time allows it and students are concerned enough with the 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 consistently rely on communicative language teaching methods, which enhance fluid interaction, the students' autonomy and the use of authentic materials. Nevertheless practical lessons should 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 order to work every language skill as described above, the continuous assessment option (see next chart) for this subject will be heavily grounded on task-based language teaching. Long-term tasks or projects, based on concrete interests of every specialty, foster problem-solving negotiation that forces students to communicate to reach a clear outcome that allows English users to cope with the language skills in all their forms. In this way, the instruction on and assessment of written and oral skills will be included in the Grammar Module and Use of English Module respectively; hence attendance to both modalities is highly recommendable to keep up with the lessons progress and consistency.

In-class work activities (2.4 credits, 60 hours)

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 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 the four language skills. All the grammatical content worked in this modality will be aimed to carry out the writing task for the continuous assessment option, which will be part of the oral assessment as well.	23
Practical classes	Use of English module	Large group (G)	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 cross-sectional way to work through the four language skills that students must master for the required level of this course. The methodologies considered for these classes will benefit from the practices of language immersion and content-based instruction, and they will be orchestrated around a speaking task or project adapted to the interest and needs of the students attending each group.	28
Assessment	Final Exam	Large group (G)	The final exam will take place on the Official Exam Date and it will assess the different skills that each module will focus on. There will be a section containing grammar and reading comprehension exercises as worked in the Grammar Module, and another section with vocabulary and listening	3

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Modality	Name	Typ. Grp.	Description	Hours
			comprehension activities in a more practical fashion, as they will be worked in the Use of English Module.	
Assessment	Speaking Test	Medium group (M)	Students will be offered two assessment options for their oral performance: continuous and final. For the continuous assessment option, students have to expound the contents of their Writing Paper according to their specialty practices sometime before ending the term. For the final assessment option, students will be assessed in personal interviews agreed with the lecturers.	5
Assessment	Writing Paper	Medium group (M)	Students will be offered two assessment options for their written performance: continuous and final. For the continuous assessment option, students will carry out a long-term task or project, founded on their very own disciplines practices and theoretical frameworks. For the final assessment option, students will be able to write an essay on any topic worked in class during the Final Exam time.	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 Aula Digital platform.

Distance education tasks (3.6 credits, 90 hours)

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

Innovative technique: in some specialties, students will be allowed to use the tasks or projects carried out in this subject to get assessed in other subjects that may accept assignments written or performed in English. Ask whether other lecturers of your degree are able to assess your written or oral projects in English as part of their official evaluation planning.

Fraud on assessment elements

In accordance with article 33 of Regulation of academic studies, "regardless of the disciplinary procedure that may be followed against the offending student, the demonstrably fraudulent performance of any of the

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assessment elements included in the course guides of the subjects will lead, at the teacher's discretion, to an undervaluation in the mark that may suppose the qualification of "failed 0" in the annual assessment of the subject".

Grammar module

Modality	Theory classes
Technique	Real or simulated task performance tests (non-recoverable)
Description	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 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 the four language skills. All the grammatical content worked in this modality will be aimed to carry out the writing task for the continuous assessment option, which will be part of the oral assessment as well.
Assessment criteria	A 10% of the final mark will be considered from the students' attendance, participation in class, voluntary presentations, on-time submissions, tutorials, behaviour and online presence. All activities carried out in class time that are focused on developing or practising the Speaking Test and Writing Paper for the continuous assessment option will be taken into account for scoring in this part of the students' evaluation. Regular attendance and motivation will be taken into account as well.

Final grade percentage: 5%

Use of English module

Modality	Practical classes
Technique	Real or simulated task performance tests (non-recoverable)
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 cross-sectional way to work through the four language skills that students must master for the required level of this course. The methodologies considered for these classes will benefit from the practices of language immersion and content-based instruction, and they will be orchestrated around a speaking task or project adapted to the interest and needs of the students attending each group.
Assessment criteria	A 10% of the final mark will be considered from the students' attendance, participation in class, voluntary presentations, on-time submissions, tutorials, behaviour and online presence. All activities carried out in class time that are focused on developing or practising the Speaking Test and Writing Paper for the continuous assessment option will be taken into account for scoring in this part of the students' evaluation. Regular attendance and motivation will be taken into account as well.

Final grade percentage: 5%

Final Exam

Modality	Assessment
Technique	Extended-response, discursive examinations (recoverable)
Description	The final exam will take place on the Official Exam Date and it will assess the different skills that each module will focus on. There will be a section containing grammar and reading comprehension exercises as worked in the Grammar Module, and another section with vocabulary and listening comprehension activities in a more practical fashion, as they will be worked in the Use of English Module.
Assessment criteria	The Final Exam will comprise Grammar and Vocabulary in Context and Listening and Reading Comprehension. Take into account that if you do not pass this test at least with a grade of 5, you will not be able to compute the

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marks from your other assessment activities, even though you could get a pass by combining them all. In that case, the mark that will appear on your official report will be 4,5.

Final grade percentage: 50% with a minimum grade of 5

Speaking Test

Modality	Assessment
Technique	Oral tests (non-recoverable)
Description	Students will be offered two assessment options for their oral performance: continuous and final. For the continuous assessment option, students have to expound the contents of their Writing Paper according to their specialty practices sometime before ending the term. For the final assessment option, students will be assessed in personal interviews agreed with the lecturers.
Assessment criteria	In the continuous assessment option, students have to perform an oral presentation about their Writing Paper. Oral presentations will be carried out by the end of the semester. In the final assessment option, students will be interviewed by the lecturer about some topic related to History, Art and Geography. The dates for this kind of test must be agreed with the lecturers. In both cases, rubrics will be used to measure the learners' oral achievements in the most objective way possible.

Final grade percentage: 20%

Writing Paper

Modality	Assessment
Technique	Papers and projects (recoverable)
Description	Students will be offered two assessment options for their written performance: continuous and final. For the continuous assessment option, students will carry out a long-term task or project, founded on their very own disciplines practices and theoretical frameworks. For the final assessment option, students will be able to write an essay on any topic worked in class during the Final Exam time.
Assessment criteria	In the continuous assessment option, students will carry out individually a writing task related to their specialty, using their own methodological conventions and frameworks and no longer than 10 pages. In the final assessment option, students must demonstrate, in the Final Exam time, that they are able to expand on any topic covered in class for 200 or 250 words, in formal style and academic register. In both cases, rubrics will be used to measure the learners' writing achievements in the most objective way possible.

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.



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- BOWLER, B. CUNNINGHAM, S., MOOR, P. & S. PARMINTER. 2000. *New Headway Pronunciation Course*. Upper-intermediate. Oxford: Oxford university Press.
- 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: CambridgeUniversity 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, JM. & CB. FEAK. 1994. *Academic Writing for Graduate Students: Essential Tasks and Skills. A course for non-native speakers of English*. Anne Arbor: University of Michigan Press.
- ZEMACH, D.E. & L.A. RUMISECK. 2005. *Academic Writing: from Paragraph to Essay*. Basingtoke: 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*. Basingtoke: Macmillan.
- Vince, Michael (2009). *First Certificate Language Practice with Key. English Grammar and Vocabulary*. Basingtoke: Macmillan.
- Vince, Michael (2009). *Advanced Language Practice with Key. English Grammar and Vocabulary*. Basingtoke: Macmillan.

Online resources:



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<http://englishlistening.com>
<http://soundsofenglish.org>
<http://esl.about.com>
<http://www.eslcafe.com>
<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>

