

## Syllabus

### Subject

<b>Subject / Group</b>	21826 - English Language VIII / 1
<b>Degree</b>	Degree in English Studies - Fourth year
<b>Credits</b>	6
<b>Period</b>	Second semester
<b>Language of instruction</b>	English

### Professors

Lecturers	Office hours for students					
	Starting time	Finishing time	Day	Start date	End date	Office / Building
Eduardo Alberto Moyà Antón <a href="mailto:eduardo.moya@uib.cat">eduardo.moya@uib.cat</a>	17:00	19:00	Thursday	06/09/2018	04/07/2019	Sala associats 09 RL

### Context

'English Language VIII' is a compulsory course within the UIB's BA programme in English Studies. As it stands, it is offered in the second semester of the degree's fourth year, as a follow-up to seven other courses ('English Language I-VII') which should have helped the student begin to reach a proficiency level (C2) in English. In the light of this, the present course aims at consolidating the student's skills in English (reading, writing, speaking and listening) at proficiency or mastery level (C2). According to the Common European Framework of Reference for Languages, this level should enable to learner to:

-understand with ease virtually everything heard or read.

-summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation.

-express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in the most complex situations.

'English Language VIII' is part of the degree's linguistic competence module, which has been specifically designed so as to foster the student's accuracy yet also overall fluency in the English language, among other aims. The course will follow a mostly practical approach to language issues, which does not however preclude the inclusion of several theoretical sessions aiming at developing explicit knowledge concerning particularly complex language issues (grammar points, vocabulary, pronunciation or idiomatic language).

The course has been designed so as to help students practise those language aspects which are generally found most difficult and demanding (specific writing and lexis, idiomaticity, pronunciation), which will thus be practised in class while students are also expected to work autonomously, especially on grammar-related

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issues and other areas in which a highly proficient level is more easily achieved (e.g. listening skills), using materials which will be freely provided through Aula Digital.

### Requirements

#### Recommended

Although this course has no official requirements, students are advised to have passed the courses 'English Language I' to 'English Language VII', which should guarantee a sound knowledge of English at Proficiency level (C2), as described by the Common European Framework of Reference for Languages. Those students who have not passed one of the previous English Language courses or feels at a disadvantage with the course level should use the Complementary Bibliography and the services of the English Lab (timetables and location will be confirmed during the course). For more information on the "English Lab" check this link <http://diari.uib.cat/arxiu/Coneixeu-l'English-Lab.cid376924>, or the Lab's social media site [https://www.facebook.com/englishlabUIB/info?tab=page\\_info](https://www.facebook.com/englishlabUIB/info?tab=page_info)

### Skills

#### Specific

- \* 1. To communicate in English in both oral and written forms with the fluency, accuracy and complexity fitting each context and situation (skill No. 13, English Studies curriculum). 2. To master the different levels of analysis and usage of the English linguistic system so as to understand the relationship between (1) form and meaning; and (2) meaning and context (skill No. 14, English Studies curriculum). 3. To develop skills in the fields of language and style consulting (skill No. 21, English studies curriculum). .

#### Generic

- \* Generic 1. To develop autonomous and team work (skill No. 1, English Studies curriculum). 2. To obtain and manage information, fostering lifelong learning (skill No. 2, English Studies curriculum). 3. To develop a capacity for self-criticism, fostering the student's concern for quality and lifelong learning (skill No. 12, English Studies curriculum). .

#### 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 content of this course will consist of, and will not be limited to, the following:

#### Range of topics

1. USE OF ENGLISH

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Knowledge of the language and its use will be given and tested at proficiency level.

### 2. READING

Vocabulary building.

Arts and entertainment

Sports, racial preconceptions and prejudice

Civil and social issues. Social struggle and unrest.

Work, professional careers and hierarchy: Quantity and money

Environmental global issues and proposals

Advanced reading skills.

Emphasis will be placed on the understanding of different spellings of English, especially on its BrE and AmE varieties.

### 3. WRITING

Topics: Review (play, film, restaurant, event, etc.), short story (creative writing), discursive essay, and academic review (abstract, in coordination with the TFG parameters and the contents seen in CITALA, 21800).

The courses English Language VII and English VIII will tackle writing skills at proficiency level. The different activities will help students consolidate previously acquired skills in the field, placing special emphasis on such advanced issues as:

Collocations

Tone

Paragraphing

Punctuation: Use Leech, Geoffrey and Svartvik, Jan 1994: A Communicative Grammar of English. Harlow: Longman and follow Chicago punctuation style (Author, Date).

Register

Spelling changes

Style

Both creative and academic writing will be practised.

Lastly, emphasis will also be placed on spelling issues and word choice, including the main differences between standard British English and General American English.

### 4. SPEAKING

Topics. Speaking activities will cover the same topics described above for reading. Additionally, both English Language VII and VIII will help students perfect their oral skills within an academic context.

Phonological aspects of the spoken production: register, appropriateness, distinctive phonological features (voicing, devoicing, rounding, nasality, plosion), word stress, sentence stress and rhythm, introduction to intonation patterns (varied intonation patterns, different sentence stress to convey finer shades of meaning), manner and place of articulation (Received Pronunciation vs. American English), and features of linking (phonetic reduction, vowel reduction, strong and weak forms, assimilation, and elision) (in coordination with

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21811 "Fundamentals of English Phonology" ). Other relevant issues connected to Received Pronunciation.

Grammar of Spoken English: Indirect questions, questions tags (advanced level), echo questions, short responses, emphatic forms of speech, stock sentences, ellipsis, inserts, command of lexical repertoire, and tags.

Speaking techniques at proficiency level: word substitution, backtracking and reformulating, well-structured speech, organisational patterns, connectors and cohesive devices, discussion techniques, turntaking and cooperating strategies, relating own contribution to other's, presentation techniques, highlighting significant points, integrating subthemes, and rounding off at a proficient level.

Lastly, emphasis will also be placed on pronunciation issues, including the main differences between standard British (RP) and General American English.

### 5. LISTENING

Topics.

Listening activities will cover the same topics described above for reading.

Emphasis will be placed on the understanding of different pronunciations and intonations of English in all its world varieties (BrE, AmE, Indian, Australian, Canadian, Black English vernacular, etc.)

## Teaching methodology

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).

All (UIB and exchange) students will follow a continuous assessment. Students are expected to attend both theoretical and practice sessions regularly, participate actively and hand in work when required, which will be duly corrected and commented on by the lecturer. Students officially recognised by the UIB as part-time students will follow 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.

If a student fails to show up on the date and at the time established by the lecturer for any activity which is part of the student's assessment programme, they will receive a 0 (zero) grade for this activity. Failure to take an official exam will result in a 'No Presentat' grade. Under no circumstances will the dates and times of the official exams be altered with the only exception of those cases contemplated by the UIB Reglament Acadèmic.

The classes will be organised as follows

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

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Modality	Name	Typ. Grp.	Description	Hours
Theory classes		Large group (G)	28 hours will be devoted to the study of the most complex points included in the syllabus. These will be mostly (but not necessarily restricted to) grammar issues and attention will also be paid to writing and reading skills, as well as vocabulary building. It should be noted, however, that a holistic approach to language teaching and learning will be followed in the course. This means that, independently of the session type and the topic under discussion, an effort will be made to practise different skills at a time. Autonomous work may be required before attending each session and this will be duly notified via Aula Digital.	28
Seminars and workshops		Medium group (M)	18.5 hours will be devoted to seminars and workshops. Independent work will be required before attending the former, and this will be duly notified via Aula Digital. These sessions are specifically designed to complement theory classes and help the student practise the different skills, with a special focus on writing and speaking. Listening activities will also be offered, although the student is expected to do substantial autonomous work in this field. Specific materials will be duly provided with this aim. A field trip might be part of these formative sessions and workshops. Hence, the attendance to it will be compulsory.	18.5
Practical classes		Medium group (M)	7 hours will be spent in entirely practical sessions, especially devoted to the practice and assessment of speaking skills. The latter may be practised through role play activities, discussions and debates, and possibly presentations.	7
Assessment	Use of English	Large group (G)	Please check next section for detail.	2
Assessment	Reading	Large group (G)	Please check next section for detail.	1.5
Assessment	Listening	Large group (G)	Please check next section for detail.	1
Assessment	Writing	Large group (G)	Please check next section for detail.	1.5
Assessment	Speaking	Small group (P)	Please check next section for detail.	0.25
Assessment	Midterm Oral presentation	Small group (P)	Please check for detail in the next section	0.25

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
Individual self-study		Every student is supposed to work autonomously around 90 hours during the course.	90

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Modality	Name	Description	Hours
		<p>The student will carry out a substantial amount of work on his/her own (90 hours). The estimated workload is the following:</p> <ul style="list-style-type: none"> <li>-Individual study and reading: 2.1 ECTS (52 hours)</li> <li>-Completion of pre-assigned tasks: 0.6 ECTS (15 hours)</li> <li>- Campus Extens participation: 0,2 ECTS (5 hours)</li> <li>-Online tutorials (email): 0,1 ECTS (3 hours)</li> <li>-Group self-study Seminar and presentation</li> </ul> <p>Preparation. The preparation of seminars and presentations (if applicable) may be carried out in small groups. The estimated workload for each of the students involved will be 0.6 ECTS (15 hours)</p>	

### 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

All students are expected to attend both theoretical and practice sessions regularly, participate actively and hand in work when required, which will be duly corrected and commented on by the lecturer.

NB: Work will always be submitted in class on the scheduled day. Under no circumstances will the student rely on fellow classmates for the submission of original work. Students may safely expect to submit or complete the following assignments during the course. It is the student's duty to regularly check out the course's Aula Digital site to know when assignments or tasks are due.

Students will take the final exam in June. In order to pass the course the student must have at least obtained a PASS grade (5 or higher) in each area (reading, writing, listening, use of English and speaking). Consequently, should one or more 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 (UIBdigital). NB. All parts can be re-taken from 1 to 5 of July, should any of them be failed in early June

IMPORTANT: Students should note that:

- 3 serious lexical, grammatical and phonetic mistakes will automatically result in a FAIL grade.
- Plagiarism will always be penalised, in accordance with the UIB's current academic regulations, reproduced below:

Article 33. Fraus

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 menys valoració en la seva qualificació que pot suposar la qualificació de «suspens 0» a l'avaluació anual de l'assignatura.

2. En particular, es considera un frau:

a) En els exàmens o proves escrites, l'ús de qualsevol mitjà encaminat a facilitar les respostes.

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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).

-If a student fails to show up on the day and at the time established by the lecturer for the exams or midterm assignments, the grade for that exam or assignment will be 0 (zero), in case the student has presented more than 30% of the total assigned evaluation course tasks. Only if the student has presented 30% or less than 30% of the total assigned evaluation course tasks, will the grade be NP.

-Under no circumstances will the dates and times of the official exams be altered with the only exception of those cases contemplated by the University of the Balearic Islands' Reglament Acadèmic (Section 30).

### Frau en elements d'avaluació

In accordance with article 33 of Academic regulations, "regardless of the disciplinary procedure that may be followed against the offending student, the demonstrably fraudulent performance of any of the evaluation elements included in the teaching guides of the subjects will lead, at the discretion of the teacher, a undervaluation in the qualification that may involve the qualification of "suspense 0" in the annual evaluation of the subject".

### Use of English

Modality	Assessment
Technique	Objective tests ( <b>retrievable</b> )
Description	Please check next section for detail.
Assessment criteria	Students must have a sound knowledge of English at C1/C1+, as described by the Common European Framework of Reference for Languages.  Additionally, students must command grammar issues taught in "English Language VI" and "English Language VII" to pass this examination. Grammar and Use of English will be also essential to pass both Writing and Speaking papers.  A grid for assessment will be available in Aula Digital at the beginning of the semester with the requirements to pass this examination.

Final grade percentage: 30%with a minimum grade of 5

### Reading

Modality	Assessment
Technique	Objective tests ( <b>retrievable</b> )
Description	Please check next section for detail.
Assessment criteria	The two reading comprehension papers to be held on specific dates announced in Aula Digitaland calendarat the beginning of the semester. 45mins./ 5% each paper. Papers will consist of shorts answers, fill in the gaps and True/False exercises. (GG Sessions)

Final grade percentage: 10%with a minimum grade of 5

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### Listening

Modality	Assessment
Technique	Objective tests ( <b>retrievable</b> )
Description	Please check next section for detail.
Assessment criteria	The two listening comprehension papers to be held on specific dates announced in Aula Digitaland calendar at the beginning of the semester. 30 mins / 5% each paper. Papers will consist of shorts answers, arrange in order of appearance and True/False exercises. (GG Sessions)

Final grade percentage: 10%with a minimum grade of 5

### Writing

Modality	Assessment
Technique	Extended-response, discursive examinations ( <b>retrievable</b> )
Description	Please check next section for detail.
Assessment criteria	The two writing papers to be held on specific dates announced in Aula Digitaland chronogram at the beginning of the semester. 45 minutes / 15% each paper. Papers will consist of one writing task (300-350 w.). (GM Sessions)

A grid for assessment will be available on Aula Digitalat the beginning of the semester with the requirements needed to pass the Writing papers.The grid will take into account the following items in accordance to a proficiency level: Input identification of the writing task and format, register and formality, relevance of information provided, structure and layout, paragraphing, grammar functions, spelling errors and typos, punctuation, (specific) vocabulary, idioms and collocations in use, (complex) syntax, and other distinctive features (prepositional, phrasal verbs...)

3 gross mistakes in a writing paper will result in a fail.

Final grade percentage: 30%with a minimum grade of 5

### Speaking

Modality	Assessment
Technique	Oral tests ( <b>retrievable</b> )
Description	Please check next section for detail.
Assessment criteria	A grid for assessment will be available in Aula Digitalat the beginning of the semester with the requirements to pass this examination.

Spoken production will be assessed taking into account: cohesion, coherence, compensating and repairing strategies, content specificity and subthemes (argumentative skills), and spoken fluency at a proficient level. However, special attention will be paid to phonological, grammar and vocabulary issues.

3 gross errors in the student's performance will imply a straight fail mark.

Final grade percentage: 15%with a minimum grade of 5



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### Midterm Oral presentation

Modality	Assessment
Technique	Objective tests ( <b>non-retrievable</b> )
Description	Please check for detail in the next section
Assessment criteria	The Midterm presentation will consist in an academic presentation before a non-specialist yet intelligent audience.

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

### Resources, bibliography and additional documentation

#### Basic bibliography

Evans V. and J. Dooley 2014. Upstream Proficiency. Student's Book and Workbook. Berkshire: Express Publishing.

Evans, Virginia 2015. CPE Use of English. Newbury: Express Publishing.

Leech, Geoffrey and Svartvik, Jan 1994. A Communicative Grammar of English. Harlow: Longman.

Some compulsory materials will be made freely available through Aula Digital. It will be the student's responsibility to bring them to class when so instructed.

Additional materials will also be offered for autonomous work.

#### Complementary bibliography

Bywater, F. V. 1982:A Proficiency Course in English. With Key. London: Nelson ELT.

Cory, H. 1999: Advanced Writing with English in Use. Oxford: OUP.

Foley, Mark and Hall, Diane 2003:Advanced Learners' Grammar. Harlow: Longman.

Fowler, W. S. (with Bideleux, S. and Mackie, G.) 2003:Proficiency Writing Skills. London: New Editions ELT.

Gude, C. 1999:Advanced Listening and Speaking. Oxford: OUP.

Hewings, Martin 2009:Cambridge Grammar for CAE and Proficiency. With Answers.

Hewings, Martin 2005:Advanced Grammar in Use. Cambridge: CUP.

James, Linda and Smith, Olga 2007:Get Rid of your Accent. London: Business & Technical Communication Services LTD.

Mann, Malcolm and Taylore-Knowles, Steve 2008:Destination C1 & C2. London: MacMillan.

Mansfield, Francesca and Nuttall, Carol 2007:Proficiency Practice Tests. With Key. London: Thomson ELT.

McCarthy, Michael and O'Dell, Felicity 1998:English Idioms in Use. With Answers. Cambridge: CUP.

McCarthy, Michael and O'Dell, Felicity 2005:English Collocations in Use. With Answers. Cambridge: CUP.

McCarthy, Michael and O'Dell, Felicity 2008:Academic Vocabulary in Use. Cambridge: CUP.

McCarthy, Michael and O'Dell, Felicity 2013 [2007]:English Phrasal Verbs in Use Advanced. Cambridge: CUP.

Moore, Julie 2005:Common Mistakes at Proficiency... and How to Avoid Them. Cambridge: CUP.

Moore, Julie 2007:Common Mistakes at IELTS Advanced... and How to Avoid Them. Cambridge: CUP.

O'Connor, J. D. 1998 [1980]:Better English Pronunciation. Cambridge: CUP.

O'Dell, Felicity and McCarthy, Michael 2013 [2008]:English Collocations in Use Advanced. Cambridge: CUP.

Side, Richard and Wellman, Guy 2002:Grammar and Vocabulary for Cambridge Advanced and Proficiency. Harlow: Longman.

Stephens, Mary 2002:New Proficiency Writing. Longman Exam Skills. Harlow: Longman.

Swan, Michael 1995:Practical English Usage. Oxford: OUP.



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Swan, Michael and Walter, Catherine 1997:How English Works. A Grammar Practice Book with Answers. Oxford: OUP. Thompson, A. J. and Martinet, A. V. 1986: A Practical English Grammar. Exercises 1. Exercises 2. Oxford: OUP.

Thomas, B. J. 1999 [1995]:Advanced Vocabulary and Idiom. Revised edition. Harlow: Longman.

Thornbury, Scott 2004.Natural Grammar. The Keywords of English and How they Work. Oxford: OUP.

University of Cambridge 2013:Cambridge English Proficiency. Certificate of Proficiency in English (CPE) CEFR Level C2. Handbook for Teachers for Examinations from March 2013. Cambridge: CUP. [https://www.teachers.cambridgeesol.org/ts/digitalAssets/118211\\_Cambridge\\_English\\_Proficiency\\_\\_CPE\\_\\_Handbook\\_2013.pdf](https://www.teachers.cambridgeesol.org/ts/digitalAssets/118211_Cambridge_English_Proficiency__CPE__Handbook_2013.pdf)

Yule, George 2008 [2006]:Advanced Oxford Practice Grammar. Oxford: OUP.

### Other resources

Online dictionaries and related resources:

<http://oxforddictionaries.com/>

[www.cobuild.collins.co.uk](http://www.cobuild.collins.co.uk)

