



Academic year	2010-11
Subject	21800 - Comprehension and Interpretation of Academic Texts in the English Language
Group	Group 1, 2S, letters A-L
Teaching guide	D
Language	English

## Subject identification

<b>Subject</b>	21800 - Comprehension and Interpretation of Academic Texts in the English Language
<b>Credits</b>	2.4 attended (60 Hours) 3.6 non-attended (90 Hours) 6 total (150 Hours).
<b>Group</b>	Group 1, 2S, letters A-L(Campus Extens Experimental)
<b>Semester</b>	2nd semester
<b>Teaching language</b>	English

## Lecturers

Lecturers	Office hours for students					
	Start time	End time	Day	Start date	End date	Location
Aida Rosende Pérez <a href="mailto:aida.rosende@uib.es">aida.rosende@uib.es</a>	12:00h	14:00h	Wednesday	08/02/2011	30/06/2011	Ramón Llul 210

## Degrees where the subject is taught

Degree	Character	Course	Studies
Degree in Philosophy	Foundation courses	First course	Degreee
Degree in History	Foundation courses	First course	Degreee
Degree in Art History	Foundation courses	First course	Degreee
Degree in Catalan Language and Literature	Foundation courses	First course	Degreee
Degree in Spanish Language and Literature	Foundation courses	First course	Degreee
Degree in English Studies	Foundation courses	First course	Degreee

## Contextualisation

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





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course would be fundamental to the study of specific courses in the field of English Studies and all Arts and Humanities courses.

## Requirements

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### Essential

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 University of the Balearic Islands has a self-study language classroom (C 13) for students to use (for further information check the following link: [http://www.uib.es/servei/rrhh/formacio/2010/ad\\_noves\\_ed/c13.pdf](http://www.uib.es/servei/rrhh/formacio/2010/ad_noves_ed/c13.pdf)) and there are also English courses organised by *Department de Filologia Espanyola, Moderna i Llatina* and by the university's *Servei Lingüístic* (for further information check the following links: <http://www.uib.es/depart/dfe/curso/angles.html> and <http://www.uib.es/ca/infosobre/serveis/generals/slg/>)

## Skills

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### Specific

1. Ability to communicate in English both orally and in writing with fluidity, accuracy and complexity adequate to different contexts and situations.
2. Ability to interpret and produce academic documents related to their field of study.

### General

1. Ability to find and deal with information so as to enhance their learning process throughout their lives.
2. Ability to critically interpret, analyse, summarise and evaluate information.
3. Ability to autonomously analyse information.
4. Ability to relate and integrate information from different sources and disciplines and apply them for practical purposes.

## Content

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### Thematic content

INTRODUCTION. Academic English

To introduce students to the formal features of academic English.

PART ONE. Getting Started





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Unit 1. What is a text

- \* Text parts.
- \* Text types.
- \* Text purposes.
- \* Text structure.
- \* Revising connectors, academic vocabulary and grammar.

Unit 2. What is an academic text

- \* General overview of reviews and articles.
- \* Where to find academic texts: library sources and the internet.
- \* How to avoid plagiarism: quoting versus copying.
- \* Referencing conventions.
- \* Revising connectors, academic vocabulary and grammar.

**PART TWO. Reading Strategies**

Unit 1. Knowing how to read

- \* Scanning.
- \* Skimming.
- \* Browsing.
- \* Inferring.
- \* Revising connectors, academic vocabulary and grammar.

Unit 2. Summarising

- \* Diagrams.
- \* Paraphrasing.
- \* Taking notes.
- \* Revising connectors, academic vocabulary and grammar.

**PART 3. Analysing Academic Texts**

Unit 1. Theoretical concepts

- \* Basic parts of academic texts: introductions and conclusions.
- \* Specific formal features of reviews.
- \* Specific formal features of articles.
- \* Revising connectors, academic vocabulary and grammar.

Unit 2. Working with academic texts

- \* Critically analysing academic reviews.
- \* Critically analysing academic articles.
- \* Revising connectors, academic vocabulary and grammar.

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## **Teaching methodology**

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### Attended activities



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Type	Name	G. type	Description
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 stylistics features of academic written texts in English.
Practical classes	search and analysis of academic text in English	Medium group (M)	Activities to search for and critically analyse academic texts in English.
Assessment	searching skills	Medium group (M)	Compulsory attendance to one session throughout 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 both individually and/or in groups.  To attend the session it is essential that students prepare from material given prior to the lessons.  The session will be assessed. Students who fail the assignment or do not attend the session will not be allowed to resit.
Assessment	analysis and study of academic texts in English	Large group (G)	Compulsory attendance to two sessions throughout the course (the dates will be specified in the course timetable). In these sessions activities relating the comprehension and interpretation of academic texts in English will be carried out both individually and/or in groups.  In order to obtain 30% in textual analytical skills students have to pass BOTH assessments B and C individually. If a student fails to pass or does not sit one of the assessments she/he will have to resit these assessments in the exam, i.e. take both parts in the final exam ("part one" and "part two").  To attend these sessions it is essential that students prepare from material given prior to the lessons.  In order to be assessed students have to attend and pass BOTH sessions. Students not attending these sessions will be assessed on this material in the final exam.
Assessment	final exam	Large group (G)	Final exam where students have to show the skills and strategies developed during the course.

### Non-attended activities

Type	Name	Description
Individual self-study	revision activities	Reading strategies, vocabulary and grammar revision activities.
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.

### Workload estimate



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Type	Name	Hours	ECTS	%
<b>Attended activities</b>		<b>60</b>	<b>2.4</b>	<b>40</b>
Theory classes	theory lessons	20	0.8	13.33
Practical classes	search and analysis of academic text in English	30	1.2	20
Assessment	searching skills	2	0.08	1.33
Assessment	analysis and study of academic texts in English	4	0.16	2.67
Assessment	final exam	4	0.16	2.67
<b>Non-attended activities</b>		<b>90</b>	<b>3.6</b>	<b>60</b>
Individual self-study	revision activities	60	2.4	40
Group or individual self-study	self study	30	1.2	20
<b>Total</b>		<b>150</b>	<b>6</b>	<b>100</b>

At the beginning of the semester the subject schedule will be available to students through the UIBdigital platform. This schedule will at least include the dates for the continuous assessment exams and assignment deadlines. Furthermore, the lecturer will inform students as to whether the subject syllabus will be carried out according to the schedule or otherwise, including Campus Extens.

## Student learning assessment

Students will be continuously assessed throughout the course and **attendance is compulsory to three sessions** (the dates of these sessions will be specified in the course timetable). These sessions will include the following assessments:

- 1 **Assessment A: SEARCHING SKILLS:** test on students' ability to show their searching skills. 20% of the final mark. **This test CANNOT be resat in the final exam.**
- 2 **Assessment B and C: TEXTUAL ANALYTICAL SKILLS:** exercises on students' ability to reflect on comprehension and textual analytical skills. 30% of the final mark (15% each). **This part CAN be resat in the final exam.**
- 3 **Final exam: THEORETICAL AND PRACTICAL CONTENTS** 50% of the final mark.

Please note the following:

- \* Students will be able to resit assessment B and C in the final exam. However, assessment A cannot be resat in the final exam. This entails that students who fail the test or do not attend this session will only be able to obtain 80% of the subject's overall mark.
- \* In order to obtain 30% in textual analytical skills students have to pass BOTH assessments B and C individually. If a student fails to pass or does not sit one of the assessments she/he will have to resit these assessments in the exam, i.e. take both parts in the final exam ("part one" and "part two").
- \* The exam will be different for students who have passed assessments B and C throughout the course and those who have not sat them or have to resit them.
  - \* **The exam for those students who pass assessment B and C will include:**
    - \* PART ONE: consisting of a short-answer test on theoretical and practical contents studied during the course.
  - \* **The exam for those students who have not passed assessment B and C will include:**
    - \* PART ONE: as above.
    - \* PART TWO: in which students will have to demonstrate their comprehension and textual analytical skills (same skills tested in assessment B and C)





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- \* **Important:** in order to pass the subject and for the rest of the marks to be taken into account, it is compulsory for **ALL students to pass PART ONE of the final exam with at least a 5.**
- \* Regular attendance is highly recommended and regular participation in sessions can be positively taken into account in the final mark.

Finally, **remember** that Article 32 in the *Reglament Acadèmic* will be applied in cases of cheating, plagiarism, cyberplagiarism, or any other fraudulent practice in the process of assessment:

"Amb independència del procediment disciplinari que es pugui seguir contra l'estudiant infractor, la realització demostradorament 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."

### searching skills

Type	Assessment
Technique	Real or simulated task performance tests ( <b>Non-recoverable</b> )
Description	Compulsory attendance to one session throughout 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 both individually and/or in groups. To attend the session it is essential that students prepare from material given prior to the lessons. The session will be assessed. Students who fail the assignment or do not attend the session will not be allowed to resit.
Assessment criteria	Ability to reflect on the searching skills developed during the theoretical and practical sessions.

Final mark percentage: 20% for pathway A

### analysis and study of academic texts in English

Type	Assessment
Technique	Real or simulated task performance tests ( <b>Recoverable</b> )
Description	Compulsory attendance to two sessions throughout the course (the dates will be specified in the course timetable). In these sessions activities relating the comprehension and interpretation of academic texts in English will be carried out both individually and/or in groups. In order to obtain 30% in textual analytical skills students have to pass BOTH assessments B and C individually. If a student fails to pass or does not sit one of the assessments she/he will have to resit these assessments in the exam, i.e. take both parts in the final exam ("part one" and "part two"). To attend these sessions it is essential that students prepare from material given prior to the lessons. In order to be assessed students have to attend and pass BOTH sessions. Students not attending these sessions will be assessed on this material in the final exam.
Assessment criteria	Ability to solve problems related to the theoretical content and practical skills learned during the course.

Final mark percentage: 30% for pathway A





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### final exam

Type	Assessment
Technique	Objective tests ( <b>Recoverable</b> )
Description	Final exam where students have to show the skills and strategies developed during the course.
Assessment criteria	Ability to reflect on the comprehension and textual analytical skills developed during the theoretical and practical sessions.

Final mark percentage: 50% for pathway A

## Resources, bibliography and additional documentation

### Additional 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 EL INGLÉS

#### 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.
- \* 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.



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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, colección 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.

\* 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>





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<http://www.englishexercises.org>

