



Academic year	2014-15
Subject	21800 - Comprehension and Interpretation of Academic Texts in the English Language
Group	Group 3, 2S, GFIL
Teaching guide	A
Language	English

## Subject identification

<b>Subject</b>	21800 - Comprehension and Interpretation of Academic Texts in the English Language
<b>Credits</b>	2.4 de presencials (60 hours) 3.6 de no presencials (90 hours) 6 de totals (150 hours).
<b>Group</b>	Group 3, 2S, GFIL (Campus Extens)
<b>Teaching period</b>	2nd semester
<b>Teaching language</b>	English

## Professors

### Horari d'atenció als alumnes

Lecturers	Starting time	Finishing time	Day	Start date	Finish date	Office
Maria Magdalena Vázquez Amer <a href="mailto:magdalena.vazquez@uib.cat">magdalena.vazquez@uib.cat</a>						You need to book a date with the professor in order to attend a tutorial.

## 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 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





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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 has a self-study language classroom (C 13) for students to use. For further information check the following link: [http://rrhh.uib.es/digitalAssets/137/137294\\_aulaangl.pdf](http://rrhh.uib.es/digitalAssets/137/137294_aulaangl.pdf)

## Skills

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### 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

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### Theme content

#### INTRODUCTION. Academic English

To introduce students to the 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. Sources and references
  3. Choosing what to read





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4. Reading for research

PART TWO. Reading efficiently

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

- \* Introductions and conclusions
- \* Genre and the research paper

2. 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.

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.	22
Practical classes	Search and analysis of academic texts in English	Medium group (M)	Activities to search for and critically analyse academic texts in English	30
Assessment	Analysis of academic texts in English	Large group (G)	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	2





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Modality	Name	Typ. Grp.	Description	Hours
			<p>session it is essential that students prepare from material given prior to the lessons.</p> <p>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. Students who either fail or do not attend this practical session will be assessed again on this material on the official date marked for the final exam.</p>	
Assessment	Final exam	Large group (G)	<p>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.</p> <p>It is necessary to pass this final exam for the rest of the activities to be corrected (in the case of those students who resit the practical assessment two in June).</p> <p>If the final exam is failed in June, students can resit BOTH the final exam and the practical assessment two in July in order to pass the subject. Practical assessment one CANNOT be resit in July.</p>	4
Assessment	Reading strategies	Medium group (M)	<p>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.</p> <p>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.</p>	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

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 specified in the course timetable). These sessions will include 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 in the final exam.**

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 in the final exam.**

3. **Final exam.** Its mark will count 50% towards the subject final mark. The exam will be different for students who have passed assessment TWO during the course and those who have not and have to resit it:

\* The exam for those students who pass the practical assessment TWO will only have one part consisting on a short-answer test on theoretical and practical contents studied throughout the course.

\* The exam for those students who have not passed the practical assessment TWO during the course will have two parts: one part consisting on a short-answer test (the same as those students who have passed assessment TWO during the course) and another part in which they will have to demonstrate the same skills tested in the practical assessment TWO.

Please, note that students will be able to resit the practical assessment TWO. However, the **practical assessment ONE cannot be resat** in the final exam. This entails that **students who fail or do not attend this session will only be able to obtain 80% of the subject's overall mark.**

**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). 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 *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.

2. En particular, es considera un frau:





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- 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)"

### Analysis of academic texts in English

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Modality	Assessment
Technique	Real or simulated task performance tests ( <b>retrievable</b> )
Description	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. Students who either fail or do not attend this practical session will be assessed again on this material on the official date marked for the final exam.
Assessment criteria	Ability to solve problems related to the theoretical content and practical skills learned during the course.

Final grade percentage: 30%

### Final exam

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Modality	Assessment
Technique	Objective tests ( <b>retrievable</b> )
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. It is necessary to pass this final exam for the rest of the activities to be corrected (in the case of those students who resit the practical assessment two in June). If the final exam is failed in June, students can resit BOTH the final exam and the practical assessment two in July in order to pass the subject. Practical assessment one CANNOT be resit in July.
Assessment criteria	Ability to reflect on the comprehension and textual analytical skills developed during the course.

Final grade percentage: 50%

### Reading strategies

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Modality	Assessment
Technique	Real or simulated task performance tests ( <b>non-retrievable</b> )
Description	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%

## Resources, bibliography and additional documentation

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### Complementary bibliography

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GLENDINNING, E.H. & B.A. HOLMSTROM. 2000. *Study Reading*. Cambridge: CUP.  
PORTER, D. 2001. *Check Your English For Academic Purposes*. London: Peter Collin Publishing.





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- 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.

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, 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.





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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>

<http://www.englishexercises.org>

