

Syllabus Course description

Course title:	English for Social Work
Course year:	2nd
Semester:	1st
Course code:	53141
Degree:	Master in Innovation and Research for Social Work and Social Education (IRIS)
Scientific sector:	L-LIN/12
Lecturer:	Mastellotto Lynn
Module:	/
Lecturer other module:	/
Credits:	4
Total lecturing hours:	20
Total office hours:	12
Office hours:	See lecturer's website for day/time; additional meetings by appointment
Attendance:	according to the regulation
Teaching language:	English
Propaedeutic course:	none
Course description:	This course covers the specific academic language and communication skills in English required by students in the Master in Innovation and Research for Social Work and Social Education (IRIS) and in related professional contexts. The course aims to provide situated speaking and writing practice for the development of advanced competences in English for academic and specialist purposes.
Specific educational objectives:	Students will develop their productive competences (spoken and written) through tasks related to academic and professional communication. In particular, the course covers skills associated with speaking before academic and professional audiences, focusing on how to structure a presentation, on linguistic forms for effective oral communication, and on techniques for engaging an audience. In addition, students will learn how to write reports and proposals related to issues in the field of Social Work and Social Education following generic and stylistic conventions.
List of topics covered:	<ol style="list-style-type: none"> 1. Academic speaking – a three-minute thesis talk (3MT) <ul style="list-style-type: none"> • preparation & planning • organization and sequencing of ideas • presenting oneself & summarizing research • using academic language functions • engaging the audience • using visual aids (single slide) 2. Academic writing – a report/proposal <ul style="list-style-type: none"> • understanding audience and purpose • using a problem-solution organizational pattern • signposting language and discourse markers • making suggestions and recommendations • using hedgers and boosters in argumentation • understanding generic and stylistic conventions in academic writing
Teaching format:	Lecture, discussion, workshop – conducted through blended learning approach (in class & online – OLE)

<p>Learning outcomes:</p>	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> • know how to structure a short oral presentation (3MT) • understand the features associated with academic presentations • understand basic sentence and paragraph structure • understand the concept of register, particularly in relation to academic writing and speaking • know a range of discourse markers and 'signposting' language associated with academic English • know a range of vocabulary and grammar structures used in communication related to Social Work & Social Education <p>Applying knowledge and understanding</p> <ul style="list-style-type: none"> • be able to plan and deliver an oral presentation for an academic and professional audience • be able to write an effective report/proposal that follows the conventions associated with the text genre • be able to use an effective problem-solution approach in presenting an argument • be able to use a range of discourse markers and 'signposting' language associated with both written and spoken academic English • use linguistic forms for persuasion <p>Making judgements</p> <ul style="list-style-type: none"> • analyze meaning in spoken and written academic discourse • identify claims and counter-claims in argumentation • determine relevancy and strength of evidence in argumentation • select appropriate lexis and grammar forms for written and spoken texts • discern key points from supporting evidence when summarizing academic research • focus on form in spoken and written communication <p>Communication skills</p> <ul style="list-style-type: none"> • use soft skills (active listening, empathy, interpersonal dialogue) for effective communication • demonstrate cross-cultural awareness in communication • use verbal and non-verbal strategies when speaking • use English linguistic forms effectively in both spoken and written communication <p>Learning skills</p> <ul style="list-style-type: none"> • develop language awareness of correct English usage for academic communication • notice errors and be able to correct these in spoken and written texts • acquire the skills necessary to prepare an oral presentation and written proposal autonomously
<p>Assessment:</p>	<p>(1) Formative assessment (intermediary assignment) – 'My Research Story': students will produce an individual oral summary of their research project and record it as a video abstract following guidelines provided for 3MT.</p> <p>(2) Summative assessment (final written exam) – students will produce either a report or a proposal based on a question related to the field of social services. The text will follow a prescribed format analyzed in class.</p>
<p>Evaluation criteria and criteria for awarding marks:</p>	<p>Detailed marking rubrics will be made available during the course for both the formative assignment and the final exam. Evaluation criteria will include the ability to:</p> <ul style="list-style-type: none"> • Produce a spoken text that engages an audience; use concision to summarize research; use signposting language and discourse markers

	<p>for cohesion; present a logical sequence of ideas; use voice effectively; critically reflect on one's own accuracy in oral communication.</p> <ul style="list-style-type: none"> • Produce a written text that adheres to generic conventions for reports/proposals; use a problem-solution structure in writing; use academic register correctly; use signposting language and discourse markers for cohesion; use persuasive language effectively; critically reflect on one's own accuracy in written communication.
<p>Required readings:</p>	<ol style="list-style-type: none"> 1. The Three Minute Thesis in the Classroom by Heather Boldt (Michigan ELT series, Univ of Michigan Press, 2019) ISBN: 978-0-472-12669-9. 2. <i>Writing Skills for Social Workers</i> by Karen Healy and Joan Mulholland. (Social Work in Action series, 3rd edition, Sage, 2019) ISBN: 978-14-7396-915-5. <p><i>N.B. relevant chapters from both texts will be made available on OLE.</i></p>
<p>Supplementary readings:</p>	<p>Selected extracts from:</p> <ul style="list-style-type: none"> - <i>English for International Social Work</i> by Geraldine Ludbrook (Libreria Editrice Cafoscarina, 2011) ISBN 978-88-7543-302-4 https://iris.unive.it/retrieve/handle/10278/28702/23914/IntlSocialWork.pdf - <i>The Writer's Handbook: A Guide for Social Workers</i> by Dona J. Young et al. (2020) ISBN: 978-16-9513-149-1. - <i>English Communication for Social and Human Services: A Cultural-Linguistic Approach</i> by Mary Ellen Toffle (CELID, 2017) <p>These and other articles, case studies, podcasts and videos will be available on OLE.</p>