



Teaching Guide

Identifying Data					2014/15
Subject (*)	Lingua Inglesa 4	Code	613G03019		
Study programme	Grao en Inglés: Estudos Lingüísticos e Literarios				
Descriptors					
Cycle	Period	Year	Type	Credits	
Graduate	2nd four-month period	Second	Obligatoria	6	
Language	English				
Prerequisites					
Department	Filoxía Inglesa				
Coordinador	Nuñez Puente, Carolina	E-mail	c.nunez@udc.es		
Lecturers	Nuñez Puente, Carolina	E-mail	c.nunez@udc.es		
Web	www.udc.es				
General description	Esta materia amplía a formación básica na descrición da lingua inglesa e a teoría e práctica do inglés. O obxectivo xeral é chegar ao nivel C1 de CEF.				

Study programme competences

Code	Study programme competences

Learning outcomes

Subject competencies (Learning outcomes)	Study programme competences		
Reading skills: Be able to understand varied authentic texts from newspapers, magazines, fiction/non-fiction, promotional or commercial sources.			
Writing skills: Be capable of composing an article, longer essays, informative texts, proposals, complaints, reports, reviews.			
Listening skills: Be capable of listening to and understanding different kinds of authentic discourse; monologues, announcements, radio and TV broadcasts, speeches, talks, anecdotes, interacting speakers, interviews, discussions.			
Speaking skills: Be able to interact with native and non-native speakers; give information, express and justify opinions, make appropriate comments, agree/disagree with proposals, compare, describe and speculate. Students should show that they can communicate effectively, by giving full and extended responses to stimuli.			
Use of English: Be familiar with a wide range of general vocabulary, common phrases and collocations, shades of meaning, phrasal verbs, linking mechanisms, grammatical transformations.			

Contents

Topic	Sub-topic
-WRITING: How to write both an argumentative and a research paper in MLA style	What is the MLA style of writing? Style and register; formal and informal language; connotation and denotation; post-structuralism and the binary opposition; punctuation; the paragraph; connecting words and expressions; the essay (e.g. argumentative and research types); title; introduction; thesis statement (as different from topic); body; conclusion; (web and printed) sources of information; the list of works cited; in-text quotations; plagiarism; footnotes and endnotes
-READING: How to do a reading comprehension	What is critical thinking? Different levels of understanding of a text; grammar; vocabulary; structure; rhetorical figures; story and plot; themes; characterization; inference; deduction; analysis; scope; meanings and interpretation; conclusion making; etc.



-SPEAKING: How to speak in public; how to do an oral presentation; how to debate; how to behave in a job interview	Types of speeches; tips to fight stage fright; the use of pauses, intonation, and rhythm in speech; body language; cohesion and coherence; to convince and to persuade; etc. Class debates will be related to relevant topics as: art and literature, sexism, video games, body-appearance obsession, capitalism, homosexuality, etc. If there is time, I will accept student suggestions on other topics.
-GRAMMAR: Review and consolidation of important grammatical structures	Conditional sentences; the passive voice; past with present and/or future meanings; modal verbs; phrasal verbs; special noun-verb agreement; etc.
-LISTENING: Grammar-related and job-interview audiovisual recordings	The listening exercises will be related to the grammar seen in class. The students will also listen to many job interviews to practice for their listening and oral exams

Planning

Methodologies / tests	Ordinary class hours	Student?s personal work hours	Total hours
Guest lecture / keynote speech	25	25	50
Seminar	12	5	17
Supervised projects	4	8	12
Oral presentation	0.5	12	12.5
Workshop	25	25	50
Mixed objective/subjective test	2.5	4	6.5
Personalized attention	2	0	2

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

Methodologies	Description
Guest lecture / keynote speech	Oral presentation combined with the use of media, and the introduction of some questions to the students, in order to impart knowledge and facilitate learning. This session will be completed with guided discussions.
Seminar	Technique of group work that aims for the intensive study of a topic or reading. It is characterized by discussion, participation, preparation of documents and the conclusions that all the seminar members have to reach.
Supervised projects	Methodology designed to promote independent learning of students, under the guidance of the teacher, and in various (academic and professional) scenarios.
Oral presentation	Inherent in the teaching-learning methodology, this activity is based on oral participation through which students present their work.
Workshop	Training mode oriented to the application of learning in which you can combine various methodologies/tests (presentations, simulations, debates, problem solving, guided practice, etc.) through which students develop practical tasks.
Mixed objective/subjective test	Test integrating essay questions and objective-test questions. Essay questions can include open-response questions; objective-test questions can combine exercises of multiple-choice, classification, short answer, discrimination, fill-in-the-gaps and/or association.

Personalized attention

Methodologies	Description
Supervised projects	I am available to the students in my office during tutorial hours, as well as via phone and email.

Assessment

Methodologies	Description	Qualification
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Seminar	(MEDIUM GROUPS with coordinator): In part of these groups, we will do reading comprehensions of SHORT fiction TEXTS that will be posted on MOODLE. The students must READ the short texts in advance, as well as prepare the posted EXERCISES that will be corrected in class.	10
Mixed objective/subjective test	<p>The exam parts will be organized as follows:</p> <p>-READING (with coordinator): This part will consist of a reading comprehension of the LONGER MANDATORY READINGS, which will be on MOODLE, and which are different from the short fiction readings of the seminars. These LONGER READINGS will be explained in the large-group session the last day of class. EXAM DATE: May 28</p> <p>-WRITING (with coordinator): You will have to write an argumentative essay about a relevant topic set by the teacher, which will test both your MLA-writing and GRAMMAR skills. Hence, the essay must have: title, introduction, thesis statement, body, and conclusion. EXAM DATE: May 28</p> <p>-LISTENING (with language assistant): Multiple-choice test on a job-interview recording. EXAM DATE: approx. in early May (further details to be announced)</p> <p>-SPEAKING (with language assistant): Job interview. EXAM DATE: approx. in early June (further details TBA)</p>	50
Guest lecture / keynote speech	(LARGE GROUP with coordinator): The classes will consist of theory lessons, student debates, and student practice on speaking, writing, and grammar. Prior to the debates, students will have to read PIECES of news (or watch short CLIPS) about relevant topics which will be posted on MOODLE. Students will DEBATE upon these pieces; afterwards, they will organize into groups and WRITE down their opinions in an argumentative essay. To be coherent with your project (see below), I will introduce a FUN FACT in every class.	10
Oral presentation	<p>Students should do one group PROJECT between 5 and 10 people; the project will consist of inventing a PRODUCT or METHOD to enhance people's sense of HUMOUR and/or ENTHUSIASM. While presenting, students will NOT be allowed to read from any kind of notes. You will have to record and upload the VIDEO of the project and email the SCRIPT (both in Word and PDF formats) to the coordinator on a to-be-arranged deadline; the rest of the guidelines will be provided in class.</p> <p>The purpose of this activity is that you work together, practice your English and, hopefully, have some fun.</p>	10
Supervised projects	<p>There will be two assignments:</p> <p>(1) a CV (for the language assistant) and (2) a list of Works Cited in MLA style (for the coordinator).</p> <p>The guidelines to write both the CV and the Works Cited list will be provided in class. As for the list of Works Cited, it must contain a TOPIC chosen by the student and provide an MLA-style LIST of:</p> <p>-a book, a book chapter, a JSTOR article, a website, and an extra electronic source (e.g. YouTube interview) ABOUT THE CHOSEN TOPIC.</p>	10
Workshop	(MEDIUM AND SMALL GROUPS with language assistant): In part of the medium groups and in all the workshops, you will practice your speaking, listening, and grammar skills. Special attention will be placed on CVs and job interviews. You may be asked to do homework on materials available through MOODLE.	10
Others		

Assessment comments



___ In order to pass the course, you have to be graded with a 4 (over 10) in two parts described in the assessment table--which are the SUPERVISED PROJECTS and the EXAMS or TESTS--and at least a 5 (over 10) in the FINAL MARK.

___ Repeat students who wish to do the non-mandatory tasks (e.g. class participation) but cannot due to schedule conflicts must contact me at the beginning of the semester. Then, I will assign them other activities with which to make up for the non-mandatory tasks.

___ The submission dates of the supervised projects and the rest of the activities will be announced at the beginning of the semester and on the Moodle platform.

___ Assignments must be delivered in a timely manner. We will only accept delayed submissions exclusively if there is a duly justified cause (e.g. with a doctor's note).

___ The assignments showing signs of plagiarism will be qualified with a 0.

___ We will value students' extra voluntary work, which can be done in three ways: (1) writing one or two individual SHORT ARGUMENTATIVE PAPERS for the coordinator (240/250 words), (2) writing one individual RESEARCH PAPER for the coordinator (450/500 words), (3) participating individually or in a group in a TALENT SHOW to be held in the month of May with the coordinator and/or the language assistant (between 1 and 10 minutes per person and/or group)?details TBA. Such extra voluntary work will be worth up to a 10% which will be added to the final mark.

___ In case of workers' strike, if it were necessary, the teachers will provide the students with didactic material through Moodle. In case of students' strike, the teachers could ask the students to submit an assignment equivalent to the classwork they would do if they were in class.

___ Either in the first or the second opportunity, the students who do not come to the exam will be qualified as 'Did Not Sit'.

___ For the JULY opportunity, apart from the exam parts (50%) and the supervised projects (10%), the students will be able to do the non-mandatory tasks as follows: (large groups: 10%) writing summaries of lessons from the theory sessions and writing essays set by the teacher; (seminar: 10%) reading exercises similar to the ones from class; an individual oral presentation (10%); and exercises equivalent to the ones from the workshop (10%). I will post the details on Moodle in due time.

___ Those who are officially registered as part-time students, and have been granted permission not to attend classes, as stipulated in the regulations of this University, will be assessed in either of the opportunities according to the same criteria specified for the second opportunity.

Sources of information

Basic

Complementary

Recommendations



Subjects that it is recommended to have taken before
Subjects that are recommended to be taken simultaneously
Subjects that continue the syllabus
Other comments

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.