UNIVERSIDADE DA CORUÑA

Teaching Guide		
Identifying Data		**2015/16**
Subject (*)	Modelos e teorías lingüísticas e a súa aplicación á lingua inglesa	**Code**	613505007
Study programme	Mestrado Universitario en Estudos Ingleses Avanzados e as súas Aplicacións (2013)		

Descriptors				
Cycle	**Period**	**Year**	**Type**	**Credits**
Official Master's Degree	1st four-month period	First	Obligatoria	3
Language				
Teaching method	Face-to-face			
Prerequisites				
Department	Filoloxía Inglesa			
Coordinador	Crespo Garcia, Maria Begoña	E-mail	begona.crespo.garcia@udc.es	
Lecturers	Crespo Garcia, Maria Begoña	E-mail	begona.crespo.garcia@udc.es	
Web	www.imaes.eu/?page_id=31			
General description	Esta materia ofrece aos alumnos unha visión dos principais modelos lingüísticos e as suas metodoloxías.			

Study programme competences	
Code	**Study programme competences**

Learning outcomes	
Learning outcomes	**Study programme competences**
The subject aims to give students a grounding in breadth and depth in Linguistics, by exploring the central features of some of the principal theoretical frameworks, their methodologies, contested areas and uncontested results.	

Contents	
Topic	**Sub-topic**
1. Preliminaries	
2. Formal theoretical framworks	
3. Functional theoretical framworks	

Planning				
Methodologies / tests	**Competencies**	**Ordinary class hours**	**Student?s personal work hours**	**Total hours**
Workbook		0	25	25
Directed discussion		7	4	11
Introductory activities		3	3	6
ICT practicals		0	15	15
Collaborative learning		3	2	5
Mind mapping		1	5	6
Personalized attention		7	0	7
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	**Description**
Workbook	Students will read some basic articles that will allow them to carry out all the required tasks.
Directed discussion	Studants will be asked general questions to raise discussions in class. They will have to ground their arguments both in their readings and in the explanations provided in the lectures.

Introductory activities	Basing on their readings and lectures students woñ will have to answer some brief, general questions in class. Their participation will be taken into account for evaluation.
ICT practicals	Quizzes, reviews and other activities that will be uploaded to the UDC teaching plataform.
Collaborative learning	Students will prepare presentations about particular aspects of each unit . Such presentations will be carried out in groups.
Mind mapping	All along the course students will build a mind map using an electronic tool. Such mind map will be anded in to the teacher as a PDF file at the end.

Personalized attention	
Methodologies	**Description**
Directed discussion Introductory activities ICT practicals	All activities requiring personalised attention will be monitored by the teacher both iun her office hours, thorugh the teaching platform or by e-mail.

Assessment			
Methodologies	**Competencies**	**Description**	**Qualification**
Mind mapping			20
Directed discussion			10
ICT practicals		Course assigments (both oral and written)	70

Assessment comments
Activeparticipation in class: 10% Course assignments (these may include both written and oral presentations): 70% Mind map/Short answer test: 20%

Sources of information	
Basic	Benson, James D., Michael J. Cummings, William S. Greaves, eds. 1988. Linguistics in a Systemic Perspective. Amsterdam: John Benjamins. Brown, Keith, ed. 2006. The Encyclopedia of Language and Linguistics, 2nd ed. Oxford: Elsevier. Butler, Christopher S. 2006. "Functionalist theories of language". In Keith Brown, ed. The Encyclopedia of Language and Linguistics, Vol. 4: 696-704. Cook, Vivian J. & Mark Newson. 2007 [1996]. Chomsky's Universal Grammar. An introduction. Oxford: Wiley-Blackwell. Croft, William & D. Alan Cruse. 2004. Cognitive Linguistics. Cambridge: Cambridge University Press. Evans, Vyvyan & Melanie Green. 2006. Cognitive Linguistics. An introduction. Edinburgh: Edinburgh University Press. Goldberg, Adele E. 1995. Constructions: A construction grammar approach to argument structure. Chicago: University of Chicago Press. Ibarretxe-Antuñano, Iraide & Javier Valenzuela, eds. 2012. Lingüística Cognitiva. Barcelona: Anthropos. Kager, René. 1999. Optimality Theory. Cambridge: Cambridge University Press. McCarthy, John J. 2002. A Thematic Guide to Optimality Theory. Cambridge: Cambridge University Press. Langacker, Ronald W. 2008. Cognitive Grammar. A basic introduction. Oxford: Oxford University Press. Taylor, John R. 2002. Cognitive Grammar. Oxford: Oxford University Press.
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