UNIVERSIDADE DA CORUÑA

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Teaching Guide

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Identifying Data				2015/16
Subject (*)	Técnicas de Redacción en Inglés		**Code**	613G02030
Study programme	Grao en Galego e Portugués: Estudos Lingüísticos e Literarios			
Descriptors				
Cycle	**Period**	**Year**	**Type**	**Credits**
Graduate	1st four-month period	Third	Optativa	4.5
Language	SpanishGalicianEnglish			
Teaching method	Face-to-face			
Prerequisites				
Department	Filoloxía Inglesa			
Coordinador	Cancelo Lopez, Pablo		**E-mail**	pablo.cancelo2@udc.es
Lecturers	Cancelo Lopez, Pablo		**E-mail**	pablo.cancelo2@udc.es
Web	www.pcudc.es			
General description	Study of the techniques for writing texts in English.			

Study programme competences	
Code	**Study programme competences**
A2	Saber analizar e comentar textos e discursos literarios e non literarios utilizando apropiadamente as técnicas de análise textual.
A6	Ter un dominio instrumental avanzado oral e escrito da lingua inglesa.
A8	Ter dominio instrumental oral e escrito dunha segunda lingua estranxeira.
A9	Elaborar textos orais e escritos de diferente tipo en lingua galega, española e inglesa.
A10	Ter capacidade para avaliar criticamente o estilo dun texto e para formular propostas alternativas e correccións.
A11	Ter capacidade para avaliar, analizar e sintetizar criticamente información especializada.
A15	Ser capaz de aplicar os coñecementos lingüísticos e literarios á práctica.
B1	Utilizar os recursos bibliográficos, as bases de datos e as ferramentas de busca de información.
B3	Adquirir capacidade de autoformación.
B4	Ser capaz de comunicarse de maneira efectiva en calquera contorno.
B6	Ter capacidade de organizar o traballo, planificar e xestionar o tempo e resolver problemas de forma efectiva.
B7	Ter capacidade de análise e síntese, de valorar criticamente o coñecemento e de exercer o pensamento crítico.
B8	Apreciar a diversidade.
B10	Comportarse con ética e responsabilidade social como cidadán/á e profesional.
C1	Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.
C2	Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.
C3	Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.
C7	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.

Learning outcomes			
Learning outcomes	**Study programme competences**		
To describe people in terms of physical appearance, personality, behaviour (with justification /examples) life/lifestyle/beliefs, comments/feelings about the person.	A2 A6	B1 B4	C2
To describe places and buildings in terms of names, population, general features and particular details, surroundings, location, reason for visiting, sights, free-time activities, and recommendations, provide explanation, justification, examples and comments and feelings about the place.	A6 A8	B4 B7 B10	C2 C3 C7
To understand descriptions and describe objects in terms of size, weight, age, shape, pattern, colour, origin, material, special characteristics and reasons for being special	A6 A8 A10	B4	C2

To describe festivals, events and ceremonies in terms of date, reason, preparations rehearsals, customes, food, atmosphere, activities, actual day and feelings.	A6 A8 A11	B4 B6 B8 B10	C1
To present a connected series of events, either imaginary of based on your own experience, in a vivid descriptive style, including thoughts, reactions of the main characters, describing the actions as if it would be seen through their eyes.	A8 A15	B4 B8 B10	C2
Write a discursive essay of the type for and against presenting both sides of an issue, discussing points in favour of a particular topic as well as those against it, or the advantages and disadvantages of a particular question. Each point should be supported by justifications, examples and reasons.	A6 A8	B4 B8	C2
Present the writer's point of view concerning a topic, clearly stated and supported by reasons and exaples. The opposing viewpoint and reason should be included in a separate paragraph before the closing one together with an argument that shows that it is an unconvincing viewpoint. The writer's opinion should be included in the introduction and conclusion.	A6 A9	B3 B4 B8	C2 C7

Contents	
Topic	**Sub-topic**
Describing people in terms of physical appearance, personality and behaviour, life, lifestyle and beliefs	Points to consider: Language and vocabulary Organization of information Linking words and structures
Describing places and buildings in terms of location, reasons for visiting, sights, free-time activities and recommedations	Organize and structure information Useful language: Explaining impressions Making comparisons Location verbs and prepositions Characteristics of formal and informal style Expressing impressions & reactions
Describing Objects in terms of size, weight, age, shape, pattern, colour, origin, material, special characteristics, reasons for being special. Describing festivals, events and ceremonies	Useful language and expressions
Discursive essays. Opinion essays. Essays suggesting solutions to problems.	For and against, Opinion essays Essays suggesting solutions to problems Useful expressions for giving opinions Formal style Beginning and ending discursive essays Useful tips for discursive essays Useful expressions and linking words/phrases
Ensaios discursivos. Ensaios de opinión. Ensaios suxerindo solucións aos problemas.	A favor e en contra, ensaios de opinión Ensaios suxerindo solucións aos problemas Expresións útiles para dar opinións estilo formal Comezando e rematando ensaios discursivas Consellos útiles para ensaios discursivas Expresións útiles e que ligan palabras / frases

Planning				
Methodologies / tests	**Competencies**	**Ordinary class hours**	**Student?s personal work hours**	**Total hours**

Workbook	A6 A8 B1 B8 B10 C1	10	30	40
Long answer / essay questions	A9 B4 C3	6	10	16
Document analysis	A2 A10	5	3	8
Glossary	A15 A11 B3 C3	3	2	5
Mind mapping	A10 A11 B7 C3	3	3	6
Guest lecture / keynote speech	B4 B6 C2 C3 C7	6	29.5	35.5
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**
Workbook	based on the principle that real education consists of the cumulative and unending acquisition, combination and reordering of learning experiences.
Long answer / essay questions	Combination of theory and practice leading to a test which consists of giving solutions to a real problem
Document analysis	Documentary work involves reading written material (it helps to scan the documents onto a computer and use a qualitative analysis package).
Glossary	a list of terms in a special subject, field, or area of usage, with accompanying definitions. such a list at the back of a book, explaining or defining difficult or unusual words and expressions used in the text.
Mind mapping	Diagrams used to visually organise information often created around a single concept, drawn as an image in the center of a blank
Guest lecture / keynote speech	Acquisition of the basic contents of the subject, prior to the practical sessions.

Personalized attention	
Methodologies	**Description**
Guest lecture / keynote speech Workbook Long answer / essay questions Document analysis	Each student will be taken care of individually, both in the classroom and in the tutorial hours, this alternative can be extended to other systems according to the needs of students.

Assessment			
Methodologies	**Competencies**	**Description**	**Qualification**
Workbook	A6 A8 B1 B8 B10 C1	The practices of this material is developed in the classroom and will be assessed by practical exercises to be submitted for evaluation.	50
Long answer / essay questions	A9 B4 C3	For the final assessment, a test consisting of facing and solving classroom exercises that are entrusted in accordance to the program content will have to be submitted by the students.	50

Assessment comments

For assessment purposes, the following criteria will apply:

The written test (50%)

From the writings and presentation work in the classroom (30%)

By class participation (10%)

By analyzing competences (10%)

Students who do not pass first chance or 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	- Virginia Evans (2002). Successful Writing. Express Publishing
	Evans, Virginia (2002) Successful Writing. Newbury. Express Publishing.Evans, Virginia (2002) Successful Writing. Newbury. Express Publishing.
Complementary	

Recommendations
Subjects that it is recommended to have taken before
Inglés Científico-Técnico/613G03028
Subjects that are recommended to be taken simultaneously
Tecnoloxías da Información e da Comunicación/613G02007
Técnicas de Redacción en Inglés/613G02030
Subjects that continue the syllabus
Técnicas de Tradución/613G02018
Other comments
La enseñanza a impartir se transmite por medio de clases muy participativas con la entrega de diverso material que permite al alumno obtener una visión general de la utilización de documentos relacionados con el comercio, relaciones internacionales, la Administración, actividades administrativas, mercantiles y civiles en el uso cotidiano compaginando teoría con práctica.