



## Teaching Guide

Identifying Data				2016/17	
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, costumes, food, atmosphere, activities, actual day and feelings.	A6 A8 A11	B4 B6 B8 B10	C1
To present a connected series of events, either imaginary or 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 examples. 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 recommendations	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
Ensaio discursivo. Ensaio de opinión. Ensaio suxerindo solucións aos problemas.	A favor e en contra, ensaios de opinión Ensaio suxerindo solucións aos problemas Expresións útiles para dar opinións estilo formal Comezando e rematando ensaios discursivos Consellos útiles para ensaios discursivos Expresións útiles e que ligan palabras / frases

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



Collaborative learning	A6 A8 A9 B1 B8 B10 C1 C2	10	30	40
Long answer / essay questions	A9 B4 C3	6	10	16
Document analysis	A2 A10	5	3	8
Glossary	A11 A15 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
Collaborative learning	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 Collaborative learning 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
Collaborative learning	A6 A8 A9 B1 B8 B10 C1 C2	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%) = Long answer /essay and questions

Collaborative learning, 50%. (30%,= class participation, 20% = exercises in classroom)

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 by means of a written test scoring 50% and an oral examination scoring the other 50% of the total score.

#### Sources of information

<b>Basic</b>	- Virginia Evans (2002). Successful Writing. Express Publishing Evans, Virginia (2002) Successful Writing. Newbury. Express Publishing. Evans, Virginia (2002) Successful Writing. Newbury. Express Publishing.
<b>Complementary</b>	

#### 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

&nbsp; 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.

(\*)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.