



| Teaching Guide      |   |        |                              |           |
|---------------------|---|--------|------------------------------|-----------|
| Identifying Data    |   |        |                              | 2016/17   |
| Subject (*)         | Cuestións de Lingua Inglesa   |        | Code                         | 613G03031 |
| Study programme     | Grao en Inglés: Estudos Lingüísticos e Literarios   |        |                              |           |
| Descriptors         |   |        |                              |           |
| Cycle               | Period  | Year   | Type                         | Credits   |
| Graduate            | 2nd four-month period   | Third  | Optativa                     | 4.5       |
| Language            | English   |        |                              |           |
| Teaching method     | Face-to-face  |        |                              |           |
| Prerequisites       |   |        |                              |           |
| Department          | Filoloxía Inglesa   |        |                              |           |
| Coordinador         | Perez Janeiro, Purificacion   | E-mail | purificacion.pjaneiro@udc.es |           |
| Lecturers           | Perez Janeiro, Purificacion   | E-mail | purificacion.pjaneiro@udc.es |           |
| Web                 |   |        |                              |           |
| General description | The English language is in a continuous state of variation across time. New words are needed in the vocabulary to refer to new things or concepts, while other words are dropped. |        |                              |           |

| Study programme competences / results |   |
|---------------------------------------|---|
| Code                                  | Study programme competences / results   |
| A1                                    | Coñecer e aplicar os métodos e as técnicas de análise lingüística e literaria.  |
| A3                                    | Coñecer as correntes teóricas da lingüística e da ciencia literaria.  |
| A6                                    | Ter un dominio instrumental avanzado oral e escrito da lingua inglesa.  |
| A11                                   | Ter capacidade para avaliar, analizar e sintetizar criticamente información especializada.  |
| A17                                   | Coñecer a historia e a cultura das comunidades anglófonas.  |
| A18                                   | Dominar a gramática da lingua inglesa.  |
| A19                                   | Coñecer a situación sociolingüística da lingua inglesa.   |
| A20                                   | Coñecer a variación lingüística da lingua inglesa.  |
| A21                                   | Coñecer a evolución histórica externa e interna da lingua inglesa.  |
| B1                                    | Utilizar os recursos bibliográficos, as bases de datos e as ferramentas de busca de información.  |
| B2                                    | Manexar ferramentas, programas e aplicacións informáticas específicas.  |
| B3                                    | Adquirir capacidade de autoformación.   |
| B5                                    | Relacionar os coñecementos cos doutras áreas e disciplinas.   |
| 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.   |
| B9                                    | Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade. |

| Learning outcomes  |     |                                       |  |
|--|-----|---------------------------------------|--|
| Learning outcomes  |     | Study programme competences / results |  |
| To know the variation of the English language.                 | A20 | B1<br>B2                              |  |
| To know the methods of linguistic and literary analysis        | A1  |                                       |  |
| To know the recent theory of linguistics and literary analysis | A3  |                                       |  |
| To have an advanced use of the English language                | A6  |                                       |  |
| To be able to analyse and synthesize information               | A11 |                                       |  |
| To know the culture of English communities                     | A17 |                                       |  |
| To have an advanced knowledge of English Grammar               | A18 |                                       |  |



|   |     |    |  |
|---|-----|----|--|
| To know the sociolinguistic panorama of the English language                      | A19 |    |  |
| To know the historical evolution of English                                       | A21 |    |  |
| To be able to understand ideas from other disciplines                             |     | B5 |  |
| To organize and plan the time needed to perform a given task                      |     | B6 |  |
| To use critically all the information and knowledge                               |     | B7 |  |
| To understand and value diversity and difference                                  |     | B8 |  |
| valorar a importancia da investigación e desenvolvemento tecnolóxico na sociedade |     | B9 |  |
| Capacidade de autoformación   |     | B3 |  |

| Contents   |  |
|--|--|
| Topic  | Sub-topic  |
| 1The importance of register in English. Englishness<br>Involvement and detachment in discourse | Narrative mode versus non narrative mode   |
| 2. Shaping a text. Paragraph formation Punctuation.<br>Linguistic cohesion.                    | Improving grammar .Links.<br>Condition, modality and indirect speech.  |
| 3. Combination with/within words. Aspects of vocabulary  | Basic word formation. Confusing Words. Homophones.   |
| 4. Debates and discussions. Levels of agreement and disagreement                               | Linguistic tools. Oral/written English   |
| 5. Citing and quoting. Plagiarism  | Methods: MLA, Harvard, Chicago, Vancouver.   |
| 6. Practical use of English in different linguistic contexts.                                  | Idioms from different semantic fields. Phrasal verbs. Descriptions. Correct choice of words in social and personal relationships |

| Planning                       |                          |                                      |                               |             |
|--------------------------------|--------------------------|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests          | Competencies / Results   | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| Objective test                 | A20                      | 5                                    | 15                            | 20          |
| Supervised projects            | A1 A3 A11 B3 B5 B6<br>B7 | 2.5                                  | 17                            | 19.5        |
| Oral presentation              | A6 A18                   | 4                                    | 10                            | 14          |
| Guest lecture / keynote speech | A19 A21 B1 B8 B9         | 20                                   | 10                            | 30          |
| Case study                     | A17 B2                   | 15                                   | 10                            | 25          |
| Personalized attention         |                          | 4                                    | 0                             | 4           |

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

| Methodologies                  |   |
|--------------------------------|---|
| Methodologies                  | Description   |
| Objective test                 | Questions chosen from the primary texts                                   |
| Supervised projects            | Writing of essays in English in response to reading of primary texts      |
| Oral presentation              | Oral presentation of the writing essays in class                          |
| Guest lecture / keynote speech | Teacher-guided discussion and debate of primary texts and their problems. |
| Case study                     | Critical reading and analysis of primary texts in class.                  |

| Personalized attention |             |
|------------------------|-------------|
| Methodologies          | Description |



|                     |  |
|---------------------|--|
| Oral presentation   | Questions chosen from the primary texts. Practical exercises               |
| Case study          |  |
| Objective test      | Teacher-guided discussion and debate of texts and their problems           |
| Supervised projects | Writing of two essays in English about the topics studied in the classroom |
|                     | Oral presentation of the writing essays in class.                          |
|                     | Class participation in discussion of texts                                 |

| Assessment          |                        |  |               |
|---------------------|------------------------|--|---------------|
| Methodologies       | Competencies / Results | Description  | Qualification |
| Oral presentation   | A6 A18                 | Oral presentation of the two writing essays in class                     | 10            |
| Case study          | A17 B2                 | Critical reading and analysis of primary texts in class                  | 20            |
| Objective test      | A20                    | Questions chosen from the primary texts                                  | 50            |
| Supervised projects | A1 A3 A11 B3 B5 B6 B7  | Writing of two essays in English in response to reading of primary texts | 20            |
| Others              |                        |  |               |

| Assessment comments  |
|--|
| <p>Class discussion of texts with short written exercises will be worth 20% of the final grade.</p> <p>Essays will be 20% of the final grade. Oral presentation of the two writing essays will be worth 10% of the final grade.</p> <p>All evaluated work must score at least 4/10. You must do at least 50% of the work required to be eligible for a final grade</p> <p>A final exam, objective test, covering all course work will be 50% of your final grade.</p> <p>If you fail to pass either the final exam, the essays, your oral presentation or the written exercises, these parts must be repeated in the July exam.</p> <p>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 (July).</p> <p>Students sitting the December exam (final exam brought forward) will be assessed according to the criteria specified for the July opportunity.</p> |

| Sources of information |   |
|------------------------|---|
| Basic                  | <ul style="list-style-type: none"> <li>- Hogg, R.M. et al. (1992). The Cambridge History of the English language. Cambridge: CUP</li> <li>- Georgakopoulou, A. &amp; D. Goutsos (2004). Discourse Analysis. Edinburgh: Edinburgh U.P.</li> <li>- Kathleen Mc Millan &amp; J. Weyers (2011). How to Write Essays and Assignments. Harlow: Pearson</li> <li>- Watcyn-Jones, K. and Mark Farrell (2002). Test your Vocabulary 5. Harlow: Pearson</li> <li>- Masthrie, R. et al. (2013). Introducing Sociolinguistics. Edinburgh: Edinburgh U.P.</li> <li>- Driscoll, L. (2005). Vocabulary in Practice 6. Cambridge: CUP</li> <li>- Hughes, J. (2008). Language Leader Workbook. Harlow: Pearson</li> <li>- Brown, G.D. &amp; Sally Rice (2007). Professional English in Use. Law. Cambridge: CUP</li> <li>- Remacha Esteras, S. &amp; E. Marco Fabr  (2007). Professional English in Use. Computers and the internet. Cambridge: CUP</li> <li>- Mascull, B. (2002). Business Vocabulary in Use. Cambridge: CUP</li> <li>- www.informationliteracygroup.org.uk ( ). .</li> </ul> |
| 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.