



Teaching Guide

| Identifying Data | | | | | 2017/18 |
|----------------------------|---|---------------|-----------------------------|----------------|---------|
| Subject (*) | Models and theories in English Linguistics | 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 | English | | | | |
| Teaching method | Face-to-face | | | | |
| Prerequisites | | | | | |
| Department | Letras | | | | |
| Coordinador | Crespo Garcia, María 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 | 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, as also their application to English. | | | | |

Study programme competences

| Code | Study programme competences |
|------|--|
| A1 | E01 ? Familiarity with the main research models in linguistic research. |
| A2 | E02 ? Familiarity with the main resources, tools and methodologies in linguistic research. |
| B1 | CB6 ? Students should have the knowledge and understanding necessary to provide a basis or opportunity for originality in the development and/or application of ideas, often in a research context. |
| B2 | CB7 - Students should be able to apply the knowledge acquired and a problem-solving capacity to new or lesser known areas within wider contexts (or multidisciplinary contexts) related to the study area. |
| B4 | CB9 ? Students must be able to communicate their conclusions, as well as the knowledge and reasoning behind them, to both specialized and general audiences in a clear and unambiguous way |
| B5 | CB10 ? Students should have the necessary learning skills to allow them to continue studying in a largely autonomous manner. |
| B6 | G01 ?The capacity to delve into those concepts, principles, theories or models related with the different fields of English Studies is a necessary skill, as is the ability to solve specific problems in a particular field of study via appropriate methodology. |
| B7 | G02 ? Students must be capable of applying the knowledge acquired in the multidisciplinary and multifaceted area of English Studies |
| B8 | G03 ? An efficient use of new information technology and communication in English Studies is a necessary skill. |
| B9 | G04 ? Students must be able to publicly present their ideas, reports or experiences, as well as give informed opinions based on criteria, external norms or personal reflection. All of this implies having sufficient command of both oral and written academic and scientific language |
| B10 | G05 ? Skills related to research and the handling of new knowledge and information in the context of English Studies are to be acquired by students |
| B11 | G06 ? Students should be able to develop a critical sense in order to assess the relevance of both existing research in the fields of English Studies, and their own research. |
| B12 | G07 ?Linguistic competence (C2 level) in oral and written English must be developed and consolidated. |
| B13 | G08 ? Students should become progressively autonomous in the learning process, and in the search for appropriate resources and information, via the use of bibliographic and documentary sources related to English Studies. |
| B14 | G09 ? Students are expected to be able to carry out research projects of an academic nature in the different fields of English Studies |
| B15 | G10 ? The ability to present and defend a research project using adequate terminology and resources appropriate to the field of study is a skill which should be acquired. |

Learning outcomes

| Learning outcomes | Study programme competences |
|-------------------|-----------------------------|
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|---|-----|------|--|
| 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, as also their application to English. | AR1 | BR1 | |
| | AR2 | BR2 | |
| | | BR4 | |
| | | BR5 | |
| | | BR6 | |
| | | BR7 | |
| | | BR8 | |
| | | BR9 | |
| | | BR10 | |
| | | BR11 | |
| | | BR12 | |
| | | BR13 | |
| | | BR14 | |
| | | BR15 | |
| | | AR1 | |
| | AR2 | | |

| Contents | |
|---|-----------|
| Topic | Sub-topic |
| 1. Preliminaries | |
| 2. Formal theoretical frameworks | |
| 3. Functional, cognitive and construction grammar models. | |

| Planning | | | | |
|-------------------------|------------------|----------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies | Ordinary class hours | Student?s personal work hours | Total hours |
| Workbook | A1 A2 | 0 | 25 | 25 |
| Directed discussion | B2 B6 B9 B11 | 7 | 4 | 11 |
| Introductory activities | B10 | 3 | 3 | 6 |
| ICT practicals | B5 B8 B14 | 0 | 15 | 15 |
| Collaborative learning | B1 B4 B7 B12 B13 | 3 | 2 | 5 |
| Mind mapping | B15 | 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 | Students 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 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 platform. |
| 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 handed in to the teacher as a PDF file at the end. |

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



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| Directed discussion Introductory activities ICT practicals | All activities requiring personalised attention will be monitored by the teacher both in her office hours, through the teaching platform or by e-mail. |
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| Assessment | | | |
|---------------------|--------------|---|---------------|
| Methodologies | Competencies | Description | Qualification |
| Mind mapping | B15 | Deseño gráfico dos conceptos máis importantes e a súa vinculación. | 20 |
| Directed discussion | B2 B6 B9 B11 | Debates na aula e resposta a preguntas sobre aspectos concretos da materia. | 10 |
| ICT practicals | B5 B8 B14 | Course assignments (both oral and written) | 70 |

| Assessment comments |
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| Sources of information | |
|------------------------|--|
| Basic | <p>- (). .</p> <p>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.</p> |
| Complementary | |

| Recommendations |
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| Subjects that it is recommended to have taken before |
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| Subjects that are recommended to be taken simultaneously |
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| Subjects that continue the syllabus |
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| Other comments |
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(*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.