UNIVERSIDADE DA CORUÑA

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, 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	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 / results	
Code	**Study programme competences / results**
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 / results		
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 AR2	BR1 BR2 BR4 BR5 BR6 BR7 BR8 BR9 BR10 BR11 BR12 BR13 BR14 BR15	
	AR1 AR2		

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

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	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	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 woññ 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 presentañons 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 in her office hours, thorugh the teaching platform or by e-mail.

Assessment			
Methodologies	**Competencies / Results**	**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 assigments (both oral and written)	70

Assessment comments

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