UNIVERSIDADE DA CORUÑA

Teaching Guide				
Identifying Data			**2019/20**	
Subject (*)	Models and theories in English Linguistics		**Code**	613505105
Study programme	Mestrado Universitario en Estudos Ingleses Avanzados e as súas Aplicacións (2019)			
Descriptors				
Cycle	**Period**	**Year**	**Type**	**Credits**
Official Master's Degree	1st four-month period	First	Obligatory	4.5
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	https://www.udc.es/grupos/muste/			
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.
A4	E04 ? Familiarity with cognition and processing studies within the scope of research into English linguistics.
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
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

Learning outcomes			
Learning outcomes		**Study programme competences / results**	
			BR6
			BR7
			BR9
			BR10
	AR1		
	AR4		

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

1. Introdución
2. Marcos teóricos Formais
3. Marcos teóricos funcionais, cognitivos e de gramática constructivista.

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Workbook	A4 A1	0	36.5	36.5
Mind mapping	B7	0	9	9
ICT practicals	A1 B6 B7	15	5	20
Oral presentation	B9	1	9	10
Short answer questions	A4 A1 B10	1	9	10
Objective test	A1 A4 B6 B7	2	22	24
Introductory activities	B6	1	0	1
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	Readings about different linguistic models.
Mind mapping	Creation of a mind map of the whole course content incuding movemnets, authors, concepts, characteristics, etc.
ICT practicals	Different tasks such as exercises, searching for information, etc.
Oral presentation	About one of the proposed models.
Short answer questions	At the middle of the course, about the contents already presented.
Objective test	Final test about the whole course contents.
Introductory activities	Ice-breaking activities.

Personalized attention	
Methodologies	Description
Mind mapping	Individual tutorials to make sure the student understands how to do it.

Assessment			
Methodologies	Competencies / Results	Description	Qualification
Mind mapping	B7	Elaboración do mapa mental da asignatura contendo conceptos, datas, movementos e nomes de autores.	20
Objective test	A1 A4 B6 B7	Realización dunha proba mixta con preguntas de resposta breve e non tan breve.	50
Short answer questions	A4 A1 B10	Test de coñecemento na metade do curso.	15
Oral presentation	B9	Presentación na aula dun determinado modelo lingüístico.	15

Assessment comments

Attendance

to class is compulsory.

Assessment in July: written

examination (100%)

In all other cases (students unable to attend

classes, students retaking the course, etc.): assessment will be based on a

final written examination (= 100%).

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.

Part-time students who have been granted a "dispensa académica" must contact the teacher at the beginning of the semester in order to design the necessary changes and adjustments relating to the different activities to be carried out along the academic year.

LINGUISTIC ACCURACY

Both the theoretical and practical examination must meet the minimum requirements of linguistic correctness (spelling and grammar, punctuation, syntax concordance, lexical precision, or formal register). The level in English language expected of students is equivalent to a C1 level. Deficiencies in this area will be penalized in qualifying.

Essays and written work may be tested through Turnitin in order to detect wrong citations, plagiarism or any other type of fraud. Should this occur, the rules for plagiarism will be applied. (Normasde avaliación, revisión e reclamación das cualificacións dos estudos de grao emestrado universitario). Turnitin recognises papers previously turned in by other people (or the student him/herself) at this university or other universities, as well as other material found on Internet.

Sources of information	
Basic	Archangeli, Diana. 1997. ?Optimality Theory: An introduction to linguistics in the 1990's?. In Diana Archangeli & D. Terence Langendoen, eds. Optimality Theory: An overview. Oxford: Blackwell, 1-32.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. Oxford: Elsevier, 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.Fontaine, Lise. 2013. Analysing English grammar. A Systemic Functional introduction. Cambridge: Cambridge University Press.Goldberg, Adele E. 1995. Constructions: A Construction Grammar approach to argument structure. Chicago: University of Chicago Press.Halliday, M.A.K. & Christian Matthiessen. 2014. Halliday's introduction to Functional Grammar. London: Routledge (4th ed.).Hilpert, Martin. 2014. Construction Grammar and its application to English. Edinburgh: Edinburgh University Press. Ibarretxe-Antuñano, Iraide & Javier Valenzuela, eds. 2012. Lingüistica 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

Methodology and Research in English Linguistics/613505001

Corpus Linguistics and Computer Science in English/613505109

Contrastive Linguistics in English /613505111

Cognition and Cognitive Processes in English/613505110

Other comments