



Teaching Guide

Identifying Data				2019/20
Subject (*)	Use of English 2	Code	613G03037	
Study programme	Grao en Inglés: Estudos Lingüísticos e Literarios			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	Fourth	Obligatory	6
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Letras			
Coordinador	Dopico Garcia, Alberto	E-mail	alberto.dopico@udc.es	
Lecturers	Doolittle Kratofil, Timothy Brian Dopico Garcia, Alberto Fowlie , James Alexander	E-mail	t.doolittle@udc.es alberto.dopico@udc.es james.fowlie@udc.es	
Web				
General description	Further study of the use of English. Production and analysis of spoken and written material from different contexts. Desired learning outcome for linguistic competence: C1, and some skills of C2.			

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.
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.
A15	Ser capaz de aplicar os coñecementos lingüísticos e literarios á práctica.
A17	Coñecer a historia e a cultura das comunidades anglófonas.
A18	Dominar a gramática da lingua inglesa.
A20	Coñecer a variación lingüística 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.
B4	Ser capaz de comunicarse de maneira efectiva en calquera contorno.
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.
B10	Comportarse con ética e responsabilidade social como cidadán/á e profesional.
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.
C5	Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras.
C7	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.

Learning outcomes

Learning outcomes	Study programme competences



Students will learn how to describe a person in terms of physical appearance, personality life and lifestyle. They will be able to give details of a person's height/build, age, facial features, hair, clothing moving from the most general aspects to the most specific details. They will also describe a person's personality and behaviour, life, lifestyle and beliefs.	A6 A9 A10 A17 A18 A20	B5 B6	C2 C3
Students will be able to describe places/buildings which include factual information such as age, size, colour, materials, etc., details relating to senses (sight, hearing, smell, touch, taste) to suggest mood and atmosphere, give opinions and impressions of the place or building. Use descriptive vocabulary, correct grammar and narrative techniques which will make the description more interesting.	A6 A10 A15 A18 A20	B1 B4 B6 B7	C2 C3 C7
At the end of the course, students should be able understand and make descriptions of objects giving accurate information concerning size, weight, shape, pattern and decoration, and material.	A6 A10 A15 A18 A20	B1 B2 B3 B4 B5 B6 B7	C2 C3 C7
By the end of this lesson, students will be able to understand and write a descriptive composition about events such as festivals, celebrations, mentioning the time, type of event, date, place and reason for its celebration, preparations for the event and the event itself as well as people's feelings or comments on the event.	A6 A10 A15 A18 A20	B2 B6 B7	C2 C3 C7
By the end of the lesson students should be able to understand and produce a narrative presenting a connected series of events, either imaginary or based on your own experience, in a vivid descriptive style, including the thoughts, reactions and feelings of the characters, the setting of the scene, and a vivid of the place in order to capture the reader's attention.	A6 A10 A15 A18 A20	B2 B6 B7	C2 C3 C7
By the end of this lesson, students will be able to understand and write for and against essays presenting both sides of an issue, discussing points in favour of a particular topic as well as those against, or the advantages and disadvantages of a particular question. Each point should be supported by justifications, examples or reasons. The writer's opinion should be presented as well.	A6 A10 A15 A18 A20	B2 B3 B5 B7 B10	C2 C3 C5 C7
At the end of this lesson students should be able to understand and write opinion essays, presenting a writer's personal opinion concerning a topic, clearly stated and supported by reasons and examples, as well as presenting the opposing viewpoint on the subject.	A6 A10 A15 A18 A20	B2 B6 B7	C2 C3 C7
By the end of this lesson, students should be able to write essays suggesting solutions to problems in which the problem is associated with a particular issue or situation which is analysed and possible solutions are put forward together with any expected results and consequences.	A2 A6 A10 A15 A18 A20	B2 B6 B7 B10	C2 C3

Contents	
Topic	Sub-topic



Describing people.	Describe physical appearance, personality and behaviour, lifestyle and beliefs Use of the simple present tense for the description of people. Use of adequate vocabulary. Organization of information is a key element that should be taken into account.
Describing places /buildings	Name/location/population of the place, reason for choosing a place. Place: surroundings Building: surroundings, detailed description of exterior, interior. Use relative pronouns to make more complex sentences for the description of places and buildings.
Describing objects	size, weight, age, shape, pattern, colour, origin, material, special characteristics, reason for being special Use of appropriate adjectives and collocations, formal and informal linguistic styles for the description of a tourist article or a family postcard.
Describing festivals/events/ceremonies	Set the scene Preparations Description of actual event Explanation and reason Feelings, comments and thoughts
Narratives	Set the scene Main body Final paragraph. Use of direct and indirect speech for creating situations and dialogues in stories.
Discursive essays	For and against Opinion Solutions to problems Care should be taken to organize the information so that it flows logically and reasonably to the reader. The organization of the argumentation should be done in such a way that it look more convincing for the reader.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Guest lecture / keynote speech	A6 A10 A15 A17 A18 A20 B2 B3 B4 B5 B6 B7 B10 C2 C3 C5 C7	21	26.25	47.25
Supervised projects	A2 A6 A10 A15 A18 A20 B1 B2 B6 B7 C2 C3 C7	14	17.5	31.5
Directed discussion	A6 A10 A15 A18 A20 B2 B6 B7 C2 C3	7	5.25	12.25
Long answer / essay questions	A2 A6 A9 A10 A15	8	10	18
Mixed objective/subjective test	A6 A9 A10 A15 A18 A20 C2	2	36	38
Personalized attention		3	0	3

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



Methodologies	
Methodologies	Description
Guest lecture / keynote speech	In these whole group sessions , there will be explanations, examples and advice on how to take best advantage of the material; a basic text book will be used (absolutely essential for class work and private study); there will also be other written texts and audiovisual examples.
Supervised projects	Written tasks on different topics related to those dealt with in class; descriptions, narratives, essays, etc.
Directed discussion	Development of competence in presenting oral arguments; role-playing, fluency; team work.
Long answer / essay questions	a discursive essay is a piece of writing which discusses a particular issue, situation or problem.
Mixed objective/subjective test	Completion of different types of exercises; distinguishing between different usage and meaning; transformation of sentences.

Personalized attention	
Methodologies	Description
Directed discussion Supervised projects	<p>Preparation, and comments on work done.</p> <p>Individual and group interaction to improve performance.</p> <p>Both the lecturer and the assistant are available in weekly tutorial office hours to solve any problems or give advice. Outside these hours, we can also be reached via e-mail.</p> <p>ADI is a university office specialised in attending to members of the university with special needs due to disability or other differentiating situations with regard to the rest of the community. Students can talk to Dr. Ana Veleiro for more information, or contact ADI directly at http://www.udc.es/cufie/uadi/, or by phone ext. 5622, or via email: adi@udc.es.</p>

Assessment			
Methodologies	Competencies	Description	Qualification
Long answer / essay questions	A2 A6 A9 A10 A15	The essay test will consist of a proposal to write different types of text of the types treated and practiced in both theoretical and practical classes. The organization of the information, the vocabulary used and also the final style will be taken into account for the final assessment.	40
Mixed objective/subjective test	A6 A9 A10 A15 A18 A20 C2	Completion of different types of exercises; distinguishing between different usage and meaning; transformation of sentences.	35
Supervised projects	A2 A6 A10 A15 A18 A20 B1 B2 B6 B7 C2 C3 C7	Written tasks on different topics related to what has been dealt with in class; summaries and presentations; academic writing techniques.	25

Assessment comments



1.
Deadlines for handing in the supervised projects will be given. You must hand in all tasks required for marks to be added to the rest of the marks. Work handed in late, without adequate justification, will be penalized.
2.
You will be required to sign in at every session (whole group, interactive and tutorial groups). Regular attendance is an indication of your interest in the subject, apart from being necessary for progress.
3.
Mixed objective/subjective test: (exam on written exercises) the date is fixed by the Faculty with the first opportunity at the end of the semester. This date is NOT negotiable. Students should, therefore, make sure they are present, especially if they travel during the Christmas holidays. This applies to all students, both local UDC ones and visiting Erasmus students.
4.
The second opportunity, in July, according to the dates approved by the Faculty, will consist of repeating the part(s) of the assessment not already passed, maintaining the same percentages. If the "supervised projects" (assignments) part is failed, students must present new pieces of work. Details will be posted on Moodle, with deadlines during the second semester and before the exam period begins.
5.
The July opportunity is not intended as a way of improving marks in sections already passed; it is only for resitting the parts which a student has failed.
6.
A minimum mark of 5 out of 10 is necessary in each part of the assessment in order to pass this subject.
7.
Students will obtain a "no presentado" (absent from assessment) if they do not attend the exams and if they do not hand in any work.
8.
Students who are officially registered as part time, 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.
9.
Students sitting the December exam (final exam brought forward) will be assessed according to the criteria specified for the July opportunity.
10.
If you fail the first opportunity and do not attend the second opportunity, your mark will be suspenso (fail).
11.
For more details, see Recommendations section.



Sources of information

Basic	- Virginia Evans (2000). Successful Writing Proficiency. Express Publishing Este libro é de uso obrigatorio nas aulas de Docencia Expositiva. Trátase do mesmo libro usado en Lingua Inglesa e os seus Usos-1.No presente curso utilizaranse novos capítulos deste libro (véxanse --Contidos--).
Complementary	- Mansfield, F. & C. Nuttall (2007). Proficiency Practice Tests. With Key. London: Thomson ELT Libro de practicas de writing en claseLibro de practicas de writing en clase

Recommendations

Subjects that it is recommended to have taken before

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Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

We recommend attending and participating in class, so as to be up to date with your studies; we also ask you to carry out the tasks within the specified time limits. You will be asked to sign in to every class, because this is an indicator of your level of interest and implication in the subject.The only e-mail address we will use is the official UDC one, so check it regularly. Please write to us from this UDC address to avoid your mail being lost or eliminated as spam. Other announcements will appear on Moodle, so check regularly.Attending class allows you to understand the subject better, to acquire individual and collective competence, continuous learning, direct interaction with other students, and the possibility of participating more actively in the teaching-learning methodology. May we remind you that UDC is not a distance-learning university, but one in which students are expected to be present. Consequently, it is compulsory to attend classes in each subject. In certain cases, officially approved by the University, students may opt out of the obligation to attend classes. Otherwise, you are expected to attend and your absences will be duly noted.Note that exam dates at UDC are not negotiable; if you are an Erasmus student in Coruña, you are obliged to follow the UDC academic calendar, not the calendar of your home university. We cannot programme different dates to suit individual students.

(*)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.