 UNIVERSIDADE DA CORUÑA

Teaching Guide		
Identifying Data		2021/22
Subject (*)	English Language 3	**Code**	613G01015
Study programme	Grao en Español: Estudos Lingüísticos e Literarios		
Descriptors				

Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	Second	Obligatory	6

Language	English	
Teaching method	Face-to-face	
Prerequisites		
Department	Letras	
Coordinador	Puente Castelo, Luís Miguel	**E-mail**	luis.pcastelo@udc.es
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Web	www.udc.es	
General description	This subjects broadens and deepens students' knowledge of English, while consolidating their competence in this language up to B2 level and including C1 in part, in the four basic language skills.	
Contingency plan	1. Modifications to the contents None 2. Methodologies *Teaching methodologies that are maintained All *Teaching methodologies that are modified None 3. Mechanisms for personalized attention to students Virtual via e-mail and Moodle. Tutorials on Teams with previous appointment. 4. Modifications in the evaluation None *Evaluation observations: Objective test: The written examination will be held using Microsoft Forms or some other software allowing for remote synchronous examinations. Seminar: Tasks will be modified so that they can be completed asynchronously. 5. Modifications to the bibliography or webgraphy None	

Study programme competences / results	
Code	**Study programme competences / results**
A1	Coñecer e aplicar os métodos e as técnicas de análise lingüística e literaria.
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.
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.

B8	Apreciar a diversidade.
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.
C4	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.

Learning outcomes			
Learning outcomes	Study programme competences / results		
Students should be able to understand the gist of advanced oral or written texts in English, be able to follow complex arguments and identify the main conclusions drawn, given a certain knowledge of the topic.	A1 A6	B4	C2 C4
Students should express themselves in written English, clearly, fluently and in a well-organised, coherent way, using connectors and other devices appropriately. They should be able to use vocabulary and structures that express modality: degrees of certainty/uncertainty, belief/doubt, probability/improbablity, using appropriate paragraphing and punctuation consistently.	A1 A6 A9	B1 B2 B3 B4 B5 B6 B10	C2 C4
Students should be able to follow radio and television discourse on current affairs and other matters of interest, including a certain amount of colloquial language and idiomatic expressions.	A6	B3 B4 B8 B10	C2 C4
Students should be able to take part in oral debates about everyday general matters of interest and defend their point of view using appropriate language.	A1 A6 A9	B3 B4 B5 B10	C2
Students should be able to clearly express their opinion about different topics and texts, explaining clearly and highlighting the main points of their argument, debating in an adequate way, trying to convince others of their points and answering questions and doubts that may arise.	A1 A6 A9 A10 A15	B1 B2 B3 B4 B5 B7 B8 B10	C2 C4
Students should express themselves in a creative, original and imaginative way in oral and written texts in the English language.	A6 A9 A15	B1 B3 B4 B5 B6	C2

Contents	
Topic	Sub-topic
1. Grammar	1.1. Uses of it 1.2. Emphasis: Cleft, semicleft, extraposition... 1.3. Wish & unreal constructions 1.4. Adverbials 1.5. Word classes and word formation

2. Vocabulary	2.1. The city and the village
	2.2. The places where we live
	2.3. Politics & regulations
	2.4. The environment
	2.5. Diversity & discrimination
3. Writing	3.1. Expressing one's opinion and convincing others
	3.1.1. Commentaries
	3.1.2. Reports
	3.1.3. Reviews
	3.2. Letters
	3.2.1. Formal & informal letters
	3.2.2. Complaint letters

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Introductory activities	C2	2	0	2
Guest lecture / keynote speech	A6 A15 B3 B8 B10 C4 C2	17	8	25
Directed discussion	A1 A6 A9 B4 B5 B7 B8 B10 C4 C2	7	13	20
Speaking test	A9 A6 B4 B7 B8 B10 C2	0	6	6
Seminar	A1 A6 A10 B6 C2	14	14	28
Objective test	A15 A6 B3 B6 C2	0	25	25
Online forum	A6 A9 A10 B4 B5 B6 B7 B8 B10 C2 C4	0	11	11
Student portfolio	A1 A6 A9 A10 A15 B1 B2 B3 B4 B5 B6 B7 B8 B10 C4 C2	2	30	32
Personalized attention		1	0	1
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Introductory activities	Introductory sessions, where activities aim to obtain information about students' level of competence, in order to advance in agreement with their expectations and requirements.
Guest lecture / keynote speech	Exposition of theorical contents and practice, accompanied by audiovisual materials, with the aim of increasing students' knowledge of the English language and the topics covered.
Directed discussion	Discussion in pairs and small groups, monitored by the teacher, in which students' skills are put into practice, whereby informal, spontaneous conversations and debates can take place.
Speaking test	A test in which communicative competence is assessed, within the context of an individual or pair interview which takes place with one or both of the teachers.
Seminar	Practical sessions where the basic communicative skills are developed, with special attention paid to speaking, listening and reading.
Objective test	Written examination. This allows teachers to assess the knowledge and linguistic skills acquired, developed and improved during the course. This may include several types of questions and will be based on materials covered in the course of the classes.
Online forum	Virtual forum on Moodle. Students are expected to participate, linking news and providing their opinion about them, debating and answering doubts and replying to contributions by their peers, and trying to convince others.

Student portfolio	Set of written tasks assigned during the term,

Personalized attention	
Methodologies	**Description**
Student portfolio	The teacher will assess compositions during the course. Students should take into account the corrections and comments made and apply them in future work done. They should consult with teachers concerning errors and necessary improvements to be made, and make use of self-study time to apply corrections made.

Assessment			
Methodologies	**Competencies / Results**	**Description**	**Qualification**
Speaking test	A9 A6 B4 B7 B8 B10 C2	All students will perform a speaking test at the end of the four-month period, in which they must display communicative competence in the English language. Students will be assessed on their ability to make themselves understood, their coherence, fluency, pronunciation and also their lexical and grammatical complexity and correctness.	15
Student portfolio	A1 A6 A9 A10 A15 B1 B2 B3 B4 B5 B6 B7 B8 B10 C4 C2	Written compositions will be assessed. The characteristics of each will be explained by the teacher involved.	15
Seminar	A1 A6 A10 B6 C2	In seminars, students will have their coursework on listening and reading assessed.	20
Objective test	A15 A6 B3 B6 C2	An objective test based on materials covered in class. Includes various sorts of exercises. Out of this 40% of the marks, 30% correspond to a written exam on grammar and vocabulary, 5% corresponds to a listening comprehension test and 5% to a reading comprehension test.	40
Online forum	A6 A9 A10 B4 B5 B6 B7 B8 B10 C2 C4	Students must participate in the virtual forum during the term, linking news and expressing their opinions about them, debating and replying to contributions by their peers, and trying to convince others. Apart from the general correction of the language used and their debating skills, the frequency of contributions THROUGHOUT the term will also be taken into account.	10
Others			

Assessment comments

To pass the subject, students must fulfil these two conditions: A) Final average of the whole subject over 50%

B) Having more than 40% in each of the parts of these subject:

"proba oral", "seminario", "proba obxectiva" and "portafolios do alumno".

If students do not fulfil any of these conditions, they will have to go to the second opportunity in July.

Submitting tasks:Late submissions with no justification will be applied a 25% penalty. Plagiarised tasks will be given a 0 automatically. Plagiarism detection tools can be used.

Non

Presentado (NP) Qualification:To be able to obtain the Non Presentado (NP) qualification, students must not have sit the Objective test or the Speaking test, and they must also NOT have submitted more than 50% of the coursework.

JULY OPPORTUNITY:Students not able to pass the subject in the first opportunity must sit the second opportunity in July. The proportion of each assessment item will be the same, although some of the tasks will be changed for new, specific ones. Those parts of the subject that students have already passed (more than 50% of the marks) in the first opportunity don't have to be repeated for July.

DISPENSA ACADÉMICA:Students will an officially recognised "dispensa académica" will be assessed following the instructions for the July opportunity, maintaining the same proportion for the assessment items and adapting the tasks so that they can be completed asynchronously. Students in this situation must contact the teachers as soon as they become aware of it.

Sources of information	
Basic	- Vince, Michael (2009). Advanced Language Practice. English Grammar and Vocabulary. London: MacMillan - Tims, Nicholas et al. (2014). Face2face Advanced Workbook. Cambridge: CUP - Swan, Michael (1996). Practical English Usage. Oxford: OUP - Quirk, Randolph & Sidney Greenbaum (1985). A University Grammar of English. London: Longman - Mann, Malcolm (2008). Destination C1 and C2: grammar and vocabulary. London: MacMillan - Burgess, Sally & Amanda Thomas (2014). Gold Advanced Coursebook. Harlow: Pearson - Jones, Leo (2001). New Cambridge Advanced English. Cambridge: CUP - Edwards, Lynda & Jacky Newbrook (2014). Gold Advanced. Maximiser with key.. Harlow: Pearson
Complementary	- Beaumont, Digby & Colin Granger (1991). Heinemann English Grammar. Oxford: Heinemann - Thomson, Audrey Jean & Agnes V. Martinet (1993). A Practical English Grammar. Oxford: OUP - Collie, Joanne & Stephen Slater (1992). Cambridge Skills for Fluency: Speaking 3 (and 4). Cambridge: CUP - Swan, Michael & Catherine Walter (1997). How English Works. Oxford: OUP - Side, Richard & Guy Wellman (2000). Grammar and Vocabulary for CAE and CPE. London: Longman - O?Connell, Sue (1992). Focus on Advanced English. London: Nelson - McCarthy, Michael & Felicity O?Dell (1996). English Vocabulary in Use.(Advanced). Cambridge: CUP - Littlejohn, Andrew (1993). Cambridge Skills for Fluency: Writing 3. Cambridge: CUP - Hewings, Martin (1999). English Grammar in Use. Advanced.. Cambridge: CUP - Greenall, Simon & Michael Swan (1986). Effective Reading. Cambridge: CUP - Greenall, Simon & Diana Pye (1993). Cambridge Skills for Fluency: Reading 3 (and 4). Cambridge: CUP - Collie, Joanne & Stephen Slater (1992). Cambridge Skills for Fluency: Listening 3 (and 4). Cambridge: CUP - Allsop, Jake & Peter Watcyn-Jones (1990). Test Your Prepositions. London: Penguin - Allsop, Jake & Peter Watcyn-Jones (1990). Test Your Phrasal Verbs. London: Penguin

Recommendations
Subjects that it is recommended to have taken before
English Language 1/613G01003
English Language 2/613G01008

Subjects that are recommended to be taken simultaneously
Subjects that continue the syllabus
English Language 4/613G01019
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.