UNIVERSIDADE DA CORUÑA

Teaching Guide					
Identifying Data					2021/22
Subject (*)	Lingua Inglesa 1			Code	613G02003
Study programme	Grao en Galego e Portugués: Estudos Lingüísticos e Literarios				
Descriptors					
Cycle	Period	Year		Type	Credits
Graduate	1st four-month period	First		Basic training	6
Language	English				
Teaching method	Face-to-face				
Prerequisites					
Department	Letras				
Coordinador	Lezcano Gonzalez, Emma		E-mail	emma.lezcano@udc.es	
Lecturers	Harrison , Johanne		E-mail	j.harrison@udc.es	
	Lezcano Gonzalez, Emma			emma.lezcano@udc.es	
Web					
General description	Description and use of the English language at an upper-intermediate level (B2.1)				

Contingency plan	1. Modifications to the contents
	No changes.
	2. Methodologies
	*Teaching methodologies that are maintained
	1. Lectures (changing communication channels ? Moodle/ Microsoft Teams)
	2. Seminars (changing communication channels ? Moodle/ Microsoft Teams)
	3. Directed discussion (changing communication channels ? Moodle/ Microsoft Teams)
	4. Speaking test (changing communication channels ? Moodle/ Microsoft Teams)
	5. Student portfolio (submission dates and procedures may be changed)
	6. Mixed test (changing communication channels ? Moodle/ Microsoft Teams)
	7. Readings
	*Teaching methodologies that are modified
	1. Supervised projects. Students would be allowed to do the project in smaller groups or even individually.
	2. Collaborative Learning. On-site activities would be transformed into off-site tasks using the official platforms designed for this purpose.
	3. Mechanisms for personalized attention to students
	E-mail. Daily (Monday-Friday); Moodle (class hours); Microsoft Teams (class and office hours).
	4. Modifications in the evaluation
	The percentages originally allocated for each section would remain unchanged, but with the following changes in the assessment procedure:
	?Supervised Project. Students would be required to send an audiovisual file, together with a written text, via e-mail or Moodle, according to the guidelines provided.
	?Speaking test. On-site assessment would be replaced with a speaking test conducted via Microsoft Teams.
	?Student Portfolio. Reading and writing activities would be assessed asynchronously via Moodle or Microsoft Teams.
	?Mixed test. This test would take place synchronously via Moodle or Microsoft Teams.
	*Evaluation observations:
	In the event of any problems related to internet connectivity during synchronous exams, affected students would be sent examination tasks via email and/or by telephone.
	5. Modifications to the bibliography or webgraphy
	No changes.

Study programme competences / results	
Code	Study programme competences / results
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.
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.
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.
C2	Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.

Learning outcomes

Learning outcomes	Study programme competences / results		
To take part in every day or general conversations spontaneously in familiar contexts and express surprise, happiness, sadness, interest, indifference.	A6	B4	C2
To understand the main points of oral or written texts about everyday or current issues and about personal topics, being able to separate those ideas from specific details.	A6	B4	C2
To understand the description of events, feelings and wishes in personal letters or in texts related to the semantic fields included in the contents of the course.	A6	B3	C2
To locate relevant information in long texts or to gather information from different parts of a text or several texts, with the aim of solving a specific problem; to identify the main conclusions in clearly signalled argumentative text, being able to recognise the line of argument of the issue presented.	A6 A15	B5 B6	C2
To produce in a coherent and elaborate way experiences, wishes, opinions, projects, reactions, etc.	A6 A9 A15	B4	C2
To comment on and discuss other people?s opinions, contrasting alternatives and points of view, evaluating what to do, where to go or what to choose.	A6 A9 A15	B4	C2
To present a topic about the vocabulary contents of the course (or other related topics), well enough to be followed without difficulty. To give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting details, being able to answer the questions raised by the members of the audience.	A6 A9 A15	B1 B3 B5 B6	C2
To write straightforward connected texts on a range of familiar subjects within his field of interest and to describe experiences or impressions as well as formulating specific requests in a simple way.	A6 A9 A15	B3 B4 B6	C2

Contents	
Topic	Sub-topic
1. Grammar	1.1. Question formation 1.2. Use of determiners, quantifiers and nouns 1.3. Use of adjectives and adverbs 1.4. Use of time and tense 1.5. Use of the passive voice 1.6. Use of multi-word verbs and idioms
2. Vocabulary	2.1. Education and learning 2.2. Personality, character and appearance 2.3. Travel and movement 2.4. Hobbies, sports and pastimes

3. Writing	3.1. Elements of writing
	3.1.1. Punctuation
	3.1.2. Capitalisation
	3.1.3. Spelling
	3.1.4. Sentence structure
	3.2. Paragraph Writing
	3.2.1. Paragraph structure
	3.2.2. Types of paragraphs
	3.2.3. Coherence and cohesion
	3.3. Summary and Note-taking
	3.3.1. Note-taking
	3.3.2. Paraphrasing
	3.3.3. Summarising
	3.4. Email writing
	3.4.1 Degrees of formality
	3.4.2. Formal/Informal emails

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Introductory activities	A9 B4 B4	2	0	2
Guest lecture / keynote speech	A6 A15 B1 B3 C2	14	14	28
Seminar	A6 A9 A15 B3 B4 B5	12	12	24
Directed discussion	A6 A9 A15 A6 B4 B5 C2 C2	7	0	7
Speaking test	A6 A9 A15 B4 B5 C2	6	6	12
Workbook	A6 B1 B3 B6 C2	0	7	7
Student portfolio	A6 A9 A15 B3 B6	8	16	24
Supervised projects	A6 B3 B5 B6 C2	0	15	15
Mixed objective/subjective test	A6 A9 A15 B1 B3 B6 C2	3	12	15
Collaborative learning	B3 B4 B6	0	15	15
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	Initial contact with the course contents. Different activities will be conducted to obtain relevant information from/about the students' level of competence in English. This information will be used to articulate the different teaching strategies to favor a comprehensive and effective learning.
Guest lecture / keynote speech	Lecture classes, supported by A/V technologies, including questions and discussions that help students to acquire general knowledge and specific contents.
Seminar	Practical classes aimed at developing speaking, writing, reading and listening skills using a topic from the course contents or others that may be of general interest. Students will participate in these seminars every week, so that they are able to practise all skills uninterruptedly.
Directed discussion	Oral activities in small groups, monitored by Teaching Assistants, in which students' speaking skills are put into practice. Informal, spontaneous, and natural conversations and debates are to be expected in these sessions.
Speaking test	Brief conversation or interview with lecturer (individually or in pairs). Students will also be required to read a text aloud and improvise situations suggested by the examiners. Examiners may use use additional printed or audiovisual material as a prompt to conversation.

Workbook	This includes all the reading material students required for out of class preparation for reading comprehension activities, as well as other readings in English students use in other subjects or in other situations. Students are strongly encouraged to read as much and as often as possible.
Student portfolio	The portfolio will consist of different writing tasks set by the lecturer during the semester.
Supervised projects	Students will prepare a group project about a specific topic. Further details will be provided at the beginning of the course . The aim of this activity is to foster students' autonomous and collaborative learning.
Mixed objective/subjective test	Objective/subjective practical test consisting of different types of questions: multiple choice, short answer, association, gap-fill and other activities.
Collaborative learning	Working in small groups in class and using ICT to pool abilities and information, promote peer learning, and optimise learning outcomes for all group members.

Personalized attention	
Methodologies	**Description**
Supervised projects	Students should inform the lecturer throughout the semester regarding the progress of their project.

Assessment			
Methodologies	**Competencies / Results**	**Description**	**Qualification**
Speaking test	A6 A9 A15 B4 B5 C2	Students who fail to obtain at least 5 out of 10 in class continuous assessment of speaking skills will be required to take an oral exam at the end of the semester to demonstrate their communicative competence in English.	15
Mixed objective/subjective test	A6 A9 A15 B1 B3 B6 C2	All students are required to sit the mixed test in January on the date announced in the official exam timetable. The exam will consist of: The exam will consist of: Grammar and Vocabulary (25%), and Listening Comprehension (15%).	40
Student portfolio	A6 A9 A15 B3 B6	The portfolio will consist of different writing tasks (20%) and reading activities (15%) set by the lecturer during the semester.	35
Supervised projects	A6 B3 B5 B6 C2	The assessment of the project (10% of the final grade) will be based on the oral presentation, the written part and the group work during the semester.	10

Assessment comments

IMPORTANTIn order to pass this course a minimum of 5 out of 10 in the final mark is required. A mark of 4 out of 10 is the minimum required in each of the following parts of the subject: exam, student portfolio, speaking. In addition, in order to pass this subject, students must complete at least 50% of the tasks included in the portfolio ? that is, 50% of the writing tasks and 50% of the reading activities.

Deadlines for assignments are strict. Late submissions will be penalised (25% off final mark), unless they are duly justified.Assignments including plagiarized material will be marked with 0. For the detection of plagiarism, all lecturers now have access to the application Turnitin, which recognises papers submitted previously by other people (or the student him/herself) at this university or other universities.

The extra-credit activities carried out by the students during the course may be awarded a maximum additional 5% on top of the final mark.

This may include voluntary assignments, alternative readings or any other activity proposed and accepted by students and teachers.Students who do not attend the official exam will be given a grade of NP (absent) if they have not handed in more than 50% of the continuous assessment activities.

July opportunity: Students who fail to attend or pass the official examination session in January or those with less than a 4 in the portfolio or in the speaking test (even if the overall average is superior to 5) will be required to take the "second opportunity exam session" in July, where students can retake the parts they have failed, according to the following distribution of percentages: 1) Mixed test (40%), with the following distribution: Grammar and Vocabulary (25%), Listening (15%); 2) Student Portfolio (35%), with the following distribution: Portfolio (20%), Reading Activities (15%); 3) Supervised Project (10%); 4) Oral Interview (15%).

 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.

Students sitting the December exam (final exam brought forward) will be assessed according to the criteria specified for the July opportunity.

ADI is a university office specialised in attending to members of the university with special needs due to discapacity or other differentiating situations with regard to the rest of the community. Students can contact ADI directly at http://www.udc.es/cufie/uadi/, or by phone ext. 5622, or via email: adi@udc.es.

Sources of information	
Basic	- Allsop, J. & P. Watcyn-Jones (1990). Test Your Phrasal Verbs. . London: Penguin.
	- Allsop, J. & P. Watcyn-Jones. (1990). Test Your Prepositions.. London: Penguin.
	- Beaumont, D. & C. Granger. (1991). Heinemann English Grammar. Oxford: Heinemann.
	- Brook-Hart, G. (2008). Complete First Certificate.. Cambridge: C.U.P.
	- Carter, R. et al. (2011). English Grammar Today. Cambridge: C.U.P
	- Mann, M. & S. Taylore-Knowles. (2006). Destination B2. Grammar and Vocabulary.. MacMillan Publishers. (WITH KEY)
	- McCarthy, M. & F. O?Dell (2002). English Vocabulary in Use. Cambridge: C.U.P
	- Murphy, R (1990). English Grammar in Use.. Cambridge: C.U.P.
	- Simon, P. (2016). The Grammaring Guide to English Grammar.. My E-Book Pulishing House
	- Swan, M. (1996). Practical English Usage. Oxford: OUP
	- Thomson, A.J. & A.V. Martinet. (1993). A Practical English Grammar.. Oxford: OUP
	- Thomas, B, Hashemi, L. & L. Matthews (2015). Grammar and Vocabulary for First (with answers). Cambridge University Press
	- Vince, Michael. (2009). First Certificate Language Practice. English Grammar and Vocabulary. . MacMillan Publishers.
	Outros libros de interese· Collie, J. & S. Slater. 1992. Cambridge Skills for Fluency: Listening 3. Cambridge: C.U.P.· Collie, J. & S. Slater. 1992. Cambridge Skills for Fluency: Speaking 3. Cambridge: C.U.P.· Greenall, S. & D. Pye. 1993. Cambridge Skills for Fluency: Reading 3. Cambridge: C.U.P.· Greenall, S. & M. Swan. 1986. Effective Reading. London: Cambridge: C.U.P· Hashemi, L. & B. Thomas. 2003. Cambridge Grammar for First Certificate. Cambridge: C.U.P.· Littlejohn, A. 1993. Cambridge Skills for Fluency: Writing 3. Cambridge: C.U.P.· McCarthy, M. & F. O?Dell. 2002. English Vocabulary in Use. Cambridge: C.U.P.· Redston, C. & G. Cunningham. 2007. Face2Face Upper-intermediate. Cambridge: Cambridge University Press.· Swan, M. & C. Walter. 1997. How English Works. Oxford: O.U.P.
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

(*)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.