



## Teaching Guide

Teaching Guide				
Identifying Data				2021/22
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	Nuñez Ponte, Carolina	E-mail	c.nunez@udc.es	
Lecturers	Nuñez Ponte, Carolina	E-mail	c.nunez@udc.es	
Web				
General description	Extension of the normative and communicative study of the English language. Preparation and analysis of oral and written academic texts. Language level to be achieved: C1 (Advanced) plus some C2 (Proficiency) skills.			
Contingency plan	<p>1. Modifications in the contents: None.</p> <p>2. Methodologies</p> <p>* Teaching methodologies that are maintained: All (guided discussion, workshop, oral presentation, and mixed test).</p> <p>* Teaching methodologies that are modified: Classes will be taught through Moodle and/or Teams. I will create a discussion forum to debate on the topics of the course and do the exercises, and a channel to post the videos of the presentations.</p> <p>3. Mechanisms for personalized attention to students: Email and/or video-tutoring on Teams.</p> <p>4. Modifications in the evaluation: The mixed test will be carried out synchronously through Moodle or Teams.</p> <p>* Evaluation observations: In case of failure of the system or justified connection problems during synchronous tests, the teacher will give alternatives (e.g. email, telephone).</p> <p>5. Modifications to the bibliography or webgraphy: None.</p> <p>In a semi-face-to-face teaching situation, the teacher will take advantage of the time in the classroom to discuss with the students all the questions that are necessary.</p>			

## Study programme competences / results

Code	Study programme competences / results
A1	Coñecer e aplicar os métodos e as técnicas de análise lingüística e literaria.
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.
A15	Ser capaz de aplicar os coñecementos lingüísticos e literarios á práctica.
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.
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.



B8	Apreciar a diversidade.
B9	Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.
B10	Comportarse con ética e responsabilidade social como cidadán/á e profesional.
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.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.
C7	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.
C8	Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade.

Learning outcomes			
Learning outcomes		Study programme competences / results	
During and (especially) at the end of the course, students are expected to...		A1	B1 C4
		A2	B3 C6
-know and use rhetorical (e.g. metaphor, simile) and critical tools (e.g. feminism, irony) in the analysis of texts,		A6	B4 C7
		A9	B5 C8
-read theoretical and literary texts critically,		A15	B6
		A18	B8
-write without spelling mistakes, punctuation errors, etc.		A20	B9
			B10
-write short and long essays (e.g. BA thesis) in academic English,			
-use the rules of academic writing (e.g. Works Cited),			
-do an oral presentation, whether academic or performative,			
-respectfully discuss academic issues.			

Contents	
Topic	Sub-topic
UNIT 1. The short essay	Introduction, topic sentence, thesis statement, body, subtopics and arguments, conclusion, and title. Formal and informal English. Connotation and denotation. Linking words and building paragraphs. Punctuation.
UNIT 2. Tools for academic writing	Spelling, capitalization, word choice (e.g. avoiding sexist/discriminatory language), tone, clarity (e.g. coherence, structure), exactness, conciseness, etc. Academic topics: art, AI, capitalocene, green/environmental humanities, decolonial critique, ethics of joy, naturecultures, trans*, transhumanism/posthumanism, violence, etc.
UNIT 3. Tools for critical reading	-Rhetorical devices: allegory, alliteration, anaphora, assonance, chiasmus, epistrophe, hyperbaton, litotes, metaphor, metonymy, motif, onomatopoeia, oxymoron, paradox, pun, simile, synaesthesia, symbol, synecdoche, tautology, zeugma, etc.  -Critical terms: Bildungsroman, catharsis, deconstruction, diegesis, epistemology, feminist criticism, free indirect style, genre, heteronormativity, irony, logocentrism, metafiction, mimesis, mise en abyme, narrator, ontology, phallogocentric, queer theory, rhyme, satire, stream of consciousness, etc.



UNIT 4. The close-reading method	Type of text, opening lines, location and time, story, pace, themes, rhetorical figures, characters, type of narrator, point of view, tone, closing lines, meanings, interpretations, etc.
UNIT 5. The end-of-degree project (or TFG in Spanish)	Regulations of the Faculty of Philology (UDC). Planning and timing. The project itself: aims, methodology, table of contents, structure, quotations, footnotes, list of Works Cited, appendix, and abstract. The MLA Style. Information resources (online catalogues, databases, etc.). Plagiarism. The formality of the oral presentation.
UNIT 6. Humor to survive and, thus, read and write	What is humor? Ethics, theories (incongruity, relief, superiority, play, etc.), and practical examples (e.g. cultural differences, language usages).

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student's personal work hours	Total hours
Workshop	A1 A2 A6 A15 A18 B3 B4 B10 C7	32	26	58
Mixed objective/subjective test	A1 A6 A15 A18 B6 B10	2.5	33.5	36
Oral presentation	A1 A2 A6 A9 A15 A20 B1 B5 B8 B9 C4 C6 C8	1	10	11
Directed discussion	A6 A18 B4 B5 B8 B9 B10 C6 C8	16	26	42
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
Workshop	Applied learning situation incorporating a range of supervised learning and testing techniques (presentation, simulation, debate, problem solving, guided practice, etc.) with a strongly practical focus.
Mixed objective/subjective test	Mixed test consisting of essay-type and objective test questions. Essay section consists of open (extended answer) questions; objective test may contain multiple-choice, ordering and sequencing, short answer, binary, completion and/or multiple-matching questions.
Oral presentation	Core component of teaching-learning process involving coordinated oral interaction between student and teacher, including proposition, explanation and dynamic exposition of facts, topics, tasks, ideas and principles.
Directed discussion	Group dynamic technique involving free, informal, spontaneous debate among members of group; may also take form of coordinated discussion in presence of moderator.

Personalized attention	
Methodologies	Description
Oral presentation	I am delighted to receive students in my office and/or through Teams during office hours.

Assessment			
Methodologies	Competencies / Results	Description	Qualification
Directed discussion	A6 A18 B4 B5 B8 B9 B10 C6 C8	Students will have a reading calendar and will have to read the texts before class in order to follow the teacher's explanation, participate in debates, answer questions, etc. Oral participation will count as EXTRA POINTS (see observations).	0



Workshop	A1 A2 A6 A15 A18 B3 B4 B10 C7	<p>-Reading comprehensions: 20% = 10% (group exercises) + 10% (individual reading comprehension). In the small classes, students will produce reading comprehensions in teams. On a to-be-announced date, there will be ONE individual reading comprehension.</p> <p>-Essays: 20% = 10% (group exercises) + 10% (individual essay). Each week, students will group to do writing exercises and/or produce essays on an academic topic. You will also write ONE individual essay (date: TBA).</p>	40
Mixed objective/subjective test	A1 A6 A15 A18 B6 B10	<p>The final exam will consist of questions/exercises related to the course materials. There will be a mid-term exam on the first half of said materials. The students who pass it will only have to study the second half for the final exam; the ones who fail the mid-term will be examined of the whole syllabus in June and/or July.</p>	50
Oral presentation	A1 A2 A6 A9 A15 A20 B1 B5 B8 B9 C4 C6 C8	<p>Group presentation (OPTIONAL): 10%. You are encouraged to do an in-class presentation/performance in groups between 3 and 9 students. The topic of this activity is HUMOR, which you may approach in either an academic or a performative way. If you choose the academic approach, you will have to use a PPT presentation to discuss humor theories, analyze a comic film/text, etc.; instead, you may decide to perform humorous poems, dialogues from a comedy, etc. Although reading from notes is forbidden, disguising for the performance is recommendable; in any case, rehearsing is essential.</p>	10

## Assessment comments

-All activities, including exams, must be clearly written; errors of grammar, vocabulary, spelling, punctuation, and style in general will negatively affect the grades.-To pass the subject, you must obtain at least a 5 out of 10 in the sections of the WORKSHOP, the MIXED-OBJECTIVE/SUBJECTIVE TEST, and the final grade.-Students' oral participation will count as extra points, which will be added to the final grade as long as it is equal to or higher than 5.-In the official JULY exam there will be questions/exercises on the compulsory readings, an essay, and a reading comprehension. The date of the exam, you will have to submit the rest of the reading/writing exercises. The group presentation will also be optional. It should be noted that each student must complete the section(s) that they did not pass at the first opportunity.-The students who present to the early December call will be evaluated according to the rules specified for the July opportunity.-Students enrolled part-time and who have been granted an academic exemption should contact the teaching staff of the subject at the beginning of the course and they will be evaluated according to the criteria established for the July opportunity.-To NOT obtain the qualification of "Did Not Sit", the student must do at least half of the scoring work.-All assignments must be submitted in time and in the specified format in order to avoid a penalty of 25% on the grade obtained.-Teachers can use the "Turnitin" plagiarism detection service to review student work. Plagiarism in any activity will mean obtaining a "zero" in it.-If the coordinator considers it appropriate, there may be topics of self-study by the students (e.g. to increase your knowledge). These materials, which will not be subject to evaluation, will be provided on Moodle.

## Sources of information



Basic	<p>Baldick, Chris. The Concise Oxford Dictionary of Literary Terms. Oxford UP, 2001. Barnett, Sylvan, Pat Bellanca, and Marcia Stubbs. A Short Guide to College Writing. Harvard UP, 2014. ?Bibliografía: Cómo elaborar un trabajo académico: TFG/TFM.? Universidad Loyola, 2021, <a href="http://www.uloiola.es/investigacion/biblioteca/bibliografias/bibliografia-elaborar-tfm-tfg">www.uloiola.es/investigacion/biblioteca/bibliografias/bibliografia-elaborar-tfm-tfg</a>. Accessed 16 July 2021. Braidotti, Rosi, and Maria Hlavajova, editors. Posthuman Glossary. Bloomsbury, 2018. Childs, Peter, and Roger Fowler. The Routledge Dictionary of Literary Terms. Routledge, 2006. Collins COBUILD Advanced Dictionary of English. Collins ELT, 2012. Collins COBUILD Students? Dictionary plus Grammar (Book and CD). Collins ELT, 2005. ?Cómo elaborar un trabajo de curso.? Biblioteca de la Universidad de A Coruña, 2017, <a href="http://www.udc.es/es/biblioteca/servizos/apoio_aprendizaxe/servizos_apoio/traballo_curso/">www.udc.es/es/biblioteca/servizos/apoio_aprendizaxe/servizos_apoio/traballo_curso/</a>. Accessed 16 July 2021. Critchley, Simon. ?Did You Hear the One about the Philosopher Writing a Book on Humour?? Richmond Journal of Philosophy, no. 2, Autumn 2002, pp. 1-6. Cuddon, J.A. A Dictionary of Literary Terms and Literary Theory. Wiley-Blackwell, 2013. Glenn, Cheryl, and Loretta Gray. The Hodges Harbrace Handbook with MLA 2016 Update Card. Cengage Learning, 2016. Hewings, Martin. Cambridge Grammar for CAE and Proficiency with Answers and Audio CDs. Cambridge UP, 2009. MLA Handbook. Modern Language Association of America, 2021. MLA Style Center. Modern Language Association of America, 2021, <a href="http://style.mla.org/">style.mla.org/</a>. Accessed 16 July 2021. Morreall, John. ?Philosophy of Humor.? The Stanford Encyclopedia of Philosophy, Fall 2020, <a href="http://plato.stanford.edu/entries/humor/">plato.stanford.edu/entries/humor/</a>. Accessed 16 July 2021. Oxford English Dictionary. Oxford UP, 2017, <a href="http://www.oed.com">www.oed.com</a>. Accessed 16 July 2021. Prieto Pablos, Juan A., and Manuel J. Gómez Lara. The Ways of the Word. Universidad de Huelva, 2003. Special Issue on Humor, The Monist, vol. 88, no. 1, 2005. Swan, Michael. Practical English Usage. Oxford UP, 2005. The Purdue OWL Family of Sites. The Writing Lab and OWL at Purdue and Purdue University, 2008, <a href="http://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html">owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html</a>. Accessed 16 July 2021.</p>
Complementary	

## Recommendations

### Subjects that it is recommended to have taken before

Lingua Inglesa 4/613G03019

Use of English 1/613G03020

### Subjects that are recommended to be taken simultaneously

### Subjects that continue the syllabus

### Other comments

It is recommended to have passed the subjects English Language 4 and English Language and Its Uses 1.&nbsp;  

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