



Teaching Guide

| Identifying Data | | | | | 2022/23 |
|----------------------------|---|---------------|-----------------------------|----------------|---------|
| 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

| Code | Study programme competences |
|------|--|
| 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 |
|-------------------|-----------------------------|
| | BR6 BR7 BR9 BR10 |
| | AR1 AR4 |

Contents

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



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

| Planning | | | | |
|-------------------------|--------------|----------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies | Ordinary class hours | Student?s personal work hours | Total hours |
| Workbook | A1 A4 | 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 | A1 A4 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 including 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 | Description | Qualification |
| Mind mapping | B7 | Elaboración do mapa mental da asignatura contendo conceptos, datas, movementos e nomes de autores. | 10 |
| Objective test | A1 A4 B6 B7 | Realización dunha proba mixta con preguntas de resposta breve e non tan breve. | 40 |
| Short answer questions | A1 A4 B10 | Test de coñecemento na metade do curso. | 15 |
| Oral presentation | B9 | Presentación na aula dun determinado modelo lingüístico. | 35 |

| Assessment comments |
|---------------------|
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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. (Normas de 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.

If plagiarism is detected in any of the tasks to be performed, the student will immediately fail the whole course.

Sources of information

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|--------------|---|
| Basic | <p>Archangeli, Diana. 1997. ?OptimalityTheory: An introduction to linguistics in the 1990's?. In Diana Archangeli & D. Terence Langendoen, eds. OptimalityTheory: An overview. Oxford: Blackwell, 1-32.</p> <p>Benson, James D., Michael J. Cummings & William S. Greaves, eds. 1988. Linguistics in a Systemic Perspective. Amsterdam: John Benjamins.</p> <p>Brown, Keith, ed. 2006. The Encyclopedia of Language and Linguistics, 2nd. ed. Oxford: Elsevier.</p> <p>Butler, Christopher S. 2006. ?Functionalist theories of language?. In Keith Brown, ed. The Encyclopedia of Language and Linguistics, Vol. 4. Oxford: Elsevier, 696-704.</p> <p>Cook, Vivian J. & Mark Newson. 2007 [1996]. Chomsky's Universal Grammar. An introduction. Oxford: Wiley-Blackwell.</p> <p>Croft, William & D. Alan Cruse. 2004. Cognitive Linguistics. Cambridge: Cambridge University Press.</p> <p>Evans, Vyvyan & Melanie Green. 2006. Cognitive Linguistics. An introduction. Edinburgh: Edinburgh University Press.</p> <p>Fontaine, Lise. 2013. Analysing English grammar. A Systemic Functional introduction. Cambridge: Cambridge University Press.</p> <p>Goldberg, Adele E. 1995. Constructions: A Construction Grammar approach to argument structure. Chicago: University of Chicago Press.</p> <p>Halliday, M.A.K. & Christian Matthiessen. 2014. Halliday's introduction to Functional Grammar. London: Routledge (4th ed.).</p> <p>Hilpert, Martin. 2014. Construction Grammar and its application to English. Edinburgh: Edinburgh University Press.</p> <p>Ibarretxe-Antuñano, Iraide & Javier Valenzuela, eds. 2012. Lingüística Cognitiva. Barcelona: Anthropos.</p> <p>Kager, René. 1999. Optimality Theory. Cambridge: Cambridge University Press.</p> <p>McCarthy, John J. 2002. A thematic guide to Optimality Theory. Cambridge: Cambridge University Press.</p> <p>Langacker, Ronald W. 2008. Cognitive Grammar. A basic introduction. Oxford: Oxford University Press.</p> <p>Taylor, John R. 2002. Cognitive Grammar. Oxford: Oxford University Press.</p> <p>VIDEOS https://www.youtube.com/watch?v=t5eSo4mgQ4g https://www.youtube.com/watch?v=V0CX_5jKJYl https://www.youtube.com/watch?v=NiTsdurReu https://www.youtube.com/watch?v=2jc6DbvW31g https://www.youtube.com/watch?v=WeH3C39Dawg https://www.youtube.com/watch?v=G3rEEEmEIXjch https://www.youtube.com/watch?v=jc2bL1z9Wh4 https://www.youtube.com/watch?v=Df25r8pcul8 https://www.youtube.com/watch?v=EEFpHSxNl https://www.youtube.com/watch?v=l_o0QHLuYo0 https://www.youtube.com/watch?v=luiUK4tMjy8 https://www.youtube.com/watch?v=N3dHY15Eb3k</p> |
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Complementary



| Recommendations |
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| 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 |
| The "Flipped classroom" model will be used during the lessons. |

(*)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.