UNIVERSIDADE DA CORUÑA

Teaching Guide				
Identifying Data				**2022/23**
Subject (*)	English Grammar		**Code**	613G03025
Study programme	Grao en Inglés: Estudos Lingüísticos e Literarios			
Descriptors				
Cycle	**Period**	**Year**	**Type**	**Credits**
Graduate	2nd four-month period	Third	Obligatory	6
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	
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Web	www.udc.es/filo			
General description	This course aims to provide a detailed survey of topics in modern English grammar covering up to the simple sentence. The main emphasis is on description rather than grammatical theory, and we shall follow the broadly-based approach associated with the grammars of Quirk and his associates. Attention will also be paid to the work of other authors of the Functionalist and Systemic tradition. In the practical classes, students will be trained in the use of grammatical structures at advanced level, since an understanding of the mechanics of language is no substitute for active use and control of the language itself. Desired learning outcome for linguistic competence: C1			

Study programme competences	
Code	**Study programme competences**
A1	Coñecer e aplicar os métodos e as técnicas de análise lingüística e literaria.
A11	Ter capacidade para avaliar, analizar e sintetizar criticamente información especializada.
A18	Dominar a gramática 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.
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.

Learning outcomes			
Learning outcomes	**Study programme competences**		
Students should have a solid command of the English language.	A18		
Students should be able to use bibliographic resources, database and information search tools.	A1	B1 B2 B3	
Students should be able to communicate effectively in any kind of context.		B5 B10	
Students should be able to relate their knowledge to other fields and subjects.		B5	
Students should have time management and planning skills and should be able to solve problems effectively.		B2 B3 B6	

Students should know how to use information technology tools, which will be basic in their work and lives.		B1
		B2
		B3
Students should be able to apply critical thinking skills to the evaluation of information.	A11	B7

Contents	
Topic	**Sub-topic**
1. Introduction	1.1. Course aims
	1.2. Descriptive vs prescriptive approaches to the study of English
	1.3. Basic mistakes to be avoided
	1.4. Grammar and style
	1.5. Teaching and learning grammar
2. Basic concepts	2.1. Levels of analysis. The hierarchy of grammatical units
	2.2. The difference between function and category
	2.3. Basic terminology
3. Description of grammatical units	3.1 The verb phrase: types, structure, tense, aspect, mood and types of verbs.
	3.2 The noun phrase: structure and elements. Gender and number. The genitive case. Pronouns.
	3.3. Adverb and adjective phrases: characteristics, differences, structure and functions.
	3.4. Prepositions and conjunctions
4. Clause structure	4.1. Types of clauses
	4.1. Canonical and non-canonical clauses
	4.2. Information packaging in the clause
5. Word formation processes	5.1 Derivation or affixation
	5.2 Compounding
	5.3 Conversion or zero derivation
	5.4 Other processes
6. Introduction to Corpus Linguistics	6.1. Basics
	6.2. Creation of a corpus

Planning				
Methodologies / tests	**Competencies**	**Ordinary class hours**	**Student?s personal work hours**	**Total hours**
Guest lecture / keynote speech	A18 B5	21	21	42
Workbook	B1 B3 B6	0	8	8
Workshop	A11 A18 B6	23	23	46
Supervised projects	A18 B1 B5 B6 B7 B10	1	12	13
Oral presentation	A18 B1 B2 B5 B6	6	18	24
Mixed objective/subjective test	A1 A11 A18 B1 B5 B6	3	12	15
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**
Guest lecture / keynote speech	Oral presentation offered by the lecturer, using audiovisual material ? if necessary? and encouraging student interaction. It is aimed at transmitting knowledge and promoting learning.

Workbook	Compilation of printed texts and written documents, collected and edited, as a tool to prepare and consolidate the contents and competences of the course.
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, under the guidance of the teacher.
Supervised projects	Students will have to submit a written project The objectives, characteristics, supporting material and format of presentation of the project will be explained at the beginning of the course. The work will be carried out under the supervision and guidance of the lecturer.
Oral presentation	Students will have to present a grammar topic of their choice from a methodological or didactic perspective. The specific guidelines will be provided at the beginning of the course.
Mixed objective/subjective test	A mixed test consisting of essay-type and objective test questions. The essay section consists of open (extended answer) questions; the objective part of the test may contain multiple-choice, ordering and sequencing, short answer, binary, completion and/or multiple-matching questions, etc. This test will be done on the official date for the final exam if the students have not passed the two partial tests throughout the course.

Personalized attention	
Methodologies	Description
Supervised projects Oral presentation	Throughout the semester, students should inform the lecturer about their progress on the supervised projects and oral presentations, either during office hours or by e-mail.

Assessment			
Methodologies	Competencies	Description	Qualification
Supervised projects	A18 B1 B5 B6 B7 B10	Originality in the approach chosen, appropriate style and register as well as grammatical correctness will be awarded.	20
Oral presentation	A18 B1 B2 B5 B6	The students will have do an oral presentation about a grammar topic of their choice from a didactic perspective. Their communicative competences and their presentation skills and meaningful use of technological tools will be evaluated.	20
Mixed objective/subjective test	A1 A11 A18 B1 B5 B6	Students can pass this part of the course by sitting for the two partial tests which will be done throughout the course OR by means of a final exam which will be held in June. This official exam will be mandatory if the students have not passed/sit for the continuous assessment partial tests.	40
Workshop	A11 A18 B6	Different types of activities and tasks will be collected and assessed during the course. They will be done in the classroom (with or without prior notice) or at home and will be related to the contents explained in the lectures or the recommended readings.	20

Assessment comments

IMPORTANT

In order to pass this course, a minimum of 5 out of 10 in the final mark is required. A score of 4 out of 10 is the minimum required in each of the parts of the course (workshop/supervised projects/oral presentation/mixed test).

Any academic dishonesty (plagiarism, cheating in exams, etc.) will be penalised in accordance with the provisions of the 'Normas de avaliación, revisión e reclamación das cualificacións dos estudos de grao e mestrado universitario', article 14. To detect plagiarism, the application Turnitin could be used. This application recognises papers previously turned in by other people (or the student him/herself) at this university or other universities.

Deadlines for assignments are strict. Late arrivals (up to 5 days) will be penalised (25% off the final mark), unless they are duly justified.

All the extra-credit material carried out by the students during the course could be awarded up to an extra 5% of the final mark. This can include voluntary work, alternative readings or any other activity proposed and accepted by students and teachers.

The 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 assessmentactivities.

The dates for the supervised projects, oral presentation and mixed objective tests will be announced well ahead of time.

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July opportunity: Those students with less than a 4 in each of the parts evaluated in the course (even if the average is superior to 5) will have to sit for the "second opportunity exam session" in July, where students can retake those parts they have failed, according to the following distribution of percentages: Supervised project (20%), oral presentation (20%), written tasks similar to those evaluated during the course (20%), mixed test about the contents of the course (40%).

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

Students who are officially registered as part time, and have been grantedpermission not to attend classes, as stipulated in the regulations of thisUniversity, will be assessed in either of the opportunities according to thesame criteria specified for the second opportunity.

Diversity:

This module can be adapted to students who need support for their particular situation (physical,visual, auditory, cognitive, learning process, or related to mental health). If necessary, students should contact the services available in UDC/in their school or faculty, or the Unidad de Atención ala Diversidad (ADI) at the beginning of each academic semester in the timeframe officially established (https://www.udc.es/cufie/adi/apoioalumnado/);alternatively, they can contact the ADI tutor in the Faculty of Philology at the following address: pat.filoloxia@udc.gal).

IMPORTANTE:Para superar a materia, a suma da proba final, o traballo tutelado, apresentación oral e demáis actividades avaliables deberá ser 5 sobre 10,tendo en conta que a cualificación mínima de cada unha das partes(actividades do obradoiro/ traballo tutelado e exposición oral do mesmo/probamixta) deberá ser de 4 puntos sobre 10.

Aplicarase unha penalización do25% sobre a cualificación final de traballos e actividades se estes son entregadosfóra de prazo sen causa xustificada.

Os alumnos/as que non se presenten o díadas probas obxectivas de xuño ou xullo acadarán a cualificación de NP, se nonentregaron máis do 50% de actividades durante o curso.

AVALIACIÓNXULLO: Os/as estudantes que non presenten o traballo tutelado, ou que nonteñan acadado un 4 en cada un dos bloques avaliables (aínda que a nota mediasexa superior a 5) terán que ir á oportunidade de xullo, na que cada estudanteterá que demostrar ter acadadas as competencias da materia mediante a entregadun traballo escrito e defensa oral do mesmo en sustitución do traballotutelado, a superación de actividades escritas semellantes ás avaliadas aolongo do curso e, finalmente, mediante unha proba mixta sobre os contidos docurso. As instruccións e porcentaxes concretas faranse públicas despois dapublicación das cualificacións finais en xuño.

Alumnadocon dispensa: O alumnado matriculado a tempo parcial e que teña concedidaunha dispensa académica deberá porse en contacto co profesorado da materia aprincipio de curso para planificar, en cada situación concreta e individual, osaxustes necesarios na avaliación, no tocante as porcentaxes de"obradoiro", "traballos tutelados" e "presentación oral".

Sources of information

Basic	- Bauer, L. (1991). English word-formation. Cambridge University Press
	- Biber, D. et al (1999). Longman Grammar of the English Language.. Longman
	- Carter, R. & M. McCarthy. (2006). Cambridge Grammar of English.. Cambridge University Press
	- Depraetere, I., & Langford, C. (2012). Advanced English grammar: a linguistic approach. . London; New York: Continuum International Pub.
	- Downing, A. & P. Locke (1992). A University Course in English Grammar.. Prentice Hall.
	- Greenbaum, S. & Quirk, R (1990). A Student's Grammar of the English Language. Longman
	- Halliday, M.A.K. (1985). An Introduction to Functional Grammar. Edward Arnold
	- Hewings, M. (1999). Advanced Grammar in use.. Cambridge University Press
	- Heynen, Bastian. (2010). Recent Trends in English Word Formation.. Grin Verlag.
	- Huddleston, R. (1984). Introduction to the Grammar of English. . Cambridge University Press
	- Huddleston, R. & G.K. Pullum. (2005). A Student?s Introduction to English Grammar.. Cambridge University Press
	- Parrot, Martin (2000). Grammar for English Language Teachers. Cambridge University Press
	- Plag, I. (2003). Word-Formation in English. . Cambridge University Press
	- Quirk, R. et al (1985). A Comprehensive Grammar of the Engish Language. Longman
	- Thomson, A.J. & Martinet, A.V (1986). A Practical English Grammar. Oxford University Press
Complementary	

Recommendations
Subjects that it is recommended to have taken before
Lingüística Xeral/613G03004
Use of English 1/613G03020
Subjects that are recommended to be taken simultaneously
Aspects of English/613G03031
Subjects that continue the syllabus
Use of English 2/613G03037
Other comments
A good command of English (C1 level) is compulsory to pass this course.

(*)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.