UNIVERSIDADE DA CORUÑA

Teaching Guide

Identifying Data				2022/23
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 Puente, Carolina
Lecturers	Nuñez Puente, Carolina
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.

E-mail	
c.nunez@udc.es	(Coordinador)
c.nunez@udc.es	(Lecturers)

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 of contemporary interest, such as: art, community, ecofeminism, ethics, mental health, spirituality, success, war, 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**
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
Seminar	A1 A2 A6 A9 A15 A18 B1 B3 B4 B5 B8 B9 B10 C4 C6 C7 C8	48	52	100
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**
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.
Seminar	Group work technique aimed at in-depth exploration of given topic, consisting of group discussion, individual engagement, preparation of texts and collective conclusions.

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**
Seminar	A1 A2 A6 A9 A15 A18 B1 B3 B4 B5 B8 B9 B10 C4 C6 C7 C8	I will value the activities done in class, such as: answering questions, participating in debates, making close-reading commentaries, writing academic essays, etc. The evaluation will proceed as follows: -Group exercises and oral participation: 15% -Individual academic essay: 15% -Individual close-reading commentary: 10%	40
Mixed objective/subjective test	A1 A6 A15 A18 B6 B10	The final exam will consist of theoretical questions and practical exercises related to the course materials.	50
Oral presentation	A1 A2 A6 A9 A15 A20 B1 B5 B8 B9 C4 C6 C8	Group presentation (OPTIONAL): I encourage you to do a class presentation in groups of between 3 and 9 students. The theme of this activity is HUMOR, which can be addressed academically or performatively.	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 SEMINAR, the MIXED OBJECTIVE/SUBJECTIVE TEST, and the final grade.-In the official exam in JULY there will be a mixed subjective/objective test, an individual academic essay, and an individual close-reading commentary. Group exercises and oral participation will be replaced by a test on the texts and concepts explained in class (Textual-conceptual test). 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 sit for 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.-Any lack of academic honesty (plagiarism, cheating in exams, etc.) will be penalized in accordance with the provisions of the ?Norms for the assessment, review and claim of qualifications for undergraduate and graduate degrees? (Article 14).-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.-The subject may be adapted to students who require the adoption of measures aimed at supporting diversity (be it physical, visual, auditory, cognitive, and learning- or mental health-related). If this is the case, they should contact the services available at the UDC/at the Center: within the official deadlines stipulated in a manner prior to each academic semester, with the Diversity Attention Unit (https://www.udc.es/cufie/adi/apoioalumnado/); failing that, with the "ADI" Tutor of the Faculty of Philology (at the following email address: pat.filoloxia@udc.gal).

Sources of information	
Basic	Baldick, Chris.The Concise Oxford Dictionary of Literary Terms. Oxford UP, 2001.Barnet, Sylvan, Pat Bellanca, and Marcia Stubbs. A Short Guide to College Writing. Harvard UP, 2014.?Biblioguía: Cómo elaborar un trabajo académico: TFG/TFM.? Universidad Loyola, 2021, www.uloyola.es/investigacion/biblioteca/biblioguias/biblioguia-elaborar-tfm-tfg. 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, www.udc.es/es/biblioteca/servizos/apoio_aprendizaxe/servizos_apoio/traballo_curso/. 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, style.mla.org/. Accessed 16 July 2021.Morreall, John. ?Philosophy of Humor.? The Stanford Encyclopedia of Philosophy, Fall 2020, plato.stanford.edu/entries/humor/. Accessed 16 July 2021.Oxford English Dictionary. Oxford UP, 2017, www.oed.com. 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, owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html. Accessed 16 July 2021.
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.