



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 | Núñez Punte, Carolina | E-mail | c.nunez@udc.es | |
| Lecturers | Núñez Punte, 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. | | | |

Study programme competences

| Code | Study programme competences |
|------|--|
| 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/a 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 |
|-------------------|-----------------------------|
| | |



| | | | |
|--|-----|-----|----|
| 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 | Ordinary class hours | 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 | 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 | <p>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. ?Bibliografía: Cómo elaborar un trabajo académico: TFG/TFM.? Universidad Loyola, 2021, www.ulojola.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/apoyo_aprendizaxe/servizos_apoyo/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.</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. |

(*)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.