UNIVERSIDADE DA CORUÑA

Teaching Guide				
Identifying Data				**2023/24**
Subject (*)	Aspects of English		**Code**	613G03031
Study programme	Grao en Inglés: Estudos Lingüísticos e Literarios			
Descriptors				
Cycle	**Period**	**Year**	**Type**	**Credits**
Graduate	2nd four-month period	Third	Optional	4.5
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Letras			
Coordinador	Llanos Tojeiro, Ángela		**E-mail**	angela.llanos@udc.es
Lecturers	Llanos Tojeiro, Ángela		**E-mail**	angela.llanos@udc.es
Web				
General description	An approach to different issues related to the English language, including linguistic change, register, medium, as well as some pragmatic and cultural aspects of discourse in English. Students are expected to consolidate C1 competences and acquire tools for the elaboration of academic papers.			

Study programme competences / results	
Code	**Study programme competences / results**
A1	Coñecer e aplicar os métodos e as técnicas de análise lingüística e literaria.
A3	Coñecer as correntes teóricas da lingüística e da ciencia literaria.
A6	Ter un dominio instrumental avanzado oral e escrito da lingua inglesa.
A11	Ter capacidade para avaliar, analizar e sintetizar criticamente información especializada.
A17	Coñecer a historia e a cultura das comunidades anglófonas.
A18	Dominar a gramática da lingua inglesa.
A19	Coñecer a situación sociolingüística da lingua inglesa.
A20	Coñecer a variación lingüística da lingua inglesa.
A21	Coñecer a evolución histórica externa e interna 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.
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.

Learning outcomes		
Learning outcomes	**Study programme competences / results**	
To know the variation of the English language.	A20	B1 B2
To know the methods of linguistic and literary analysis	A1	
To know the recent theory of linguistics and literary analysis	A3	
To have an advanced use of the English language	A6	
To be able to analyse and synthesize information	A11	
To know the culture of English communities	A17	

To have an advanced knowledge of English Grammar	A18	
To know the sociolinguistic panorama of the English language	A19	
To know the historical evolution of English	A21	
To be able to understand ideas from other disciplines		B5
To organize and plan the time needed to perform a given task		B6
To use critically all the information and knowledge		B7
To understand and value diversity and difference		B8
Valorar a importancia da investigación e desenvolvemento tecnolóxico na sociedade		B9
Capacidade de autoformación		B3

Contents	
Topic	**Sub-topic**
Factors affecting linguistic change in the English language in the 21st century	? Technology and digital communications
	? Globalization and cultural exchange
	? Multilingualism and code-switching
	? Evolution of slang and informal language
	? Global varieties of English as a Lingua Franca
	? Technological terminology and neologisms
	? influence of Pop culture
	? Grammatical modifications and simplifications
Aspects of the English language use in different contexts	How language shapes meaning, power dynamics and social interactions:
	? Discourse analysis
	? Pragmatics
	? Sociolinguistics
	? Power and ideology
	? Critical Discourse Analysis (CDA)
	? Discourse and identity

Planning				
Methodologies / tests	**Competencies / Results**	**Teaching hours (in-person & virtual)**	**Student?s personal work hours**	**Total hours**
Mixed objective/subjective test	A20	3	20	23
Supervised projects	A1 A3 A11 B3 B5 B6 B7	2	20	22
Oral presentation	A6 A18	2.5	9	11.5
Guest lecture / keynote speech	A19 A21 B1 B8 B9	16	20	36
Seminar	A17 B2	8	8	16
Personalized attention		4	0	4
(*)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	Written test with different types of tasks on the contents of the course
Supervised projects	Supervised assignment(s) carried out by the students under the supervision and guidance of the teaching staff. The project(s) may be written or oral. Clear guidelines will be provided well in advance.
Oral presentation	Oral presentation of the projects, if required.
Guest lecture / keynote speech	Lecture and explanation of the contents of the course provided by the teachers with possible interaction of the students and support of audiovisual resources.

Seminar	Critical reading and analysis of relevant texts in the classroom, activities and exercises of different types. Active participation from the students is expected.

Personalized attention	
Methodologies	**Description**
Oral presentation Supervised projects	Throughout the semester, students will be encouraged by the lecturer to inform about their progress on the supervised projects and/or oral presentations, either during office hours, by e-mail or in class.

Assessment			
Methodologies	**Competencies / Results**	**Description**	**Qualification**
Seminar	A17 B2	Critical reading and exercises, activities, participation and attendance.	20
Mixed objective/subjective test	A20	There will be a written exam on the contents of the course on the official date.	40
Supervised projects	A1 A3 A11 B3 B5 B6 B7	The nature and number of assignments will be provided at the beginning of the course. Guidelines will clearly specified in due time.	40
Others			

Assessment comments
IMPORTANT In order to pass this course a minimum of 5 out of 10 in the final mark is needed. A mark of 4 out of 10 is the minimum required in each of the parts of the course: exam and supervised projects. In addition, in order to pass this subject, students must complete at least 50% of the supervised projects (assignments). Students who do not sit for the official exam will be given a grade of NP (absent) if they have not handed in 50% of the assignments. According to the modification of section 4b of article 11 of the UDC Student Disciplinary Regulations, the student who commits any academic dishonesty (plagiarism, copying in exams, etc.) will be graded with " fail " (numerical grade 0) in the corresponding call of the academic year, whether the offense is committed in the first opportunity or in the second one. For this, the grade will be modified in the first opportunity report, if necessary. 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. July opportunity: In this opportunity students can retake the parts they have failed. The distribution of percentages will be the same: exam (40%)/ supervised projects (60%). The projects in the second opportunity might be different to the ones carried out throught the course. Students who are officially registered as part time 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. Students sitting the December exam (final exam brought forward) will be assessed according to the criteria specified for the July 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). Gender inclusivity In accordance with the various regulations governing university teaching, it is necessary to incorporate a gender perspective into this subject. This includes, among other measures, the use of non-sexist language, bibliographies that are inclusive from a gender perspective, and encouraging participation from all students in class, regardless of their gender. We will pay particular attention to identifying and addressing sexist prejudices and attitudes. We will actively work towards the modification of this environment and the promotion of values of respect and equality. Our efforts will focus on detecting cases of gender discrimination and implementing appropriate actions to rectify such cases.

Sources of information	
Basic	- Ballard, Kim (2013). The Frameworks of English. London: Palgrave Macmillan
	- Bayley, Robert & Ceil Lucas (2007). Sociolinguistic Variation. Cambridge: CUP
	- Bowel, Tracy, Robert Cowan & Gary Kemp (2020). Critical Thinking. Oxford: Routledge
	- Brinton, Laurel, & Donna Brinton (2010). The Linguistic Structure of Modern English. Philadelphia: John Benjamins Publishing Company
	- Carillo, Ellen, & Alice Horning (2021). Teaching Critical Reading and Writing in the Era of Fake News. New York: Peter Lang Publishing
	- Cutting, Joan, & Kenneth Fordyce (2021). Pragmatics. Oxford: Routledge
	- English, Fiona, & Tim Marr (2015). Why Do Linguistics?. London: Bloomsbury Academic
	- Fairclough, Norman (2013). Critical Discourse Analysis. Oxford: Routledge
	- Gee, James Paul, & Michael Handford (2016). The Routledge Handbook of Discourse Analysis. Oxford: Routledge
	- Goatly, Andrew, & Preet Hiradhar (2016). Critical Reading and Writing in the Digital Age. Oxford: Routledge
	- Jenkins, Jennifer (2015). Global Engishes. New York: Routledge
	- McCulloch, Gretchen (2019). Because Internet. New York: Riverhead Books
	- Yule, George (2020). The Study of Language. Cambridge: CUP
	Outras fontes ou recursos relevantes serán proporcionados durante o curso.
Complementary	

Recommendations
Subjects that it is recommended to have taken before
Subjects that are recommended to be taken simultaneously
Subjects that continue the syllabus
Other comments