



Teaching Guide

Teaching Guide				
Identifying Data				2023/24
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 Ponte, Carolina	E-mail	c.nunez@udc.es	
Lecturers	Núñez Ponte, 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 3. Tools for academic writing	Spelling, capitalization, word choice (e.g. avoiding sexist/discriminatory language; using inclusive language and new terminology), tone, clarity (e.g. coherence, structure), exactness, conciseness, etc. Academic concepts and topics of contemporary interest: ecofeminism, posthumanism, etc.
UNIT 2. 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 4. Tools for critical reading	4.1. Rhetorical devices: allegory, alliteration, anaphora, antagonist, antihero, antithesis, archetype, assonance, asyndeton, Bildungsroman, blank verse, catharsis, chiasmus, Doppelgänger, enjambment, flashback, flashforward, foreshadowing, free indirect discourse, free verse, genre, hyperbaton, hyperbole, irony, litotes, metaphor, meter, metonymy, narrator, onomatopoeia, oxymoron, personification, polysyndeton, point of view, pun, rhyme, rhythm, simile, stream of consciousness, symbolism, synecdoche, synesthesia, tautology, tone, etc. 4.2. Critical theories and concepts: affect theory, deconstruction, feminist literary criticism, queer theory, etc.
UNIT 5. 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. Readings of short stories, poetry, etc.
UNIT 6. Introduction to academic research	The MA thesis, the PhD dissertation, and the research article. Deciding upon the object of study, reviewing the state of the art, searching for academic sources, choosing a publication means, writing the text, etc.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours



Mixed objective/subjective test	A1 A6 A15 A18 B10 B6	2	10	12
Directed discussion	A6 A18 B5 B6 B8 B9 B10 C4 C6 C8	10	20	30
Workshop	A1 A2 A6 A9 A15 A18 B1 B3 B4 B5 B8 B9 B10 C4 C6 C7 C8	28	20	48
Workbook	A6 A15 A18 B3 B6 C6	0	27	27
Guest lecture / keynote speech	A6 B5 B8 B9 B10 C4 C6 C7 C8	21	0	21
Oral presentation	A1 A2 A6 A9 A15 A20 B1 B5 B8 B9 C4 C6 C8	1	10	11
Personalized attention		1	0	1

(*)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.
Directed discussion	Group dynamic technique involving free, informal, spontaneous debate among members of group; may also take form of coordinated discussion in presence of moderator.
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.
Workbook	Compilation of printed texts and written documents, collected and edited as tool to consolidate knowledge of course content.
Guest lecture / keynote speech	Oral presentation (using audiovisual material and student interaction) designed to transmit knowledge and encourage learning. Presentations of this type are variously referred to as 'expository method', 'guest lectures' or 'keynote speeches'. (The term 'keynote' refers only to a type of speech delivered on special occasions, for which the lecture sets the tone or establishes the underlying theme; it is characterised by its distinctive content, structure and purpose, and relies almost exclusively on the spoken word to communicate its ideas.)
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.

Personalized attention	
Methodologies	Description
Oral presentation	I am delighted to receive students in my office and/or through Teams during office hours with prior booking.

Assessment			
Methodologies	Competencies	Description	Qualification
Directed discussion	A6 A18 B5 B6 B8 B9 B10 C4 C6 C8	There will be a set of texts (theoretical, literary, etc.) accessible through Moodle, which will be explained in class. My teaching method is dialogical; therefore, students must do the readings in advance in order to answer questions, participate in debates, etc.	10
Workshop	A1 A2 A6 A9 A15 A18 B1 B3 B4 B5 B8 B9 B10 C4 C6 C7 C8	You will work in groups to write essays and do close-reading commentaries, among other exercises, on the above-mentioned texts.	20



Mixed objective/subjective test	A1 A6 A15 A18 B10 B6	It will have three parts: theory test, academic essay, and close-reading commentary. You will do the test in late December and the other two parts, on the date assigned by the Faculty (January).	60
Oral presentation	A1 A2 A6 A9 A15 A20 B1 B5 B8 B9 C4 C6 C8	It will be OPTIONAL and consist on a performance in groups between 3 and 6 students. The topic must be humorous (e.g. a sketch from a comedy). Reading is forbidden, but you may have a prompter and improvise.	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 three parts of the MIXED OBJECTIVE/SUBJECTIVE TEST, the WORKSHOP, the DIRECTED DISCUSSION, and the final grade. If in any of these sections the grade is less than 5, the global qualification that can be awarded will be a maximum of 4,5.-In the official JULY exam, each student must complete the section(s) that they did not pass at the first opportunity. There will be a theory test, an academic essay, and a close-reading commentary; the group presentation will also be optional. The directed discussion and workshop sections will be replaced by an exam that relates the theories (or concepts) and the texts treated in class; said exam may be taken in January by students with matching subjects that can prove the impossibility of attending classes.-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). In short, the overall grade will be: FAILED (0).-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). -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	BIBLIOGRAFÍA BÁSICA 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.uloiola.es/investigacion/biblioteca/biblioguias/biblioguia-elaborar-tfm-tfg. Braidotti, Rosi, and María 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/. 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. "Importance of Terminology." Gender and Sexuality Studies, NYU Libraries, https://guides.nyu.edu/genderandsex/terminology. MLA Handbook. Modern Language Association of America, 2021. MLA Style Center. Modern Language Association of America, 2023, style.mla.org/. Oxford English Dictionary. Oxford UP, 2017, www.oed.com. Prieto Pablos, Juan A., and Manuel J. Gómez Lara. The Ways of the Word. Universidad de Huelva, 2003. "Release Notes: The Formal Language of Sexuality and Gender Identity," 29 March 2018, Oxford English Dictionary, https://public.oed.com/blog/march-2018-update-release-notes-formal-language-sexuality-gender-identity/. Swan, Michael. Practical English Usage. Oxford UP, 2005. The Purdue OWL Family of Sites. The Writing Lab and OWL at Purdue and Purdue University, 2022, owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html. The Trans Language Primer, https://translanguageprimer.com/.
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.