



## Teaching Guide

Teaching Guide				
Identifying Data				2015/16
Subject (*)	Lingua Inglesa 4		Code	613G01019
Study programme	Grao en Español: Estudos Lingüísticos e Literarios			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	Second	Obligatoria	6
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Filoloxía Inglesa			
Coordinador	Núñez Ponte, Carolina	E-mail	c.nunez@udc.es	
Lecturers	Núñez Ponte, Carolina	E-mail	c.nunez@udc.es	
Web	www.udc.es			
General description	This course extends the basic training in the description of the English language and the theory and practice of English. The overall goal is to reach CEF level C1.			

## 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.
A4	Ter un dominio instrumental avanzado oral e escrito da lingua galega.
A5	Ter un dominio instrumental avanzado oral e escrito da lingua española.
A6	Ter un dominio instrumental avanzado oral e escrito da lingua inglesa.
A8	Ter dominio instrumental oral e escrito dunha segunda lingua estranxeira.
A9	Elaborar textos orais e escritos de diferente tipo en lingua galega, española e inglesa.
A10	Ter capacidade para avaliar criticamente o estilo dun texto e para formular propostas alternativas e correccións.
A11	Ter capacidade para avaliar, analizar e sintetizar criticamente información especializada.
A12	Coñecer os principios teóricos básicos da tradución directa e inversa e ser capaz de poñelos en práctica.
A15	Ser capaz de aplicar os coñecementos lingüísticos e literarios á práctica.
A21	Coñecer a variación lingüística da lingua española.
A22	Coñecer a evolución histórica externa e interna da lingua española.
A23	Ter coñecementos de terminoloxía e neoloxía.
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.
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.
B10	Comportarse con ética e responsabilidade social como cidadán/a e profesional.
C1	Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.
C2	Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.
C3	Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.
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.
C5	Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras.



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		
Reading skills: Be able to understand varied authentic texts from newspapers, magazines, fiction/non-fiction, promotional or commercial sources.	A1 A2 A6 A8 A11 A15	B3 B4 B5 B6 B7 B8 B10	C2 C3 C4 C5 C6 C7
Writing skills: Be capable of composing an article, longer essays, informative texts, proposals, complaints, reports, reviews.	A4 A6 A9 A10 A11 A12	B1 B5 B6 B10	C1 C2 C3 C7 C8
Listening skills: Be capable of listening to and understanding different kinds of authentic discourse; monologues, announcements, radio and TV broadcasts, speeches, talks, anecdotes, interacting speakers, interviews, discussions.	A2 A6 A10 A11	B8 B9 B10	C2 C3 C5 C7
Speaking skills: Be able to interact with native and non-native speakers; give information, express and justify opinions, make appropriate comments, agree/disagree with proposals, compare, describe and speculate. Students should show that they can communicate effectively, by giving full and extended responses to stimuli.	A5 A6 A15 A21 A22 A23	B4 B5 B6 B8 B10	C2 C4 C5 C7 C8
Use of English: Be familiar with a wide range of general vocabulary, common phrases and collocations, shades of meaning, phrasal verbs, linking mechanisms, grammatical transformations.	A6 A8 A22 A23	B4 B5 B7 B8 B10	C2 C4 C5 C6 C7 C8

Contents	
Topic	Sub-topic
-WRITING: How to write both an argumentative and a research paper in MLA style	What is the MLA style of writing? Style and register; formal and informal language; connotation and denotation; post-structuralism and the binary opposition; punctuation; the paragraph; connecting words and expressions; the essay (e.g. argumentative and research types); title; introduction; thesis statement (as different from topic); body; conclusion; (web and printed) sources of information; the list of works cited; in-text quotations; plagiarism; footnotes and endnotes



-READING: How to to a reading comprehension	What is critical thinking? Different levels of understanding of a text; grammar; vocabulary; structure; rhetorical figures; story and plot; themes; characterization; inference; deduction; analysis; scope; meanings and interpretation; conclusion making; etc.
-SPEAKING: How to speak in public; how to do an oral presentation; how to debate; how to behave in a job interview	Types of speeches; tips to fight stage fright; the use of pauses, intonation, and rhythm in speech; body language; cohesion and coherence; to convince and to persuade; etc.  Class debates will be related to relevant topics such as art, capitalism, discrimination, education, emigration, media and sexuality among others.
-GRAMMAR AND VOCABULARY: Review and consolidation of word formation and use of vocabulary, as well as important grammatical structures.	Formal and academic language; word formation; conditional sentences; the passive voice; past with present and/or future meanings; modal verbs; phrasal verbs; special noun-verb agreement; etc.
-LISTENING: Grammar-related and job-interview audiovisual recordings	The listening exercises will be related to the grammar seen in class. The students will also listen to many job interviews and practice for the audio-oral test.

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A4 A5 A6 A10 A11 A15 A21 A22 A23 B1 C7 C8	25	25	50
Seminar	A8 A12 B4 B7	12	5	17
Supervised projects	A9 B6 B9 C2 C3 C6	4	8	12
Oral presentation	B10 C1	0.5	12	12.5
Workshop	B5 B8 C4	25	25	50
Mixed objective/subjective test	A1 A2 B3 C5	2.5	4	6.5
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 combined with the use of media, and the introduction of some questions to the students, in order to impart knowledge and facilitate learning. This session will be completed with guided discussions.
Seminar	Technique of group work that aims for the intensive study of a topic or reading. It is characterized by discussion, participation, preparation of documents and the conclusions that all the seminar members have to reach.
Supervised projects	Methodology designed to promote independent learning of students, under the guidance of the teacher, and in various (academic and professional) scenarios.
Oral presentation	Inherent in the teaching-learning methodology, this activity is based on oral participation through which students present their work.
Workshop	Training mode oriented to the application of learning in which you can combine various methodologies/tests (presentations, simulations, debates, problem solving, guided practice, etc.) through which students develop practical tasks.
Mixed objective/subjective test	Test integrating essay questions and objective-test questions. Essay questions can include open-response questions; objective-test questions can combine exercises of multiple-choice, classification, short answer, discrimination, fill-in-the-gaps and/or association.

Personalized attention	
Methodologies	Description



Supervised projects	We are available to the students during office hours, as well as via phone and email.
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Assessment			
Methodologies	Competencies / Results	Description	Qualification
Guest lecture / keynote speech	A4 A5 A6 A10 A11 A15 A21 A22 A23 B1 C7 C8	<p>(LARGE GROUPS with coordinator): Classes consist of both theoretical and practical lessons on oral and writing skills. Before coming to class, the students will have to read PIECES OF NEWS or watch VIDEOS that will be uploaded on Moodle. Once there, the students will DEBATE about these pieces of news / videos; then you will be organized into groups and write an ARGUMENTATIVE ESSAY derived from the previous debate. Your ESSAYS will be corrected by the teacher and returned to their authors throughout the course. Occasionally, we will complete the practice of grammar, vocabulary and academic writing with a GAME.</p> <p>Those students who demonstrate an extraordinary oral participation will receive EXTRA points to be added to the final grade (see comments).</p>	0
Workshop	B5 B8 C4	<p>(MEDIUM AND SMALL GROUPS with language assistant): In some of the medium groups and all the small ones, you will practice your skills at speaking, listening and (to an extent) grammar. Focus will be placed on how to write a CV and how to behave/speak in job interviews. Sometimes you will have to do tasks based on Moodle materials.</p> <p>Those students who demonstrate an extraordinary oral participation will receive EXTRA points to be added to the final grade (see comments).</p>	0
Supervised projects	A9 B6 B9 C2 C3 C6	<p>You will have to do two different tasks to be assessed separately:</p> <p>(1) a professional CV for the language assistant (20%) and (2) a list of works cited in MLA style for the coordinator (20%).</p> <p>In class, on Moodle and also during office hours, we will give you the necessary guidelines to do these assignments. The CV must follow the parameters chosen by the language assistant. The MLA list must include a TOPIC chosen by the student plus: a book by one or more authors, a chapter in a collection of essays by different authors, an article from JSTOR, and an extra electronic source (e.g. YouTube interview) on the chosen topic</p> <p>The teachers insist on the absolute NECESSITY that the students use classes and tutorials to learn and ask questions about both supervised tasks.</p>	40
Oral presentation	B10 C1	<p>The presentation consists in doing a video project, between 5 and 10 people, whose content is an ADVERTISEMENT or PROGRAM to SELL a PRODUCT or METHOD. While talking, the students will be forbidden to read from any kind of notes. You will have to prepare the SCRIPT, RECORD the video and UPLOAD it; the rest of the guidelines will be explained by the coordinator.</p> <p>Certainly, the students are encouraged to use the tutorials throughout the semester to ask questions about their projects.</p>	10



Mixed objective/subjective test	A1 A2 B3 C5	<p>The exam parts will be organized as follows:</p> <p>-READING EXAM with a coordinator (15%): This part consists of a reading-comprehension test of the required LONG READINGS, which will be on Moodle, and which are different from the short texts discussed at the seminars. These LONG READINGS will be explained in the large-group session the penultimate day of class.</p> <p>-WRITING EXAM with coordinator (20%): You will have to write an argumentative essay on a relevant topic set by the teacher, which was not debated in class; I will test your skills at grammar, vocabulary and MLA style. The essay must have: title, introduction, thesis statement, body and conclusion.</p> <p>-AUDIO-ORAL EXAM with language assistant (15%): Job interview, using a formal register and following the guidelines explained and practiced in class?as well as the samples and tips posted on Moodle.</p>	50
Seminar	A8 A12 B4 B7	<p>(MEDIUM GROUPS with coordinator): We will devote part of these groups to READING COMPREHENSION exercises of brief TEXTS that will be on Moodle. The students must read these texts in advance, and also prepare the Moodle exercises, which will be corrected in class and checked by the teacher throughout the course.</p> <p>Those students who demonstrate an extraordinary oral participation will receive EXTRA points to be added to the final grade (see comments).</p>	0
Others			

## Assessment comments



\_\_To pass the subject, you must be graded with at least a 4 (out of 10) in the SUPERVISED WRITTEN TASKS and the EXAM PARTS and at least a 5 (out of 10) in the FINAL GRADE.

\_\_ Assignments must be delivered in a timely manner. We will only accept delayed submissions exclusively if there is a duly justified cause (e.g. with a doctor's note).

\_\_The assignments showing signs of plagiarism will be qualified with a 0.

\_\_Students' voluntary work will be qualified by adding an EXTRA percentage to the final grade as follows: I) EXTRAORDINARY ORAL PARTICIPATION: coordinator's class (+0.2) and assistant's class (+0.2). II) INDIVIDUAL ORAL PRESENTATION: in the coordinator's class and in an event called Talent Show?the details will be explained in due time (+0.3). III) INDIVIDUAL RESEARCH PAPER on one (or two) of the required long readings (+0.3). The students interested in this task will have to tell me in advance; I will set three interviews with you in my office throughout the semester to discuss the development of your work. Papers that were not supervised by me in this manner will not be accepted.

\_\_In case of workers' strike, if it were necessary, the teachers will provide the students with didactic material through Moodle. In case of students' strike, the teachers could ask the students to submit an assignment equivalent to the classwork they would do if they were in class.

\_\_Either in the first or the second opportunity, the students who do not come to the exam will be qualified as 'Did Not Sit'.

\_\_For the JULY opportunity, there will be 2 supervised written tasks and 3 exam parts just like in June. Since there are no classes, the oral presentation / video-project may be done individually.

\_\_Those who are officially registered as part-time students, 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.

<p><b>Basic</b></p>	<p>&lt;b&gt; RECOMMENDED &lt;/b&gt;&lt;b&gt;BIBLIOGRAPHY&lt;/b&gt;&lt;i&gt;Collins COBUILD Advanced Dictionary of English&lt;/i&gt;. London: Collins ELT, 2012.&lt;b&gt; &lt;/b&gt;Print.&lt;i&gt;Collins COBUILD Students? Dictionary plus Grammar (Book &amp; CD)&lt;/i&gt;. London: Collins ELT, 2005. Print.Cunningham, Gillie, Jan Bell, and Theresa Clementson. &lt;i&gt;Face2face Advanced. Student?s Book and DVD Rom&lt;/i&gt;. Cambridge: CUP, 2013. PrintDownes, Colm. &lt;i&gt;Cambridge English for Job Hunting&lt;/i&gt;. Cambridge: CUP, 2008. Print.Hewings, Martin. &lt;i&gt;Advanced Grammar in Use: a Self-study Reference and Practice Book for Advanced Learners of English; with Answers and CD-ROM&lt;/i&gt;. Cambridge: CUP, 2013. Print.---. &lt;i&gt;Cambridge Grammar for CAE and Proficiency with Answers and Audio CDs&lt;/i&gt;.Cambridge: CUP, 2009.Print.Hopkins, Diana, and Pauline Cullens. &lt;i&gt;Cambridge Grammar for IELTS with Answers: a Self-study Grammar Reference and Practice&lt;/i&gt;.Cambridge: CUP, 2007. Print.&lt;i&gt;OED. Oxford English Dictionary&lt;/i&gt;. OUP. Web. 1 July 2014.Swan, Michael. &lt;i&gt;Practical English Usage&lt;/i&gt;. Oxford: OUP, 1996. Print.&lt;i&gt;The Purdue OWL Family of Sites&lt;/i&gt;. The Writing Lab and OWL at Purdue and Purdue U, 2008. Web. 1 July 2014.Vince, Michael. &lt;i&gt;Advanced Language Practice: English Grammar and Vocabulary&lt;/i&gt;. Oxford: Macmillan, 2009. Print.</p> <p>RECOMMENDED BIBLIOGRAPHYCollins COBUILD Advanced Dictionary of English. London: Collins ELT, 2012. Print.Collins COBUILD Students? Dictionary plus Grammar (Book &amp; CD). London: Collins ELT, 2005. Print.Cunningham, Gillie, Jan Bell, and Theresa Clementson. Face2face Advanced. Student?s Book and DVD Rom. Cambridge: CUP, 2013. PrintDownes, Colm. Cambridge English for Job Hunting. Cambridge: CUP, 2008. Print.Hewings, Martin. Advanced Grammar in Use: a Self-study Reference and Practice Book for Advanced Learners of English; with Answers and CD-ROM. Cambridge: CUP, 2013. Print.---. Cambridge Grammar for CAE and Proficiency with Answers and Audio CDs.Cambridge: CUP, 2009.Print.Hopkins, Diana, and Pauline Cullens. Cambridge Grammar for IELTS with Answers: a Self-study Grammar Reference and Practice.Cambridge: CUP, 2007. Print.OED. Oxford English Dictionary. OUP. Web. 1 July 2014.Swan, Michael. Practical English Usage. Oxford: OUP, 1996. Print.The Purdue OWL Family of Sites. The Writing Lab and OWL at Purdue and Purdue U, 2008. Web. 1 July 2014.Vince, Michael. Advanced Language Practice: English Grammar and Vocabulary. Oxford: Macmillan, 2009. Print.</p>
<p><b>Complementary</b></p>	

[illegible]

(\*)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.