



Teaching Guide				
Identifying Data				2019/20
Subject (*)	Lingua Inglesa 4	Code	613G02019	
Study programme	Grao en Galego e Portugués: Estudos Lingüísticos e Literarios			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	Second	Obligatory	6
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Letras			
Coordinador	Núñez Puente, Carolina	E-mail	c.nunez@udc.es	
Lecturers	Fowlie , James Alexander Núñez Puente, Carolina	E-mail	james.fowlie@udc.es 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
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.
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.
B10	Comportarse con ética e responsabilidade social como cidadán/á e profesional.
C2	Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.
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.

Learning outcomes			
Learning outcomes	Study programme competences / results		
	results		
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	B4 B5 B8	C2 C6
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.	A6	B4 B8	C2
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.	A6 A9 A15	B3 B4 B8	C2



Reading skills: Be able to understand varied authentic texts from newspapers, magazines, fiction/non-fiction, promotional or commercial sources.	A6 A15	B1 B3 B5 B8 B10	C2 C6 C7
Writing skills: Be capable of composing various types of texts, such as letters, articles, longer essays, informative texts, proposals, complaints, reports, reviews.	A6 A9 A15	B1 B4 B5 B8	C2
Grammar: Demonstrate an understanding of and proficiency in English grammar appropriate to a C1 level of English.	A6	B5 B6	C2 C7

Contents	
Topic	Sub-topic
-WRITING	<p>What is the MLA writing style? Style and register, formal and informal language, connotation and denotation, post-structuralism and binary opposition, punctuation, paragraph, connectors, the essay (e.g. argumentative and research essays), title, introduction, (hypo)thesis vs. topic, body, conclusion, information sources (web and printed), list of works cited, citations in the body of the text, plagiarism, footnotes and endnotes, etc.</p> <p>Throughout the course, you will learn to write different texts such as the motivation letter, the professional CV, and the MLA essay. The latter will be the part of the final exam.</p>
-READING	<p>What is critical reading? Different levels of comprehension of a text, grammar, vocabulary, structure, rhetorical figures, story and plot, themes, characterization, inference, deduction, analysis, scope and impact, meaning and interpretation, conclusions, etc.</p> <p>We will read and discuss diverse documents. Two of these documents will be part of the reading comprehension in the final exam.</p>
-SPEAKING	<p>How to make an oral presentation, participate in a debate and behave in a job interview. Types of discourses; tips to fight against stage fright; use of pauses, intonation and rhythm in orality; body language; cohesion and coherence; convince and persuade.</p> <p>Each student must come to class prepared to answer orally about the reading material assigned for that day, as well as to participate in the debates and other activities.</p>
-LISTENING	<p>The listening exercises will be related to the grammar and vocabulary seen in class. Students will also work with job interviews and practice for the audio-oral test.</p> <p>In class you will practice listening to the English language. Listening, apart from being necessary for understanding, is also an ethical act and students are expected to practice ethics.</p>



-GRAMMAR	<p>Review and consolidation of both the use of words and important grammatical structures.</p> <p>Connectors and other elements of textual cohesion. Verbal tenses: their correct and consistent use. Subordinate clauses: relative (e.g. with prepositions) and adverbial. Agreement and order among words. Distinguish among types of words and phrases: adjectives vs. adverbs, conjunctions vs. prepositions and prepositional phrases vs. adverbial phrases.</p>
-VOCABULARY	<p>Expansion of vocabulary, with special attention to idiomatic expressions, false friends, phrasal verbs and formal language</p> <p>Topics: finding work and describing professional skills; discussing about current issues, both linguistic (e.g. [non] sexist language, [not] using gender markers) and social (emotions, gender, sexuality, diversity and the environment, among others).</p>

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A6 A15 B5 B8 C2	25	25	50
Seminar	A6 A9 A15 B4 B8 B10 C2	16	16	32
Supervised projects	A6 A9 B1 B4 B8 B10 C2	4	8	12
Oral presentation	A6 A9 B1 B3 B4 B6 B8 C2 C6 C7	0	5	5
Workshop	A6 A9 B4 B10 C2	16	15	31
Short answer questions	A9 C2	2	4	6
Mixed objective/subjective test	A6 A15 B6 B10 C2	2	10	12
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 (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.)
Seminar	Group work technique aimed at in-depth exploration of given topic, consisting of group discussion, individual engagement, preparation of texts and collective conclusions.
Supervised projects	Supervised learning process aimed at helping students to work independently in a range of contexts (academic and professional). Focused primarily on learning ?how to do things? and on encouraging students to become responsible for their own learning.
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.
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.
Short answer questions	Objective test aimed at revising specific elements of course content. Exercise consists of supplying correct sentence, word, figure or symbol in response to specific question.



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.
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### Personalized attention

Methodologies	Description
Supervised projects	We are available and happy to meet our students during the scheduled office hours and by appointment.

### Assessment

Methodologies	Competencies / Results	Description	Qualification
Short answer questions	A9 C2	Throughout the semester, you will take some TESTS that will evaluate the continuity with which you acquire the theoretical knowledge and your capacity to put it into practice. The dates of these tests will be announced at the beginning of the semester.	20
Supervised projects	A6 A9 B1 B4 B8 B10 C2	-A MOTIVATION LETTER (10%) -A PROFESSIONAL CV (10%) The guidelines to complete the assignments will be explained in class, on Moodle and during office hours. The submission dates will be announced ahead of time.	20
Oral presentation	A6 A9 B1 B3 B4 B6 B8 C2 C6 C7	This consists of a video project, between 3 and 10 people, presenting a commercial or infomercial to sell a product or method. Under no circumstances will the students read from any kind of notes, and they will have to prepare the script, record the video and upload it. The rest of the guidelines will be explained in due time. This activity is not mandatory.	10
Mixed objective/subjective test	A6 A15 B6 B10 C2	The exam will include the following sections: WRITTEN PRODUCTION following the methodology explained in this course (20%), READING COMPREHENSION of the called exam texts (15%) and AUDIO-ORAL TEST consisting of a job interview (15%).	50
Others			

### Assessment comments

-To pass this course, you must be graded with at least 5 (out of 10) IN EACH OF THE SUPERVISED PROJECTS, the SHORT RESPONSE TESTS and the EXAMINATIONS, and at least 5 (out of 10) in the FINAL GRADE.-For the JULY opportunity assessment, there will be supervised projects, short answer tests and mandatory exams as in June (the optional video-project will have THE SAME REQUIREMENTS too). On this occasion, each student must complete the section(s) that she or he did not pass in the first opportunity.-Students sitting the December exam (final exam brought forward) will be assessed according to the criteria specified for the July opportunity.-Students officially enrolled part-time who have been granted an official dispensation from attending classes will need to contact the teachers at the beginning of the semester. These students will be assessed according to the criteria applied in the July opportunity.-In order NOT to obtain the grade of "No presentado" (Absent), the student must attend the exam (even if it is just to write her or his name) OR do at least half of the scoring work.-Students can only do ONE volunteer activity to raise their final grade +0.5. That is, you can EITHER participate in a talent show (speaking in English) OR write an essay on one (or both) mandatory readings. More information will be given in class and via Moodle. Obviously, the extra percentage will be added to the final grade as long as it is equal to or higher than 5. IMPORTANT: to be able to do volunteer work it is NECESSARY to contact the coordinator at the beginning of the course and strictly follow the guidelines set by her.-All assignments must be submitted in time and in the specified format in order to avoid a penalty of 25% on the grade obtained.-Teachers can use the "Turnitin" plagiarism detection service to review student work. Plagiarism in any activity will mean obtaining a "zero" in it.-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.

### Sources of information



<p><b>Basic</b></p>	<p>Barnet, Sylvan, Pat Bellanca, and Marcia Stubbs. A Short Guide to College Writing. Harvard University Press, 2014. Burgess, Sally, and Amanda Thomas. Gold Advanced Coursebook. Pearson ELT, 2014. Collins COBUILD Advanced Dictionary of English. Collins ELT, 2012. Collins COBUILD Students? Dictionary plus Grammar (Book &amp; CD). Collins ELT, 2005. Cunningham, Gillie, Jan Bell, and Theresa Clementson. Face2face Advanced. Student?s Book and DVD Rom. Cambridge University Press, 2013. Downes, Colm. Cambridge English for Job Hunting. Cambridge University Press, 2008. Edwards, Lynda, and Jacky Newbrook. Gold Advanced. Maximiser with Key. Pearson, 2014. Hewings, Martin. Advanced Grammar in Use: a Self-study Reference and Practice Book for Advanced Learners of English; with Answers and CD-ROM. Cambridge University Press, 2013.---. Cambridge Grammar for CAE and Proficiency with Answers and Audio CDs. Cambridge University Press, 2009. Hopkins, Diana, and Pauline Cullens. Cambridge Grammar for IELTS with Answers: a Self-study Grammar Reference and Practice. Cambridge University Press, 2007. Jones, Leo. New Cambridge Advanced English. Cambridge University Press, 2001. Mann, M. Destination C1 &amp; C2: Grammar and Vocabulary. MacMillan, 2008. OED. Oxford English Dictionary. Oxford University Press, 2017, www.oed.com. Accessed 26 July 2019. Quirk, Randolph, et al. Comprehensive Grammar of the English Language. Longman, 1989. Swan, Michael. Practical English Usage. Oxford University Press, 1996. 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 26 July 2019. Tims, Nicholas, et al. Face2face Advanced Workbook. Cambridge University Press, 2014. Vince, Michael. Advanced Language Practice: English Grammar and Vocabulary. Macmillan, 2009. Barnet, Sylvan, Pat Bellanca, and Marcia Stubbs. A Short Guide to College Writing. Harvard University Press, 2014. Burgess, Sally, and Amanda Thomas. Gold Advanced Coursebook. Pearson ELT, 2014. Collins COBUILD Advanced Dictionary of English. Collins ELT, 2012. Collins COBUILD Students? Dictionary plus Grammar (Book &amp; CD). Collins ELT, 2005. Cunningham, Gillie, Jan Bell, and Theresa Clementson. Face2face Advanced. Student?s Book and DVD Rom. Cambridge University Press, 2013. Downes, Colm. Cambridge English for Job Hunting. Cambridge University Press, 2008. Edwards, Lynda, and Jacky Newbrook. Gold Advanced. Maximiser with Key. Pearson, 2014. Hewings, Martin. Advanced Grammar in Use: a Self-study Reference and Practice Book for Advanced Learners of English; with Answers and CD-ROM. Cambridge University Press, 2013.---. Cambridge Grammar for CAE and Proficiency with Answers and Audio CDs. Cambridge University Press, 2009. Hopkins, Diana, and Pauline Cullens. Cambridge Grammar for IELTS with Answers: a Self-study Grammar Reference and Practice. Cambridge University Press, 2007. Jones, Leo. New Cambridge Advanced English. Cambridge University Press, 2001. Mann, M. Destination C1 &amp; C2: Grammar and Vocabulary. MacMillan, 2008. OED. Oxford English Dictionary. Oxford University Press, 2017, www.oed.com. Accessed 26 July 2019. Quirk, Randolph, et al. Comprehensive Grammar of the English Language. Longman, 1989. Swan, Michael. Practical English Usage. Oxford University Press, 1996. 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 26 July 2019. Tims, Nicholas, et al. Face2face Advanced Workbook. Cambridge University Press, 2014. Vince, Michael. Advanced Language Practice: English Grammar and Vocabulary. Macmillan, 2009.</p>
<p><b>Complementary</b></p>	

**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**



(\*)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.