Teaching Guide				
Identifying Data				2019/20
Subject (*)	Lingua Inglesa 4		Code	613G03019
Study programme	Grao en Inglés: 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	Nuñez Puente, Carolina	E-mail	c.nunez@udc.es	
Lecturers	Fowlie , James Alexander Nuñez 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	
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.
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 evolución histórica externa e interna 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.
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/á 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		
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 various types of texts, such as letters, articles, longer essays, informative texts, proposals, complaints, reports, reviews.	A4 A6 A9 A10 A11 A12	B1 B3 B4 B5 B6 B7 B8 B10	C2 C3 C4 C5 C6 C7
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	C1 C2 C3 C7 C8
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	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	B4 B5 B7 B8	C2 C4 C5 C6 C7 C8
Grammar: Demonstrate an understanding of and proficiency in English grammar appropriate to a C1 level of English.	A6 A8	B3	

Contents	
Topic	Sub-topic

-WRITING	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. 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.
-READING	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. We will read and discuss diverse documents. Two of these documents will be part of the reading comprehension in the final exam.
-SPEAKING	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. 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.
-LISTENING	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. 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.
-GRAMMAR	Review and consolidation of both the use of words and important grammatical structures. 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.
-VOCABULARY	Expansion of vocabulary, with special attention to idiomatic expressions, false friends, phrasal verbs and formal Language 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).

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A1 A5 A6 A10 A11 A15 A21 B1 C7 C8	25	25	50

Seminar	A8 A12 B4 B7	16	16	32
Supervised projects	B6 B9 C2 C3 C6	4	8	12
Oral presentation	B10 C1	0	5	5
Workshop	B8 B5 C4	16	15	31
Short answer questions	A9 A10 C2	2	4	6
Mixed objective/subjective test	A1 A2 A4 A9 B3 C5	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	(LARGE GROUPS): Classes consist of both theoretical and practical lessons with particular attention to grammar, use of English and reading comprehension.
Seminar	(GROUPS A, B, C and D): Practical classes conceived to develop speaking, writing, reading and listening skills using a topic from the course contents or others that might be of general interest. Students will participate in these seminars every week, so that they are able to practice all skills uninterruptedly.
Supervised projects	Various writing assignments.
Oral presentation	This aims at allowing students to work collaboratiely and creatively to improve their own language proficiency (particularly their oral skills). It is not a mandatory assignment (as the other sections in the assesment are). For all these reasons, only under extreme and adequately justified reasons will individual projects be considered.
Workshop	Oral activities in SMALL GROUPS, monitored by Teaching Assistants, in which students' speaking skills are put into practice. Informal, spontaneous, and natural conversations and debates are to be expected in these sessions. Various writing tasks may also take place in these small groups.
Short answer questions	Proba obxectiva dirixida a provocar o recordo dunha aprendizaxe presentada. Preséntase un enunciado en forma de pregunta para responder cunha frase específica, palabra, cifra ou símbolo.
Mixed objective/subjective test	Written examination. It allows professors to assess knowledge and abilities developed by students during the semester. The objective test may include several types of questions: multiple choice, brief answers, association, gap-filling, and other activities and tests.

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**	**Description**	**Qualification**
Mixed objective/subjective test	A1 A2 A4 A9 B3 C5	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
Oral presentation	B10 C1	This consists of a video project, between 3 and 10 people, presenting a commercial or nfomercial 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
Supervised projects	B6 B9 C2 C3 C6	-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

Short answer questions	A9 A10 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
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

Basic	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 & 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 & 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 & 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 & 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.
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

(*)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.