

MODELO DE GUÍA DOCENTE PARA UNA ASIGNATURA

| 1. DATOS GENERALES DE LA ASIGNATURA | |
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| ASIGNATURA: LENGUA INGLESA Y SU LITERATURA | CÓDIGO: 65606 |
| CENTRO: FACULTAD DE LETRAS | GRADO: FILOLOGÍA HISPÁNICAS |
| TIPOLOGÍA: OBLIGATORIA | CRÉDITOS ECTS: |
| CURSO: 1º | SEMESTRE: ANUAL |
| LENGUA EN QUE SE IMPARTIRÁ: INGLÉS | USO DOCENTE DE OTRAS LENGUAS: |
| PROFESORADO QUE LA IMPARTE | |
| NOMBRE: MARÍA CRISTINA ALONSO VÁZQUEZ | e-mail: MaríaCristina.Alonso@uclm.es |
| DEPARTAMENTO: FILOLOGÍA MODERNA | DESPACHO: 211 |
| HORARIO DE TUTORÍA: LUNES Y MARTES: 15:00-18:00 | |

| 2. REQUISITOS PREVIOS |
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| <p>PREREQUISITE FOR THIS COURSE:</p> <p>This course demands an initial intermediate level according to the Council of Europe's Common European Framework of Reference for Languages.</p> |

3. JUSTIFICACIÓN EN EL PLAN DE ESTUDIOS, RELACIÓN CON OTRAS ASIGNATURAS Y CON LA PROFESIÓN

- To help students become effective learners and take on responsibility for their own progress.
- Students should be able to recognise the main characteristics of the texts studied in their context and in relation to historical and current events.
- Students should be capable of searching online tools, and of assessing them.

4. COMPETENCIAS DE LA TITULACIÓN QUE LA ASIGNATURA CONTRIBUYE A ALCANZAR

(consultar Proyecto de Título)

COMPETENCES:

The methodology implied in the classroom is “communicative” in the sense that it requires active participation in class practice. Therefore, students are expected to prepare presentations (either individual as well as in pairs) on the topic they have chosen.

- Students are expected to produce a CD-ROM on English Language, Literature or some topic related to English culture. This CD-ROM should be presented in class the last two weeks of the course. The CD-ROM should be handed in to the teacher on that day.
- It is required a general debate after each presentation.

5. OBJETIVOS O RESULTADOS ESPERADOS

AIMS OF THE COURSE:

Language:

- To develop grammatical accuracy, pronunciation, fluency, listening and reading comprehension, and writing ability.
- To consolidate the knowledge of English previously acquired.
- To progress in the acquisition of formal grammar.
- To widen students’ vocabulary.
- To develop the four skills and increase students’ communicative competence in English at an intermediate level of Proficiency.

Literature:

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| <ul style="list-style-type: none"> - Students should be able to improve their basic knowledge on English Language as well as to get a general cognitive context on American Contemporary Literature. | <ul style="list-style-type: none"> - To introduce students on the learning of American short stories. - To provide students with the necessary information in order to develop a right evaluation of the authors and texts studied. - To provide students with the necessary bibliographical sources. |
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6. TEMARIO / CONTENIDOS

CONTENTS:

- At the end of each unit there will be three different sections:
 - conclusion of the chapter
 - exercises
 - points of discussion.
- Further exercises and activities will be asked for the classroom or self-study.

6.1. Language:

INTRODUCTION:

To know students' needs.

UNIT 1:

Present perfect or past simple
 Reflexive pronouns
 Pronunciation: Past participle and weak forms of *have*
 Both, neither either
 Describing people: appearance/personality

UNIT 2:

Used to + infinitive
Not ...any more/ any longer
Noun building
Sentence stress, weak forms of *to*

UNIT 3:

Present simple or continuous
Adverbs of frequency
Quantifiers
Sounds: long and short u.

UNIT 4:

Future forms: *will/going to, present continuous*
Common verb phrases
Prepositions of time
Word stress, intonation in common expressions.

UNIT 5:

Make, let, allow to + infinitive
Definitive article
Can /could / be able to
Making requests /asking permission
Intonation in requests.

UNIT 6:

Gerund or *to + infinitive*
Questions tags
Apologizing
Intonation in question tags.

UNIT 7:

First conditional

Word stress

Contractions in first conditional

Explaining what you want

Sounds /j/ or /dz/.

6.2. Literature

INTRODUCTION:

READINGS:

Dell, Floyd “The Blanket”

Cisneros, Sandra “Eleven”

Uchida, Yoshiko “The Bracelet”

Reynolds, Quentin “A Secret for Two”

| <p>7. ACTIVIDADES O BLOQUES DE ACTIVIDAD Y METODOLOGÍA</p> <p>(Las que tengan un peso en la evaluación se relacionarán con los apartados 8 y 9)</p> | <p>8. CRITERIOS DE EVALUACIÓN</p> | <p>9. VALORACIONES</p> <p>(Sobre el total de la asignatura)</p> |
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| <p>ACTIVITIES:</p> <p>7.1. In class Activities:</p> <ul style="list-style-type: none"> - Lectures: presentation and analysis of topics and units. - Practical commentaries: discussion of specific questions and problems related to the set readings. <p>7.2. Teacher Guided Tasks:</p> <ul style="list-style-type: none"> - Advise concerning written essays and oral presentations. - Problem-solving sessions related to both the contents and the evaluation process. <p>7.3. Individual Students' Work:</p> <ul style="list-style-type: none"> - Students are required to read the texts before in-class lectures. Please, remember that this is a requisite, not a suggestion, since class participation accounts for a part of the final mark. - Students should also discuss the texts among them, especially before making presentations. They are also encouraged to use both reference materials (whether in paper or multimedia) and some basic bibliography. | <p>EVALUATION:</p> <p>Participation</p> <ul style="list-style-type: none"> - Students participation is both essential and compulsory. As much of this class is discussion and workshop oriented, presence, careful preparation, and active participation are crucial to success. - Students should come to class prepared ready to contribute to class discussion, listen attentively and critically to others' comments and questions, respond to others' views, and generally conduct themselves in a professional manner. - Students are expected to take their work very seriously, preparing for each class by carefully reading each assignment, reflecting upon that reading, and thinking about the implications of the reading. <p>Plagiarism and Academic Honesty</p> <ul style="list-style-type: none"> - All work students turn in for this class must be their own original work, with all outside reference sources properly cited and acknowledged. | <p>ASSESSMENT:</p> <p>In Class Activities: 25: %.</p> <p>Guided Tasks: 50%</p> <p>Attendance: 25%</p> |

| 10. SECUENCIA DE TRABAJO, CALENDARIO, HITOS IMPORTANTES E INVERSIÓN TEMPORAL | | | | |
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| SECUENCIA TEMÁTICA Y DE ACTIVIDADES (ordinarias y de evaluación) | | | PERÍODOS TEMPORALES APROXIMADOS O FECHAS | INVERSIÓN APROXIMADA DE TIEMPO DE TRABAJO DEL ESTUDIANTE |
| Themes and other assessments | Activities | Compulsory YES/NO | Reports | |
| Themes 7 | Theory and practice | YES | September and May | 55 |
| Test English and Literature | English Language and Reading Comprehension | YES | February- May | 4 |
| Short text studies (practice) | Practice (application of students' theoretical knowledges) | YES | February - May | 55 |
| Presentations | | YES | From March | 25 |
| | | | | Total Lumber of hours: 139 |

11. BIBLIOGRAFÍA, RECURSOS

Basic Bibliography on Language

Heaton, B., Practise your Phrasal Verbs, Longman.

Huddleston, R. and G. Pullum. A student's Introduction to English Grammar. Cambridge: CUP.

Keane, L.L., Practise your Prepositions, Longman.

Hancock, M. English Pronunciation in Use. Cambridge: CUP

McCarthy, M. and F. O'Dell. English Idioms in Use. Cambridge: CUP.

McCarthy, M. and F. O'Dell. English Phrasal Verbs in Use (Intermediate). Cambridge: CUP.

Murphy, R. English Grammar in Use. Cambridge University Press CUP.

Swan & Walter. How English Works. Oxford University Press (OUP).

Swam, M., Practical English Usage, Oxford University Press. (OUP).

Recommended Dictionaries:

Cambridge Advanced Learner's Dictionary (with CD).

Collins Cobuild English Language Dictionary for Advanced Learners, HarperCollins.

Gran Diccionario Oxford Español-Inglés Inglés-Español, Oxford University Press.

Oxford Advanced Learner's Dictionary, Oxford University Press.

Basic Bibliography on Literature

Baym, N. et al. (eds.) The Norton Anthology of American Literature. New York:
Norton Co., 1994 (2 vols.) 5th ed.

Bercovitch, S. (ed.) The Cambridge History of American Literature. Cambridge:
Harvard Univ. Press, 1994-1995 (2 vols.)