

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **LENGUA B III (INGLÉS)**

Code: 101592

Degree/Master: **GRADO DE TRADUCCIÓN E INTERPRETACIÓN**

Year: 2

Name of the module to which it belongs: MATERIAS BÁSICAS

Field: IDIOMA MODERNO (LENGUA B)

Character: BÁSICA

Duration: FIRST TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform:

LECTURER INFORMATION

Name: LARREA ESPINAR, ANGELA MARÍA (Coordinator)

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Area: FILOLOGÍA INGLESA

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Name: RAIGÓN RODRÍGUEZ, ANTONIO R.

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None

Recommendations

It is strongly recommended for students to course "Lengua B I (Inglés)", "Lengua B II (Inglés)" to reach a B2 level of English before taking this course.

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INTENDED LEARNING OUTCOMES

	Ability to strengthen and further knowledge of the basic contents of the field of study to apply the knowledge in the professional setting and have the competences that demonstrate through the preparation and defense of arguments and problem solving.
CB2	Ability to analyse and synthesise information and develop critical thinking and capable of self-assessment, demonstrating knowledge and understanding in the field of study.
CB3	Ability to locate, obtain, manage and communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
CB4	Mastery of the basic resources of oral and written communication.
CB5	Develop creativity and the capacity of self-learning to undertake further study with a high degree of autonomy.
CB6	Capable of teamwork and decision making in international and interdisciplinary contexts.
CB7	Ability to gather and interpret relevant data and to make judgments that involve reflecting on gender, diversity, multiculturalism and democratic values, making an ethical commitment to the development of the profession
CU1	Accredit the use and mastery of a foreign language.
CU2	User level knowledge and mastery of ICTs.
CU3	Promote habits to actively seek employment and the Capable of entrepreneurship.
CE1	Analyse, create and revise in a professional manner all types of texts and determine the values ??and parameters of language variation and textual function.
CE2	Ability to produce acts of oral and written communication and to transfer content to and from the working languages ??A, B, C.
CE3	Ability to search for and analyse documentary and textual information and use the information contained in databases, dictionaries, other computer media and the Internet in the field of translation.
CE8	Be capable of the analysis and synthesis of a wide range of texts and discourses in the working languages??: A, B and C.
CE9	Analyse textual function, agents and relevant factors in the process of translation and interpretation.
CE10	Ability to participate in learning forums and transfer the knowledge acquired in the working languages??: newsgroups, blogs.
CE11	Ability to analyse the morphosyntactic and semantic properties and discourse of the working languages??: B and C.
CE12	Knowledge of the particular linguistic features of the working languages and their differences with respect to the native language.
CE16	Be able to create and manage terminology databases.
CE17	Be able to value the culture and knowledge of foreign languages??. and promote the acquisition of critical attitudes regarding knowledge, values and public and private institutions.
CE19	Be able to undertake work related to language consultancy and correction.

OBJECTIVES

GENERAL OBJECTIVE:

To develop students' communicative competence to reach a C1 level as established by the CEFR for Languages so that they are able to use the English language in social and academic situations.

The necessary skills, abilities and cultural learning to develop this communicative competence will be practiced in class.

SPECIFIC OBJECTIVES:

-To be able to use the English language in a functional way



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COURSE DESCRIPTION

- To develop and practice the four skills and the use of the English language
- To learn the structure and lexis of different types of written texts
- To learn about English linguistic variations
- To acquire vocabulary for different linguistic functions
- To learn about the pronunciation of individual phonemes and supra-segmental features (intonation, stress and rhythm)
- To develop students' intercultural awareness

CONTENT

1. Theory contents

FUNCTIONAL:

Succeeding in academic interviews
Note taking
Dealing with setbacks
Writing an informal letter of advice
Talking about food preferences and fashions
Making a pitch
Creating a positive online profile
Understanding texts regarding different historical periods
Writing a cover letter
Synthesizing different sources in an essay
Understanding texts about Science and Technology
Giving feedback in collaborative tasks
Understanding texts about communication

GRAMMATICAL:

Present perfect forms and past simple
Modifying comparative and superlative forms
Present and past habits
Relative clauses
Narrative tenses
Order of adjectives
Future forms
Advanced future forms
Review of conditional forms
Advanced conditional forms

LEXICAL:

Synonyms: achievement and difficulty
Word formation
Colloquial words and expressions
Expressions related to fashion and trends
Formal language
Words that are often confused
Phrasal verbs
Academic collocations
Technology and education
Getting meaning across
Collocations: communication

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THEMATIC CONTENTS:

Achievements (September)

Trends (October)

History (October/November)

Science (November)

Communication (November/December)

2. Practical contents

The nature of the subject makes it impossible to fulfill a clear division between theory and practice. The practical contents will be presented and used in the classroom in order to develop both the communicative skills of the students and their professional training.

However, since the training of active skills requires a more individualized perspective, the medium-sized group classes will be devoted, as far as possible, to the development of productive skills that require greater attention from the teacher.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Unrelated

METHODOLOGY

General clarifications on the methodology (optional)

The English language is presented as a tool with a communicative goal in an instrumental context. So we will focus our attention in a communicative approach, practicing the four basic skills (reading, speaking, listening and writing), and paying special attention to cultural elements related to the target language. The focus, then, will be on achieving communicative competence and intercultural awareness.

The sessions will follow the textbook proposed in the basic bibliography. It has been carefully selected in order to integrate the communicative-functional activities with those tasks with a much more structural nature. So the texts, activities, dialogs, listening activities, vocabulary, etc. presented to the students will be mainly practical and based on real experiences. The use of new technologies and modern language teaching techniques will be present in the room (role-playing, simulation, problem-solving, etc.)

The highly practical and communicative approach to the target language will lead the course to the analysis, commentary and debate of meaningful situations within the proposed topics. Students will have to contextualize the theoretical contents and they will have the chance to reflect on the cultural elements and values associated to the English language.

Apart from that, students will be asked to perform a public oral presentation in the classroom, in the target language. By doing so, students will improve their knowledge and skills in the second language in order to develop the competences required in the forthcoming courses.

In addition, we will also use different pedagogic resources to reinforce and pace the learning of the language and to develop intercultural awareness.

Our aim is that this course helps students improve their knowledge, attitudes and behaviours to achieve the competences that they will need in further academic courses and in their future professional life.

In order to achieve an optimum performance in the subject, daily work and constant effort are required.

Methodological adaptations for part-time students and students with disabilities and special educational needs

The students must contact the teacher at the beginning of the school year so that, if necessary, the methodology can be adapted to their needs.

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Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	8	2	10
<i>Group work (cooperative)</i>	2	1	3
<i>Lectures</i>	1	-	1
<i>Listening Activities</i>	14	1	15
<i>Reading Activities</i>	14	-	14
<i>Speaking Activities</i>	5	8	13
<i>Tutorials</i>	-	1	1
<i>Writing Activities</i>	1	2	3
Total hours:	45	15	60

Off-site activities

Activity	Total
<i>Exercises</i>	25
<i>Group work</i>	20
<i>Information search</i>	20
<i>Self-study</i>	25
Total hours	90

WORK MATERIALS FOR STUDENTS

Coursebook
Exercises and activities

Clarifications

The coursebook is the book Gateway C1 (Second edition, 2017, MacMillan). This course consists of the first five units of the book (from unit 1 to unit 5).

Apart from the coursebook and workbook, several additional activities and exercises will be provided to the students.

EVALUATION

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Intended learning	Exams	Log	Oral Presentation
CB1		X	X
CB2	X	X	X
CB3		X	X
CB4		X	X
CB5		X	X
CB6			X
CB7		X	X
CE1			X
CE10			X
CE11	X		
CE12	X	X	
CE16		X	X
CE17	X	X	X
CE19	X		
CE2		X	X
CE3		X	X
CE8	X		
CE9	X	X	
CU1		X	X
CU2			X
CU3		X	X
Total (100%)	60%	20%	20%
Minimum grade	4	0	0

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

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Method of assessment of attendance:

Attendance and Participation (Log) make up 20% of the final grade. Criteria for allocation of marks will be explained in the first session. However, the marks will be given following both criteria, i.e., attendance only is not enough to get the maximum punctuation.

General clarifications on instruments for evaluation:

ORDINARY EXAMINATION (CONVOCATORIA ORDINARIA):

- Final test: 60% of the final mark. It is necessary a minimum mark of 10,5 over 25 in the Use of English part of the exam to pass the test. Students that do not meet this requirement will not obtain marks for the other three parts of the exam. Additionally, a minimum of 40 out of 100 in the overall test is needed to pass this course and take into account the other assessment tools (log and oral presentation). Students failing to comply with these two requisites will fail the course.

- Attendance, participation and classwork (Log): 20% of the final mark
- Oral presentation in groups: 20% of the final mark

The final test will have four parts: Use of English (grammar and vocabulary) reading, listening and writing. If the test were to be taken remotely, this structure might suffer changes in order to adapt the test to on-line tools.

The students can be asked to submit optional assignments to practice writing. Only students that attend classes regularly will have the possibility of submitting these assignments. These assignments will have no impact whatsoever on the students' final mark, i.e., they are not part of the attendance/participation/classwork grade (they will be corrected but not graded).

In relation to attendance, the students can get up to 20% of the final mark depending on their attendance to sessions and their participation. The marks will be given following both criteria, i.e., attendance only is not enough to get the maximum punctuation.

As for the oral presentation, at the end of the semester the students will have to register to do an oral presentation. It is a group presentation but each student will have to deliver their part to be assessed individually. It can get up to 20% of the final grade for their oral presentation. The rules and criteria for assessment will be further explained during the course.

If plagiarism/cheating occurred, the correspondent work, assignment, presentation or test will be graded with 0 points. Also, the professor may additionally determine not to grade any other future work or test of that student and/or charge them with plagiarism.

EXTRAORDINARY EXAMINATION (CONVOCATORIA EXTRAORDINARIA):

- Final test: up to 100% of the final grade

Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

Those students that cannot attend classes for excusable reasons must contact the professor during the first two weeks of the academic course and set a meeting. Once they show a supporting document, for example, a certificate issued by their company, the assessment process will be determined.

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Clarifications on the evaluation of the first extraordinary call and extra-ordinary call for completion studies:

The final mark will be that of the exam.

Qualifying criteria for obtaining honors:

Total highest mark. In case of having to choose between equal total highest marks, test highest mark will be considered

BIBLIOGRAPHY

1. Basic Bibliography

Coursebook and Workbook:

French, A & Hordern, M. (2017). Gateway C1, Second Edition. MacMillan: London. **STUDENT'S BOOK PREMIUM PACK.**

This pack includes an online workbook access and a student's resource centre.

2. Further reading

Grammar Practice:

- Altenberg, E. P. and Vago, R. M. (2010). English grammar: Understanding the basics. New York : University of Cambridge.
- Collins Cobuild English Grammar. (2011). Bishopbriggs (Glasgow): HarperCollins.
- Downing, A. and Locke, P. (2006). English grammar: A university course. New York : Routledge.
- Gairns, R. and Redman, S. (2011). Idioms and Phrasal Verbs. Oxford: O.U.P.
- Hewings, M. (2005). Advanced Grammar in Use. Cambridge: C.U.P.
- Swan, M. and Walter, C. (2011). English Grammar Course Intermediate. Oxford: O.U.P.
- Vince, M. (2008). MacMillan English Grammar in Context. Oxford: Macmillan.
- Vince, M. (2003). Advanced Language Practice. Oxford: Macmillan. Macmillan.

Additional Practice:

- Black, M. and Capel, A. (2008). Objective IELTS. Cambridge: C. U. P.
- Grellet, F. (2004). Writing for Advanced Learners of English. Cambridge: C. U. P.
- Grellet, F. (2006). Developing Reading Skills. Cambridge: C. U. P.
- Haines, S. (2006). Advanced Skills. Cambridge: C. U. P.
- Ilona Leki (2008). Academic Writing. Cambridge: C. U. P.
- McCarte, S., Whitby, N. and Cusack, B. (2007). Improve your IELTS Skills: Reading. Oxford: Macmillan.
- McCarte, S., Whitby, N. and Cusack, B. (2007). Improve your IELTS Skills: Listening and Speaking. Oxford: Macmillan.
- McCarte, S., Whitby, N. and Cusack, B. (2007). Improve your IELTS Skills: Writing. Oxford: Macmillan.
- Norris, R. (2005). Ready for CAE. Oxford: Macmillan.

Dictionaries:

- Bilingual: Macmillan English Dictionary for Advanced Learners. (2007). Oxford: Macmillan.
- Monolingual: Longman Dictionary of Contemporary English. (2005). Harlow: Pearson Education Limited and



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Oxford Advanced Learner's CD-ROM Dictionary. (2010). Oxford: O.U. P.

COORDINATION CRITERIA

Common learning outcomes

SCHEDULE

Period	Assessment activities	Group work (cooperative)	Lectures	Listening Activities	Reading Activities	Speaking Activities	Tutorials	Writing Activities
1# Fortnight	0,0	0,0	0,0	2,0	2,0	2,0	0,0	1,0
2# Fortnight	0,0	0,0	0,0	2,0	2,0	2,0	0,0	0,0
3# Fortnight	0,0	0,0	0,0	2,0	2,0	1,0	0,0	1,0
4# Fortnight	0,0	0,0	0,0	2,0	2,0	2,0	0,0	0,0
5# Fortnight	0,0	0,0	1,0	2,0	2,0	2,0	0,0	0,0
6# Fortnight	0,0	1,0	0,0	2,0	2,0	1,0	0,0	1,0
7# Fortnight	0,0	1,0	0,0	2,0	2,0	2,0	0,0	0,0
8# Fortnight	10,0	1,0	0,0	1,0	0,0	1,0	1,0	0,0
Total hours:	10,0	3,0	1,0	15,0	14,0	13,0	1,0	3,0

The methodological strategies and the evaluation system contemplated in this Course Description will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.

CONTINGENCY PLAN: CASE SCENARIO A

Case scenario A will correspond to a diminished on-site academic activity due to social distancing measures affecting the permitted capacity of classrooms.

METHODOLOGY

General clarifications on the methodology on case scenario A

A multimodal (hybrid) teaching system will be adopted, combining both on-site and remote classes via videoconference (synchronous) that will be held in the timetable approved by the corresponding Faculty or School. The time distribution of teaching activities (both on-site and remote) will be decided by the aforementioned Faculties and Schools bearing in mind the permitted capacity of classrooms and social distancing measures as established at that time.

The English language is presented as a tool with a communicative goal in an instrumental context. So we will focus our attention in a communicative approach, practicing the four basic skills (reading, speaking, listening and writing), and paying special attention to cultural elements related to the target language. The focus, then, will be on achieving communicative competence and intercultural awareness.

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The sessions will follow the textbook proposed in the basic bibliography. It has been carefully selected in order to integrate the communicative-functional activities with those tasks with a much more structural nature. So the texts, activities, dialogs, listening activities, vocabulary, etc. presented to the students will be mainly practical and based on real experiences. The use of new technologies and modern language teaching techniques will be present in the room (role-playing, simulation, problem-solving, etc.)

The highly practical and communicative approach to the target language will lead the course to the analysis, commentary and debate of meaningful situations within the proposed topics. Students will have to contextualize the theoretical contents and they will have the chance to reflect on the cultural elements and values associated to the English language.

Apart from that, students will be asked to perform a public oral presentation in the classroom, in the target language. By doing so, students will improve their knowledge and skills in the second language in order to develop the competences required in the forthcoming courses.

In addition, we will also use different pedagogic resources to reinforce and pace the learning of the language and to develop intercultural awareness.

Our aim is that this course helps students improve their knowledge, attitudes and behaviours to achieve the competences that they will need in further academic courses and in their future professional life.

In order to achieve an optimum performance in the subject, daily work and constant effort are required.

EVALUATION

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Method of assessment of attendance (Scenario A):

Attendance and Participation (Log) make up 20% of the final grade. Criteria for allocation of marks will be explained in the first session. However, the marks will be given following both criteria, i.e., attendance only is not enough to get the maximum punctuation.

General clarifications on instruments for evaluation (Scenario A):

ORDINARY EXAMINATION (CONVOCATORIA ORDINARIA):

- Final test: 60% of the final mark. A minimum of 4 out of 10 in the test is needed to pass this course and take into account the other assessment tools (log and oral presentation).
- Attendance, participation and classwork (Log): 20% of the final mark
- Oral presentation in groups: 20% of the final mark

The final test will have four parts: Use of English (grammar and vocabulary) reading, listening and writing. If the test were to be taken remotely, this structure might suffer changes in order to adapt the test to on-line tools.

The students can be asked to submit optional assignments to practice writing. Only students that attend classes regularly will have the possibility of submitting these assignments. These assignments will have no impact whatsoever on the students' final mark, i.e., they are not part of the attendance/participation/classwork grade (they will be corrected but not graded).

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In relation to attendance, the students can get up to 20% of the final mark depending on their attendance to sessions and their participation. The marks will be given following both criteria, i.e., attendance only is not enough to get the maximum punctuation.

As for the oral presentation, at the end of the semester the students will have to register to do an oral presentation. It is a group presentation but each student will have to deliver their part to be assessed individually. They can get up to 20% of the final grade for their oral presentation. The rules and criteria for assessment will be further explained during the course.

If plagiarism/cheating occurred, the correspondent work, assignment, presentation or test will be graded with 0 points. Also, the professor may additionally determine not to grade any other future work or test of that student and/or charge them with plagiarism.

EXTRAORDINARY EXAMINATION (CONVOCATORIA EXTRAORDINARIA):

- Final test: up to 100% of the final grade

Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario A):

Those students that cannot attend classes for excusable reasons must contact the professor during the first two weeks of the academic course and set a meeting. Once they show a supporting document, for example, a certificate issued by their company, the assessment process will be determined.

CONTINGENCY PLAN: CASE SCENARIO B

Case scenario B will bring about a suspension of all on-site academic activities as a consequence of health measures.

METHODOLOGY

General clarifications on the methodology on case scenario B

On-site teaching activities will be held via videoconference (synchronous) in the timetable approved by the corresponding Faculty or School. Alternative activities will be proposed for reduced groups in order to guarantee the acquisition of course competences.

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The sessions will follow the textbook proposed in the basic bibliography. It has been carefully selected in order to integrate the communicative-functional activities with those tasks with a much more structural nature. So the texts, activities, dialogs, listening activities, vocabulary, etc. presented to the students will be mainly practical and based on real experiences. The use of new technologies and modern language teaching techniques will be present in the room (role-playing, simulation, problem-solving, etc.)

The highly practical and communicative approach to the target language will lead the course to the analysis, commentary and debate of meaningful situations within the proposed topics. Students will have to contextualize



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In addition, we will also use different pedagogic resources to reinforce and pace the learning of the language and to develop intercultural awareness.

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In order to achieve an optimum performance in the subject, daily work and constant effort are required.

IN CASE SCENARIO B, CLASSES AND OTHER LEARNING ACTIVITIES WILL BE ATTENDED REMOTELY BY STUDENTS.

EVALUATION

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Method of assessment of attendance (Scenario B):

Attendance and Participation (Log) make up 20% of the final grade. Criteria for allocation of marks will be explained in the first session. However, the marks will be given following both criteria, i.e., attendance only is not enough to get the maximum punctuation.

General clarifications on instruments for evaluation (Scenario B):

ORDINARY EXAMINATION (CONVOCATORIA ORDINARIA):

- Final test: 60% of the final mark. A minimum of 4 out of 10 in the test is needed to pass this course and take into account the other assessment tools (log and oral presentation).
- Attendance, participation and classwork (Log): 20% of the final mark
- Oral presentation in groups: 20% of the final mark

The final test will have four parts: Use of English (grammar and vocabulary) reading, listening and writing. If the test were to be taken remotely, this structure might suffer changes in order to adapt the test to on-line tools.

The students can be asked to submit optional assignments to practice writing. Only students that attend classes regularly will have the possibility of submitting these assignments. These assignments will have no impact whatsoever on the students' final mark, i.e., they are not part of the attendance/participation/classwork grade (they will be corrected but not graded).

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EXTRAORDINARY EXAMINATION (CONVOCATORIA EXTRAORDINARIA):

- Final test: up to 100% of the final grade

Clarifications on the methodology for part-time students and students with disabilities and special educational needs (Scenario B):

Those students that cannot attend classes for excusable reasons must contact the professor during the first two weeks of the academic course and set a meeting. Once they show a supporting document, for example, a certificate issued by their company, the assessment process will be determined.