

## COURSE DESCRIPTION

### COURSE DETAILS

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

Code: 101599

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

Year: 2

Name of the module to which it belongs: MATERIAS BÁSICAS

Field: IDIOMA MODERNO (LENGUA C)

Character: BÁSICA

Duration: FIRST TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform: Moodle

### LECTURER INFORMATION

Name: VELLA RAMÍREZ, MERCEDES (Coordinator)

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

Office location: First floor

E-Mail: ff1veram@uco.es

Phone: 5960

### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None

#### Recommendations

Students are advised to have completed the following subjects.

To ensure learning and correct acquisition of the course students should work on a daily basis.

## COURSE DESCRIPTION

### INTENDED LEARNING OUTCOMES

- |      |  |
|------|--|
| CB1  | 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 a 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

The main aim of this course is for the students to acquire a B1 level of communicative competence in English, according to the CEFR (Common European Framework of Reference).

## COURSE DESCRIPTION

### CONTENT

#### 1. Theory contents

The theoretical content of the subject will include the different grammar units that will be dealt with according to the level of linguistic competence established in the objectives. Among other issues, the following grammar units will be reviewed:

- The English Verb (October)
- Modal verbs and related structures (October)
- Questions and answers (October)
- The Passive Voice (November)
- Conditionals (November)
- The Infinitive and the -ing form (November)
- Reported Speech (November)
- Articles (December)
- Nouns (December)
- Pronouns (Diciembre)
- Adjectives (January)
- Adverbs (January)
- Prepositions (January)
- Relative Clauses (January)

#### 2. Practical contents

The practical work will cover the communicative functions established for levels A1, A2 and B1 (CEFR), and will be as follows:

- Comprehension of oral and written texts, especially those relating to cultural and social aspects of English speaking countries.
- Oral and written production about topics chosen by the students under the supervision of the teacher.
- Use of linguistic skills concerning the use of morphological, lexical, grammatical, discourse and cultural elements in oral and written contexts.

### SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Unrelated

### METHODOLOGY

#### General clarifications on the methodology (optional)

The timetable for tutoring students will be published in the Moodle platform.

Should the students need a personal meeting with the teacher, they should ask for it via email ([mvella@uco.es](mailto:mvella@uco.es)), indicating the reason for the meeting and the questions involved.

Different activities may be added or suspended during the course, depending on specific needs.

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

Part-time students who cannot attend classes on a regular basis should inform the teacher at the beginning of the course (during the first two weeks).

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### Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	5	-	5
<i>Group presentation</i>	2	-	2
<i>Group work (cooperative )</i>	-	3	3
<i>Lectures</i>	15	12	27
<i>Listening Activities</i>	5	-	5
<i>Reading Activities</i>	5	-	5
<i>Speaking Activities</i>	5	-	5
<i>Tutorials</i>	3	-	3
<i>Writing Activities</i>	5	-	5
<b>Total hours:</b>	<b>45</b>	<b>15</b>	<b>60</b>

### Off-site activities

Activity	Total
<i>Exercises</i>	30
<i>Group work</i>	10
<i>Self-study</i>	50
<b>Total hours</b>	<b>90</b>

## WORK MATERIALS FOR STUDENTS

Case studies  
Coursebook  
Dossier

### Clarifications

If necessary, the teacher will complement the working material giving additional material to the students.

## EVALUATION

Intended learning	Debate	Essay	Exams	Oral Presentation	Real and/or simulated tasks
<i>CB1</i>		X	X		X

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Intended learning	Debate	Essay	Exams	Oral Presentation	Real and/or simulated tasks
CB2		X	X	X	X
CB3		X	X	X	X
CB4	X	X	X	X	X
CB5		X	X		X
CB6		X	X		X
CB7		X	X		X
CE1			X		
CE10				X	
CE11		X	X		X
CE12		X	X		
CE16		X	X		
CE17		X	X		X
CE19		X	X		X
CE2				X	X
CE3			X		X
CE8				X	
CE9			X		
CU1			X	X	X
CU2			X	X	X
CU3				X	
<b>Total (100%)</b>	<b>20%</b>	<b>15%</b>	<b>40%</b>	<b>10%</b>	<b>15%</b>
<b>Minimum grade</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>

(\*)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:

Regular attendance and active participation in class will constitute the 30% of the final mark. The unjustified non-attendance to more than 3 periods will imply that the student will not obtain the percentage of the mark corresponding to this concept.

### General clarifications on instruments for evaluation:

Objective tests will be used to evaluate grammar contents.

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

Part-time students who cannot attend classes on a regular basis should inform the teacher at the beginning of the course (during the first two weeks) so that different assessment criteria can be established.

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

Each case will be specifically considered

### Qualifying criteria for obtaining honors:

*Se obtendrá Matrícula de Honor a los alumnos con mayor calificación cuando la suma total de las calificaciones parciales sea igual o superior a 9.5.*

## BIBLIOGRAPHY

### 1. Basic Bibliography

#### 1. Gramáticas:

- Bolton, D. & Goodey, N.: *English Grammar in Steps*. London, 1996. Ed. Richmond.
- Close, R. A.: *A reference grammar for students of English*, Longman.
- Collins Cobuild: *English Grammar*. London, 1990. Ed. Collins.
- Collins Cobuild: *Student's Grammar*. London, 1993. Ed. Collins.
- Downing, A. & Locke, P.: *A University Course in English Grammar*, Routledge.
- Eastwood, J.: *Oxford Practice Grammar*, Oxford, O.U.P., 1999.
- Graver, B. D.: *Advanced English Practice*. Oxford, O.U.P., 1986.
- Greenbaum, S. & Quirk, R.: *A student's grammar of the English Language*, Longman, 1990.
- Murphy, R.: *English grammar in use: a reference and practice book for intermediate students with answers*, Cambridge University Press (2nd ed.).
- Murphy, R.: *Essential grammar in use: a self-study reference and practice book for elementary students of English, with answers*, Cambridge University Press (2nd ed.).
- Oxenden, C. & Latham-Koenig, C.: *English File*, Oxford University Press, 2002.
- Sánchez Bedito, F.: *Gramática Inglesa*. Madrid, 1983. Ed. Omnivox.
- Swan, M. & Walter, C.: *Basic English Usage*, Oxford University Press.
- Swan, M. & Walter, C.: *How English works*, Oxford University Press.
- Swan, M. & Walter, C.: *Practical English Usage*, Oxford University Press.
- Thomson, A. J. & Martinet, A. V.: *A Practical English Grammar*. Oxford, O.U.P. 1980.

#### 2. Dictionarios:

##### a) Bilingües:

- *Collins Diccionario de Inglés.*
- *Larousse Gran Diccionario..*

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- *Diccionario Oxford Inglés-Español*.

b) Monolingües:

- *Longman: Language Activator*. 1993. Ed. Longman.
- *Longman Synonym Dictionary*. 1989.
- *Longman Dictionary of the English Language*. 1989.
- *Collins Cobuild English Language Dictionary*. 1993.

## 2. Further reading

None

## COORDINATION CRITERIA

Common learning outcomes

Joint activities: lectures, seminars, visits ...

Tasks performance

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 timetable for tutoring students will be published in the Moodle platform.

Should the students need a personal meeting with the teacher, they should ask for it via email ([mvella@uco.es](mailto:mvella@uco.es)), indicating the reason for the meeting and the questions involved.

Different activities may be added or suspended during the course, depending on specific needs.

## COURSE DESCRIPTION

### 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):**

Regular attendance and active participation in class will constitute the 30% of the final mark. The unjustified non-attendance to more than 3 periods will imply that the student will not obtain the percentage of the mark corresponding to this concept.

#### **General clarifications on instruments for evaluation (Scenario A):**

Objective tests will be used to evaluate grammar contents.

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

Part-time students who cannot attend classes on a regular basis should inform the teacher at the beginning of the course (during the first two weeks) so that different assessment criteria can be established.

### 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.

The timetable for tutoring students will be published in the Moodle platform.

Should the students need a personal meeting with the teacher, they should ask for it via email ([mvella@uco.es](mailto:mvella@uco.es)), indicating the reason for the meeting and the questions involved.

Different activities may be added or suspended during the course, depending on specific needs.



**COURSE DESCRIPTION****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):**

Regular attendance and active participation in class will constitute the 30% of the final mark. The unjustified non-attendance to more than 3 periods will imply that the student will not obtain the percentage of the mark corresponding to this concept.

**General clarifications on instruments for evaluation (Scenario B):**

Objective tests will be used to evaluate grammar contents.

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

Part-time students who cannot attend classes on a regular basis should inform the teacher at the beginning of the course (during the first two weeks) so that different assessment criteria can be established.