

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **USOS Y VARIEDADES DEL INGLÉS**

Code: 100570

Degree/Master: **GRADO DE ESTUDIOS INGLESES**

Year: 2

Field: VARIACIÓN, COGNICIÓN Y DISCURSO EN INGLÉS

Character: OPTATIVA

Duration: SECOND TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform: moodle.uco.es

LECTURER INFORMATION

Name: PALMA GUTIÉRREZ, MACARENA (Coordinator)

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

None

Recommendations

None

COURSE DESCRIPTION

INTENDED LEARNING OUTCOMES

CB1	Ability for analysis and synthesis.
CB2	Ability for organization and scheduling of work.
CB3	Knowledge of the foreign language (English).
CB5	Students must possess the capacity to gather and interpret relevant information (usually in their field of study) in order to give opinions which include a reflection about relevant topics which are social, scientific or ethic in nature.
CB8	Students must know how to apply their knowledge to their job or vocation in a professional manner and they must possess the competencies which are usually demonstrated by means of the elaboration and defense of arguments and the solution of problems in their field of study.
CB12	The acknowledgement of diversity and interculturality.
CB13	Ability to self-assessment.
CB14	Adaptation to new situations.
CB17	Motivation for quality, professional ambition and entrepreneurship.
CB18	Students must demonstrate to possess and understand knowledge in a field of study which takes place from the base of the general secondary school, and it is common to find a level that, albeit it relies on advanced text books, also includes some aspects which imply knowledge from the forefront of its field of study.
CU1	To accredit the use and proficiency of a foreign language.
CU2	To know and improve the user level in the field of ICT.
CE10	Knowledge of the terminology of the major linguistic disciplines.
CE11	Knowledge of the linguistic peculiarities of English with respect to the mother tongue, and its contrasts. Theoretical and practical knowledge of Spanish / English linguistic language mediation.
CE12	Analysis, commentary and explanation of the texts in English from different registers, types, genres and historical periods.
CE13	Command of oral and written academic English as well as the development of techniques of academic work. Ability to argue and express abstract concepts, assumptions and relationships in academic essays.
CE15	Usage of the different necessary resources for English linguistic study and research, both printed and electronic (bibliographies, database, IT specific and relevant applications in linguistic studies).
CE16	Knowledge of methodologies, tools and resources of the industries of the language and communication and information technologies.
CE24	Identification, classification, explanation and assessment of the different linguistic functions concerning units, relations and processes.
CE25	Ability for the phonetic-phonological, morph-syntactic, semantic and discursive analysis of the English language.
CE26	Ability to identify periods in the evolution of the English language and to assign and recognise characteristics with respect to these periods.
CE27	Participation in group learning activities: assignments, studies.
CE28	Participation in learning forums and transfer of acquired knowledge: news groups, blogs.
CE29	Analysis of the conditionings related to the use of language in situation that affect the final shape adopted by the text, in its oral and written aspect.
CE33	Ability to develop critical and autonomous thought through reading and analysis of literary texts and other cultural demonstrations in English language.

COURSE DESCRIPTION

CE34	Ability to evaluate critically a consulted bibliography and frame it in a theoretical perspective.
CE35	Ability to design and elaborate formative and self learning material in relationship with disciplinary contents of the module.
CE39	Ability to recognise cognitive and functional determining factors on the structure and use of language.
CE40	Development of autonomy to select linguistic and methodological resources according to the purposes to be achieved.
CE41	Development of the interest in linguistic theory and its application to different fields, such as the study of creative texts in English and the methodology of teaching and learning English.
CE42	Development of the linguistic theoretical interest and its description, both synchronic and diachronic.
CE43	Development of the interest of different theories in teaching and learning languages, within a heterogeneous context, heir of diverse traditions, methods and approaches.
CE44	Ability to summarize, organise, manipulate and transmit efficiently the knowledge acquired in the different modules.
CE45	Acceptance of other critical thought differing from the one adopted by the students.
CE51	Ability to distinguish between different theoretical/critical approaches of the same problem.
CE52	Ability to identify problems and research themes and evaluate their relevance.
CE53	Ability to analyse texts and discourses in English language by using analysis techniques appropriately

OBJECTIVES

- To understand dialect variation in terms of pragmatics, lexis and phonology.
- To understand the differences between register, dialect and accent.
- To introduce the main national and regional linguistic varieties.

CONTENT

1. Theory contents

1. Introduction to Global Englishes

- 1.1 Basic notions
- 1.2 The historical, social and political context
- 1.3 Who speaks English today? Types of language users
- 1.4 Models of the spread of English
- 1.5 Standard English

2. Development, implications and issues of Global Englishes

- 2.1 The legacy of colonialism
- 2.2 The English today debate
- 2.3 Implications and issues
- 2.4 Native and non-native speakers of English
- 2.5 Towards new standard Englishes
- 2.6 Convergence or divergence

3. Dialectology and dialect geography

- 3.1 Language, dialect and accent
- 3.2 Pragmatic, syntactic, morphosyntactic and lexical variation
- 3.3 Phonological variation



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COURSE DESCRIPTION

4. Regional and non-regional accents

4.1 Pidgins and creoles

4.2 Bilingualism: natural vs functional/additive

5. Differences of dialect and accent between speakers: regional variation

5.1 Standard and non-standard englishes

5.2 British varieties

5.3 American varieties

5.4 Other varieties

6. Differences of style and free variation between speakers

6.1 Prejudices and stereotypes

2. Practical contents

1. Differences of dialect and accent between speakers

2. Differences of style and free variation between speakers

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Reduced inequalities

METHODOLOGY

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

Students will be offered different online activities and homework, along with adapted materials.

Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	10	5	15
<i>Debates</i>	2	-	2
<i>Group presentation</i>	20	5	25
<i>Lectures</i>	13	5	18
Total hours:	45	15	60

Off-site activities

Activity	Total
<i>Exercises</i>	30
<i>Group work</i>	30
<i>Self-study</i>	30

COURSE DESCRIPTION

Activity	Total
Total hours	90

WORK MATERIALS FOR STUDENTS

Case studies
Lessons summary
Oral presentations
References

Clarifications

Casos y supuestos prácticos
Presentaciones PowerPoint
Referencias Bibliográficas

EVALUATION

Intended learning	Essay	Exams	Oral Presentation
CB1	X		
CB12	X	X	
CB13			X
CB14	X	X	
CB17		X	
CB18	X		X
CB2		X	
CB3			X
CB5	X	X	
CB8			X
CE10	X	X	
CE11	X		X
CE12		X	
CE13		X	X
CE15	X	X	
CE16	X	X	X
CE24	X		

COURSE DESCRIPTION

Intended learning	Essay	Exams	Oral Presentation
CE25		X	X
CE26	X		
CE27		X	X
CE28		X	
CE29	X	X	X
CE33	X		X
CE34		X	X
CE35		X	
CE39		X	X
CE40	X		
CE41		X	X
CE42	X		X
CE43	X	X	
CE44	X		X
CE45	X	X	
CE51			X
CE52	X	X	
CE53		X	X
CU1	X	X	
CU2			X
Total (100%)	20%	60%	20%
Minimum grade	4	5	5

(*)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.

COURSE DESCRIPTION

Attendance will be assessed?:

No

General clarifications on instruments for evaluation:

For full-time students, assessment will be as follows:

- Final Exam: 60%
- Group Presentation: 20%
- Essays: 20%

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

Part-time students will be assessed following the same criteria:

- Final Exam: 60%
- Group Presentation: 20%
- Essays: 20%

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

Assessment in Extraordinary calls:

- Exam: 100%

Qualifying criteria for obtaining honors:

Students will be awarded this recognition when getting more than 9.5 points out of 10 in their final grade.

BIBLIOGRAPHY

1. Basic Bibliography

- Jenkins, J., 2009. World Englishes, London: Routledge.
- Galloway, N. & Rose, H., 2015, Introducing Global Englishes, London: Routledge.
- Coulmas, F. (Ed), 2005, The handbook of Sociolinguistics, Oxford: Blackwell
- Gimson, A.C., 2001, Gimson's pronunciation of English, edited by Alan Cruttenden (6th), London: Edward.
- Jenkins, J., 2000, The Phonology of English as an International Language, Oxford: Oxford University Press.
- Wells, J.C., Longman Pronouncing Dictionary, 2nd edition, Harlow: Longman

2. Further reading

- Allen, H.B., M.D. Linn (eds.), 1986, Dialect and Accent Variation , Orlando FL: Academic Press.
- Coulmas, F., 2005, Sociolinguistics: the study of speaker's choice , Cambridge: CUP.
- Holmes, J., 1992, An Introduction to Sociolinguistics , Harlow: Longman.
- Hudson, R.A., 1980, Sociolinguistics , Cambridge: CUP.
- Jones, C., 1989, A History of English Phonology , Harlow: Longman.
- Jones, D., 1997, English Pronouncing Dictionary , edited by P. Roach and J. Hartman, Cambridge: Cambridge University Press.
- Lass, R, 1987, The Shape of English: Structure and History . London: Dent.



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COURSE DESCRIPTION

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Pointon, G.E., 1993, *BBC Pronouncing Dictionary of British Names*, 2nd edition, Oxford: Oxford University Press.

Pederson, L., 1977, "Studies of American pronunciation since 1945", *American Speech* 52: 262-327.

Trudgill, P., (Ed.), 1978, *Sociolinguistic Patterns in British English*, London: Edward Arnold.

Trudgill, P., (Ed.), 1985, *Language in the British Isles*, Cambridge: Cambridge University Press.

Trudgill, P., 1990, *The Dialects of England*, Oxford: Basil Blackwell.

Trudgill, P., J. Hannah, 1985, *International English: a Guide to Varieties of Standard English*, 2nd edition, London: Edward Arnold.

Wells, J.C., 1982, *Accents of English (Volumes I, II, III)*, Cambridge: CUP.

Windsor Lewis, J., 1972, *A Concise Pronouncing Dictionary of British and American English*, London: Oxford University Press.

COORDINATION CRITERIA

Common evaluation criteria

Common learning outcomes

Joint activities: lectures, seminars, visits ...

Tasks performance

SCHEDULE

Period	Assessment activities	Debates	Group presentation	Lectures
1# Fortnight	1,0	0,0	5,0	2,0
2# Fortnight	2,0	0,0	0,0	2,0
3# Fortnight	2,0	1,0	5,0	3,0
4# Fortnight	2,0	0,0	5,0	2,0
5# Fortnight	2,0	0,0	0,0	3,0
6# Fortnight	2,0	1,0	5,0	2,0
7# Fortnight	2,0	0,0	5,0	2,0
8# Fortnight	2,0	0,0	0,0	2,0
Total hours:	15,0	2,0	25,0	18,0

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.



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COURSE DESCRIPTION

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.

EVALUATION

Intended learnig	Essay	Exams	Oral Presentation
CB1	X		
CB12	X	X	
CB13			X
CB14	X		
CB17		X	X
CB18	X	X	
CB2		X	X
CB3		X	
CB5	X		X
CB8		X	
CE10		X	X
CE11	X	X	
CE12	X		X
CE13	X	X	
CE15		X	X
CE16	X	X	
CE24			X
CE25	X	X	
CE26		X	
CE27	X	X	X

COURSE DESCRIPTION

Intended learnig	Essay	Exams	Oral Presentation
CE28	X		
CE29		X	X
CE33	X	X	
CE34		X	X
CE35	X		
CE39		X	
CE40			X
CE41	X		
CE42		X	
CE43	X	X	X
CE44	X	X	
CE45		X	X
CE51	X	X	
CE52			X
CE53	X	X	
CU1			X
CU2	X	X	
Total (100%)	20%	60%	20%
Minimum grade	4	4	4

(*)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.

Attendance will be assessed (Scenario A)?:

No

General clarifications on instruments for evaluation (Scenario A):

For full-time students, assessment will be as follows:

- Final Exam: 60%
- Group Presentation: 20%
- Essays: 20%

COURSE DESCRIPTION

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

Part-time students will be assessed following the same criteria:

- Final Exam: 60%
- Group Presentation: 20%
- Essays: 20%

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.

COURSE DESCRIPTION

EVALUATION

Intended learnig	Essay	Exams	Oral Presentation
CB1	X		
CB12	X	X	
CB13		X	X
CB14	X		X
CB17		X	X
CB18	X		X
CB2		X	
CB3			X
CB5	X	X	
CB8			X
CE10	X	X	
CE11		X	X
CE12	X		
CE13		X	X
CE15	X		X
CE16		X	
CE24	X	X	
CE25	X	X	X
CE26	X		X
CE27	X		
CE28		X	X
CE29	X		
CE33		X	X
CE34	X	X	
CE35	X	X	X
CE39	X		
CE40		X	
CE41		X	X

COURSE DESCRIPTION

Intended learning	Essay	Exams	Oral Presentation
CE42	X	X	
CE43			X
CE44	X	X	
CE45		X	X
CE51	X	X	
CE52	X	X	
CE53	X	X	X
CU1		X	
CU2		X	X
Total (100%)	20%	60%	20%
Minimum grade	4	4	4

(*)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.

Moodle Tools	Essay	Exams	Oral Presentation
Assessment rubric			X
Attendance		X	X
Task	X		
Videoconference			X

Attendance will be assessed (Scenario B)?:

No

General clarifications on instruments for evaluation (Scenario B):

For full-time students, assessment will be as follows:

- Final Exam: 60%
- Group Presentation: 20%
- Essays: 20%

COURSE DESCRIPTION

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

Part-time students will be assessed following the same criteria:

- Final Exam: 60%
- Group Presentation: 20%
- Essays: 20%