



Universidad
de Alcalá

Idioma Moderno I (Inglés) Modern Language I (English)

**Grado en Humanidades
Doble Grado en Humanidades y
Magisterio de Educación Primaria
Universidad de Alcalá**

**Curso Académico 2019/20
Curso 1º – 2º Cuatrimestre**

Nombre de la asignatura:	Idioma Moderno I Inglés / Modern Language I English
Código:	790007
Titulación en la que se imparte:	Grado en Humanidades/Doble Grado en Humanidades y Magisterio de Educación Primaria
Departamento y Área de Conocimiento:	Filología Moderna / Filología Inglesa
Carácter:	Formación Básica
Créditos ECTS:	6
Curso y cuatrimestre:	Curso 1º cuatrimestre 2º
Profesorado:	Irene Sanz Alonso
Horario de Tutoría:	A determinar en función del horario de clases de la asignatura.
Idioma en el que se imparte:	Inglés

1. PRESENTACIÓN

This course is designed to develop Humanities students' communicative abilities in English of B1.1 level within the Common European Framework of Reference for Languages (CEFR). At the end of the course, students who successfully complete the module will be able to understand standard English and produce simple correct language in a number of familiar situations. In addition, students will learn how to structure simple formal texts in English. Throughout the semester, they will also be able to give their opinion on topics of their interest, to tell their experiences, and to maintain a debate with their peers. Students will also read a selection of excerpts of texts relevant in the Humanities and literature. Likewise, the course will try to encourage their creative skills via different activities involving creativeness and imagination.

Prerrequisitos y Recomendaciones

This course will be taught in English. Students are expected to have A2.2 level of English according to the CEFR.

2. COMPETENCIAS

Competencias genéricas:

1. To improve students' oral and written expression and understanding in English
2. To understand literary texts and texts related to the Humanities written for the general reader
3. To develop skills in reading comprehension, listening, speaking and writing in English
4. To improve both their team work and self-improvement skills
5. To cultivate analytical and argumentative skills

Competencias específicas:

1. To improve the ability to speak in public and learn to give oral presentations
2. To review and improve English grammar and vocabulary at the intermediate / B1.1 level
3. To drill pronunciation and improve auditory comprehension (listening).
4. To learn and apply thinking routines
5. To develop English writing skills at an intermediate level
6. To improve both their academic and creative writing skills

3. CONTENIDOS

The blocks of content listed below are aimed at practicing and improving all skills - listening, speaking, reading, and writing- along with functional language, grammar, vocabulary, and pronunciation.

In addition, several readings on topics related to the Humanities and English literature will be used.

Programación de los contenidos

Contents	Hours
Reading <ul style="list-style-type: none"> • Improving critical thinking • Identifying the main idea and specific information • Understanding and analyzing a text • Vocabulary and specific terminology • Reading texts related to the humanities and English literature • Reading and becoming familiar with flash fiction 	<ul style="list-style-type: none"> • 15

Writing <ul style="list-style-type: none"> • Outlining and pre-writing techniques • Summarizing • Thinking routines: making thinking visible • Text structure • Critical and argumentative writing • Cohesion and coherence • Creative writing • Describing and narrating • Revising, editing, and rewriting • Grammar issues: verb tenses, questions and answers, comparatives, etc. 	<ul style="list-style-type: none"> • 15
Speaking and listening <ul style="list-style-type: none"> • Public speaking skills • Oral presentations • Discussing and reaching a decision • Analyzing a literary work • Group debating • Defending a position • Oral summarizing • Listening for the main idea • Listening for general and specific information • Understanding and analyzing audio-visual materials in English 	<ul style="list-style-type: none"> • 15

4. METODOLOGÍAS DE ENSEÑANZA-APRENDIZAJE-ACTIVIDADES FORMATIVAS

This course will adopt an eclectic methodology, mostly based on the communicative approach. The four skills (reading, writing, listening and speaking) will be combined in class activities with special attention to pronunciation and vocabulary. A selection of excerpts of readings on English literature and the humanities adapted for learners of English may be used.

The course will be taught in English, although the teachers will adapt their speech to the target level B1.1. Nevertheless, students should do their best to follow explanations, ask questions and give short oral presentations in class. All these activities will be considered as part of the continuous assessment.

4.1. Distribución de créditos (especificar en horas)

Número de horas presenciales: 50	Class hours: 45 Workshops: 3
Número de horas del trabajo propio del estudiante:	99
Total horas	150

4.2. Estrategias metodológicas, materiales y recursos didácticos

Class sessions	Explanation of theory; group and pair work; exercises with audio recordings; pronunciation drill. A communicative approach will be used.
Independent work	Reading, writing, work with the internet, oral presentations, research in the library, completing the final tasks, preparing a presentation.

5. EVALUACIÓN: Procedimientos, criterios de evaluación y de calificación

This course follows continuous assessment as the evaluation method. Students who miss over 20 % of scheduled lessons will see their final mark impaired and may fail the course. Late submission of homework or activities will not be accepted.

Students are encouraged to read the UAH regulation on continuous assessment issued on 24th March 2011.

Criterios de evaluación

Assessment will be based on the student's daily work, including class performance and participation, oral and written assignments, debates, daily activities and final tasks. Both accuracy and written as well as spoken fluency will be considered in evaluation.

Description of grades [Descripción de los criterios específicos para cada calificación]

- Outstanding (Matrícula de Honor): A deep and systematic engagement with the assessment task, with consistently impressive demonstration of a comprehensive mastery of the subject matter, reflecting: a) a deep and broad knowledge of English grammar and lexis b) ability to translate intermediate level texts from English into Spanish c) an exceptional ability to organize, analyze and present arguments fluently and lucidly with a high level of critical analysis, amply supported by evidence, citation or quotation; d) a highly developed capacity for original, creative and logical thinking expressed in the oral and written assignments throughout the course.
- Excellent (Sobresaliente): A comprehensive, highly-structured, focused and concise response to the assessment task, consistently demonstrating: a) an extensive and detailed knowledge of the subject matter; b) a highly-developed ability to apply this knowledge to the set task; c) evidence of extensive practice; d) clear and fluent oral and written expression; e) excellent presentation (spelling, grammar, graphical) with minimal or no presentation errors.
- Very Good (Notable): A thorough and well-organized response to the assessment task, demonstrating: a) a broad knowledge of the subject matter; b) considerable

strength in applying that knowledge to the task set; c) evidence of relevant background reading; d) clear and fluent expression; d) quality presentation with few presentation errors.

- Satisfactory (Aprobado): An adequate and competent response to the assessment task, demonstrating: a) adequate but not complete knowledge of the subject matter; b) omission of some important subject matter or the appearance of several minor errors; c) capacity to apply knowledge appropriately to the task albeit with some errors; d) evidence of some background reading; e) clear expression with few areas of confusion; f) writing of sufficient quality to convey meaning but some lack of fluency and command of suitable vocabulary; g) good presentation with some presentation errors.
- Fail (Suspenso): A response to the assessment task which fails to meet the minimum acceptable standards, although it demonstrates: a) engagement with the subject matter or problem set, despite major deficiencies in structure, relevance or focus; b) several major errors and some minor errors; c) capacity to complete only part of, or the simpler elements of, the task; d) no evidence of reading and independent study.

Procedimientos de evaluación

The following elements will be assessed to determine the final grade for the course:

- class participation
- continuous work throughout the course
- tasks related to the different skills
- Individual performance when working in groups.

Plagiarism will not be tolerated. Students who commit plagiarism will fail the course. Students may be asked to write a statement declaring the original authorship of the work that they submit for the course.

Those students who may opt for non-continuous assessment will have to take a longer final exam that includes all four skills. 100% of the mark will be based on this exam. As part of the exam, they will also be asked to prepare an oral presentation and produce a solid piece of writing for the level B1.1.

The **convocatoria extraordinaria** (June resit) follows exactly the same model of exam as the one described in the paragraph above: theoretical test, writing activity and oral presentation..

6. BIBLIOGRAFÍA

- Cohen, Martin (2015). *Critical thinking skills for dummies*, 1 ed. Chichester, England: John Wiley & Sons, Ltd.
- Cottrell, Stella. 2011. *Critical thinking skills: Developing effective analysis and argument*. 2nd ed. Basingstoke, Hampshire: Palgrave Macmillan.
- Eastwood, J. (2009) *Oxford Practice Grammar*. Oxford: Oxford University Press, 2009.
- Klarer, Mario (1998) *An Introduction to Literary Studies*. London: Routledge.
- Maley, Alan (1994) *Short and sweet: Short texts and how to use them*. London: Penguin
- Swan, Michael (1984). *Basic English Usage*. Oxford: Oxford University Press.
- Wright, Andrew H., Betteridge, David, and Buckby, Michael (1984) *Games for Language Learning*. Cambridge: Oxford University Press.
- Dörnyei, Zoltán (2001). *Motivational strategies in the language classroom*. 1st. ed. Cambridge: Cambridge University Press.

Complementary Sources

Additional reference works will be recommended throughout the semester, together with a selection of reading materials.