



Universidad  
de Alcalá

# GUÍA DOCENTE

## IDIOMA MODERNO II INGLÉS

## ENGLISH II

**Grado en Estudios Hispánicos**  
**Universidad de Alcalá**

**Curso Académico 2019/2020**

## GUÍA DOCENTE

Nombre de la asignatura:	<b>Idioma Moderno II (Inglés)</b>
Código:	<b>790018</b>
Titulación en la que se imparte:	<b>Grado en Estudios Hispánicos</b>
Departamento y Área de Conocimiento:	<b>Filología Moderna / Filología Inglesa</b>
Carácter:	<b>Formación Básica</b>
Créditos ECTS:	<b>6</b>
Curso:	<b>1º</b>
Profesorado:	Maya García Vinuesa
Horario de Tutoría:	Por determinar maya.garcia@uah.es
Idioma en el que se imparte:	Inglés

### 1. PRESENTACIÓN

In *Idioma Moderno II (Inglés)* [cursiva], students will continue to develop their communicative skills in English at the intermediate B1 level (Common European Framework of Reference for Languages, or CEFRL). As stated in the Guía Docente for *Inglés I*, by the end of the course students should be able to understand literary texts in English, to produce simple critical and creative texts on topics related to literature; and to comment on readings, in debates and presentations.

#### Prerrequisitos y Recomendaciones

Students are expected to have taken *Inglés I* [cursiva] in the Fall semester or, alternatively, to have devoted the equivalent share of time (50 hours) towards completion of the intermediate B1 level (CEFRL). Additionally, this subject has a focus on English Phonetics —this will require students to study new contents which are not a continuation of *Inglés I*.

## 2. COMPETENCIAS

### Competencias genéricas:

1. To develop students' reading comprehension, speaking and writing skills
2. To progress in the appropriate usage of vocabulary in oral and written English
3. To develop the ability to work in a group and to produce an oral presentation.
4. To increase analytical and argumentative skills
5. To develop a critical approach to the texts read in the course.

### Competencias específicas:

1. To start reading classical literature in English, and continue reading contemporary literatures in English, including Postcolonial narrative.
2. To improve academic writing: summaries, critical texts.
3. To produce short pieces of creative writing as a response to the literary texts read in the course.
4. To learn the basic principles of English Phonetics.
5. To express opinions and viewpoints, and to engage in short conversations in English

## 3. CONTENIDOS

### 1. Language use

1.1. English Phonetics, Pronunciation: a significant advance in oral English.

1.2. Writing: Improvement in the use of vocabulary and register, in academic and creative texts.

### 2. Literature

Reading fragments of classical and contemporary literatures in English

### Programación de los contenidos

Unidades temáticas	Temas	Total horas, clases, créditos o tiempo de dedicación
The Renaissance: Poetry and Drama	To Be Announced	• 4 weeks
Gothic Narrative	TBA	• 2 weeks
Romantic Poetry	TBA	• 2 weeks
19 <sup>th</sup> and 20 <sup>th</sup> century Narrative	TBA	• 3 weeks
Postcolonial Literatures	TBA	• 2 weeks

Black British Literature	TBA	• 2 weeks
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#### 4. METODOLOGÍAS DE ENSEÑANZA-APRENDIZAJE. ACTIVIDADES FORMATIVAS

A continuation of *Inglés I*, this course will focus on oral and written English for the purpose of literary studies. All four skills (reading, listening, speaking, and writing) will be practiced and assessed, and also as more complex acts of communication, oral presentations and writing exercises.

The course is taught in two languages: English (language contents) and Spanish (Literature contents). Therefore, students are expected to be able to follow explanations, ask questions, and, additionally, produce short presentations in both languages. E-learning activities, visual aids, and literary, cultural, and historical texts may also be used to develop communicative skills.

Número de horas totales:	
Número de horas presenciales:	45
Número de horas del trabajo propio del estudiante:	105

Estrategias metodológicas	
Face to face sessions	Seminars
Autonomous work	Readings, written and oral assignments.

#### Materiales y recursos

- The following coursebooks will be used:

##### LITERATURE:

-Cerezo, M. & de la Concha, A. (2016). *Ejes de la literatura inglesa medieval y renacentista*. Madrid: Ed. Ramón Areces.

-Concha Muñoz, A. de la & Dobrott Bernard, G. (2006). *Literatura Inglesa III. English Literature in the Second Half of the Twentieth Century*. Madrid: UNED.

##### PRONUNCIATION, ENGLISH PHONETICS:

- Ortiz Lira, H. & Finch, D. (1982). *English Phonetics for Spanish Speakers*. London: Heinemann.

-Additional audiovisual and reading materials will also be used throughout the course.

## 5. EVALUACIÓN

### Criterios de evaluación

Attendance and class participation make up for an important part of the grades. Attendance is mandatory. Thus, unjustified absences are not acceptable. Class participation is a unique opportunity for debate and exchange of points of view, and students are keenly encouraged to take advantage of it. Assessment will also be based on students' performance in oral and written English, through activities and assignments designed for them to measure their progress in the different strengths.

### Criterios de calificación

Final grades will be based on students' performance in these particulars:

Attendance and Class participation:	20%
Literature Paper, Oral presentation & Other activities:	40%
Final exam / essay:	40%

Description of grades:

**Outstanding (MH):** Students show an outstanding grasp of the aims and contents of the course. All assessment criteria have been achieved at an exceptionally high level. Performance in all the tasks reveals that students have read and thought at a level well beyond what is expected in the course. Students comply with all the requirements, they are always well-prepared, and they obtain outstanding results in oral and written exercises and in the exam.

**Excellent (SB):** Students display an excellent grasp of the aims and contents of the course. All assessment criteria have been met at a very high standard and an exceptionally high level. Performance in all the tasks shows all or most of the appropriate characteristics expected for this type of work. Students are practically always well-prepared for discussion, and they obtain excellent results in oral and written exercises and in the exam.

**Very Good (N):** Students display a very good grasp of the aims and contents of the course. All assessment criteria have been met fully and many have been achieved at a good or very good standard. Performance in all the tasks reveals a good knowledge of the contents. Students have produced most of the preparation for attend lectures and seminars, and they obtain very good results in in oral and written exercises and in the exam.

**Satisfactory (A):** Students show a satisfactory grasp of the aims and contents of the course. All assessment criteria have been met, but some barely exceed the threshold standard to pass the course. Performance in all the tasks reveals some of the appropriate characteristics regarding content, illustration, organisation, and expression. Students occasionally contribute to discussions, and they obtain acceptable results in oral and written exercises and in the exam.

**Fail (S):** Students show an unsatisfactory grasp of the aims and contents of the course. Some assessment criteria do not reach the threshold standard to pass the module. Performance in all the tasks shows limited understanding of essential concepts. Students are often not prepared and barely participate or do so in an irrelevant manner. Their results in oral and written exercises and in the exam are insufficient considering the requirements of the course.

### Procedimientos de evaluación

#### 1. Through Continuous Assessment

Class participation, homework, and written texts, including an oral presentation. Students failing to comply with the requisites of the continuous assessment option may take the *convocatoria extraordinaria* exam.

#### 2. Final Exam (*Convocatoria ordinaria*)

An exam on English language use and literature y contents.

3.- Final Exam (*Convocatoria extraordinaria*)

A written exam on the English language and literature contents of the course.

## 6. BIBLIOGRAFÍA

Bibliografía básica (Lengua inglesa):

Grammar and vocabulary:

- Eastwood, J. (1992). *Oxford Practice Grammar*. Oxford: Oxford University Press.
- Sánchez Benedito, F. (2004). *Gramática Inglesa*. Madrid: Pearson Educación.
- Redman, S. (2001). *English Vocabulary in Use. Pre-intermediate & intermediate*. Cambridge: Cambridge University Press.
- Swan, M. (1984). *Basic English Usage*. Oxford: Oxford University Press.
- Swan, M. (1995). *Practical English Usage*. 2nd ed. Oxford: Oxford University Press.

Bibliografía básica (Literatura inglesa):

- Abrams, M.H., Greenblatt, S. et al. (2012). *The Norton Anthology of English Literature*. New York: Norton.
- Ballesteros, A. (1998). *Narciso y el doble en la literatura fantástica victoriana*. Cuenca: Ediciones de la Universidad de Castilla-La Mancha.
- Ballesteros, A. (2011). *Poesía inglesa romántica inglesa*. Madrid: Publicaciones de la ADE.
- McLeod, J. (2010). *Beginning Postcolonialism*. Manchester: Manchester University Press.
- Stein, M. (2004). *Black British Literature*. Ohio: The Ohio State University Press.

Dictionaries:

- *Gran Diccionario Oxford, Español-inglés, Inglés-español*. (2008) OXFORD UNIVERSITY PRESS
- *Longman Language Activator*. (2002) LONGMAN
- *Longman Dictionary of Contemporary English*. (2005) LONGMAN
- *Longman Pronunciation Dictionary, 3<sup>rd</sup> edition* (2008). LONGMAN
- *Diccionario Longman Advanced*. (2003) LONGMAN
- *MacMillan English Dictionary*. (2002) MACMILLAN EDUCATION
- *Oxford Advanced Learner's Dictionary of Current English*. (2005) OXFORD UNIVERSITY PRESS

Online resources:

- Word Reference: [www.wordreference.com](http://www.wordreference.com)
- Harper Collins: [www.collinsdictionary.com](http://www.collinsdictionary.com)
- Merriam-Webster: [www.merriam-webster.com](http://www.merriam-webster.com)