GUÍA DOCENTE

Inglés IV // English IV

**Grado en Estudios Ingleses
Grado en Lenguas Modernas y Traducción
Universidad de Alcalá**

Curso Académico 2018-2019

2º Curso – 2º Cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	Inglés IV // English IV
Código:	251017 // 440016
Titulación en la que se imparte:	Grado en Estudios Ingleses Grado en Lenguas Modernas y Traducción
Departamento y Área de conocimiento:	Departamento de Filología Moderna Área de Filología Inglesa
Carácter:	Obligatorio
Créditos ECTS:	8
Curso y cuatrimestre:	Segundo curso, Segundo cuatrimestre

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	    Profesorado por determinar

Horario de tutoría:	Se indicará al comienzo del cuatrimestre
Idioma en el que se imparte:	Inglés

1. COURSE DESCRIPTION

This course has as its main objective the scientific study of English morphology and syntax. It is aimed, on the one hand, at the acquisition of the basic concepts and terminology used in English linguistics to describe morphological and syntactical processes; and, on the other hand, at the acquisition of advanced skills in understanding and analyzing word-formation and sentence processes. Likewise, this course provides grammatical analysis –descriptions of the language as it exists, as it is used; that is, what the English language "can and will do". The purpose of this course is to expose students to a different way of knowing and understanding the grammar of the language we use.

Prerequisites and recommendations

Since all activities will be conducted in English, students are expected to have at least a B2.1 level in the language within the Common European Framework of Reference for Languages (CEFR). Students are reminded that at the end of the second semester, they are expected to have a B2.2 level of English (CEFR).

Course summary

This course has as its main objective the scientific study of English morphology and syntax. It is aimed, on the one hand, at the acquisition of the basic concepts and terminology used in English linguistics to describe morphological and syntactical processes; and, on the other hand, at the acquisition of advanced skills in understanding and analyzing word-formation and sentence processes. Likewise, this course provides grammatical analysis –descriptions of the language as it exists, as it is used; that is, what the English language "can and will do". The purpose of this course is to expose students to a different way of knowing and understanding the grammar of the language we use.

2. COURSE OBJECTIVES

Generic competences

1. Development of a scientific knowledge of the English language.
2. Ability to understand and describe the structure of the English language at an advanced level.
3. Ability to make a correct use of the English language when speaking and writing at the B2.2 level.
4. Enhancement of listening, reading, speaking, and writing skills.
5. Use of bibliographical and specialized sources efficiently and correctly.
6. Ability to work in group.
7. Ability to work independently as learners.

Specific competences

At the end of the course, students should:

1. Acquire and employ the basic concepts and terminology used in the morphological and syntactical analysis and description of English.
2. Identify, understand and describe the sentence and word-formation processes of the English language.
3. Be able to perform morphological and syntactical analyses of words, phrases, clauses, and sentences in English.
4. Acquire a linguistic conscience, which underlies the speakers' communicative competence.

5. Be aware of the function of language in social life and the role that language plays in the construction and shaping of social relationships.

3. COURSE CONTENTS

Units	Class hours
Unit 1. Morphology in linguistics: A definition	• 1 hour
Unit 2. Basic morphological concepts	• 7 hours
Unit 3. Processes of word-formation I: Derivation	• 5 hours
Unit 4. Processes of word-formation II: Compounding	• 5 hours
Unit 5. Processes of word-formation III: Conversion, back-formation, clipping, blending, and acronyming	• 4 hours
Unit 6. Linguistic forms and syntactic functions	• 4 hours
Unit 7. The skeleton of the message: Introduction to clause structure	• 8 hours
Unit 8. Expressing patterns of experience: Processes, participants, circumstances	• 10 hours

Class timetable

Week	Contents
01	• Presentation of the course • Unit 1. Morphology in linguistics: A definition • Unit 2. Basic morphological concepts
02	• Unit 2. Basic morphological concepts
03	• Unit 2. Basic morphological concepts • First group tutorial
04	• Unit 3. Processes of word-formation I: Derivation
05	• Unit 3: Processes of word-formation I: Derivation • Unit 4. Processes of word-formation II: Compounding
06	• Unit 4. Processes of word-formation II: Compounding

07	• Unit 4. Processes of word-formation II: Compounding • Unit 5. Processes of word-formation III: Conversion, back-formation, clipping, blending, and acronyming
08	• Unit 5. Processes of word-formation III: Conversion, back-formation, clipping, blending, and acronyming • Unit 6. Linguistic forms and syntactic functions
09	• Unit 6. Linguistic forms and syntactic functions • First written exam • Second group tutorial
10	• Unit 7. The skeleton of the message: Introduction to clause structure • First workshop
11	• Unit 7. The skeleton of the message: Introduction to clause structure • First workshop
12	• Unit 7. The skeleton of the message: Introduction to clause structure • Unit 8. Expressing patterns of experience: Processes, participants, circumstances
13	• Unit 8. Expressing patterns of experience: Processes, participants, circumstances
14	• Unit 8. Expressing patterns of experience: Processes, participants, circumstances • Second workshop
15	• Unit 8. Expressing patterns of experience: Processes, participants, circumstances • Second workshop

4. METHODOLOGY AND CLASS ACTIVITIES

The course will consist of forty-five attending sessions (one lecture and two seminars per week –one hour each), as well as two group tutorials (one hour each) and two workshops (one hour each). In the lectures, terminology and concepts related to English morphology and syntax will be explained and special attention will be paid to the sentence and word-formation processes. In the seminars, activities related to the theoretical explanations will be done. In the group tutorials, students will be explained the assignments that they will have to prepare for the two workshops. In the first workshop, students will submit a morphological analysis of a text and explain the

study they have carried out. In the second workshop, students will submit a syntactic analysis of a text and explain the study they have carried out. Appointments for the tutorials and the workshops will be arranged throughout the course by means of agreement with the lecturers.

Likewise, students will devote some hours to self-guided study. Thus, they will study and expand the contents presented in the lectures and they will prepare the activities for the seminars, tutorials and workshops.

4.1. Student workload

Attending sessions: 53 hours	- Lectures (15 hours). - Seminars (30 hours). - Group tutorials (2 hours). - Workshops (2 hours). - Written exams (4 hours).
Independent study hours: 147 hours	- Study of theoretical contents. - Preparation of seminar activities. - Preparation of written assignments and oral presentations for the two workshops. - Preparation of written exams.
Total: 200 hours	

4.2. Learning activities, materials and resources

Attending sessions	- Lectures and Seminars: Lecturer's presentation and all group discussion of theoretical and practical issues; practical exercises. - Group tutorials: Explanation of workshops assignment. - First workshop: Submission of a morphological analysis of a text, oral presentation of the study carried out, and discussion. - Second workshop: Submission of a syntactic analysis of a text, oral presentation of the study carried out, and discussion.
Independent study	- Readings. - Study of theoretical contents. - Preparation of written activities and assignments. - Preparation of oral presentations. - Preparation of written exams.

Materials and resources	- Morphology and syntax bibliographical and reference sources. - Electronic resources.

5. ASSESSMENT

Assessment procedures and instruments

In accordance with the University regulations, students will be assessed by means of the continuous assessment of their work throughout the semester. Thus, students will be assessed by:

- Active participation in class.
- Preparation and discussion of activities in the seminars.
- Preparation, submission and discussion of two projects in the workshops.
- One written exam on the theoretical and practical contents studied regarding English morphology.
- One written exam on the theoretical and practical contents studied regarding English syntax.

Likewise, if students consider that they will not be able to follow the continuous assessment process, within the first two weeks of the course they will have to request the Dean of the Faculty of Philosophy and Arts to be exempted from this assessment process and to be assessed through a comprehensive final exam and two projects. The final written exam will cover all the theoretical and practical contents of the course (English morphology and syntax) and will consist of some short theoretical questions as well as some practical exercises. The two projects will consist in a morphological analysis of a text and a syntactic analysis of a text.

Those students who do not pass the course in May will have to sit for a comprehensive final exam and to submit two projects in June, which will have a similar format to the above-mentioned final examination and projects.

Assessment criteria

In order for students to pass the course, they are expected to show that they have a B2.2 level of English. Likewise, they will have to show a thorough knowledge of English morphology and syntax, which means knowing the basic concepts and terminology used in the morphological and syntactical analysis and description of English; identifying, understanding and describing the sentence and word-formation processes of the English language; and being able to perform morphological and syntactical analyses of words, phrases, clauses, and sentences in English.

Grading criteria

The final grade of the students who follow the continuous assessment process will depend on their active and valuable participation in class (10%), their performance in the two projects submitted in the workshops (40%, 20% each), and their performance in the two written exams (50%, 25% each). It will be compulsory for these students to attend at least 85% of the classes (lectures and seminars), to attend the two group tutorials and the two workshops, to do and submit all the activities and projects requested in the classes and workshops, and to sit two written exams. Furthermore, students are responsible for completing assignments on time. Late assessments will not be accepted, unless the instructors determine that a late assignment is justified.

Likewise, for those students who are granted the final assessment in May or who have to sit for the final exam in June, 50% of their final grade will be based on the written exam and 50% on the two projects (25% each).

In both assessment processes (continuous assessment and final assessment), since this is a course that is taught in English and deals with that language, students' language performance (in grammar, lexis and spelling) will be taken into account for the final grade (see the Modern Philology Department assessment criteria).

Students' final grade will be based on the following criteria:

- 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 and critical insight as well as extensive reading; b) a critical and comprehensive appreciation of the relevant literature or theoretical framework; 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.

- 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 background reading; d) clear, fluent, stimulating, and original 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 substantial 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) basic grasp of subject matter but being poorly focussed or badly structured or containing irrelevant material; e) no evidence of background reading.

6. BIBLIOGRAPHY

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