

Plan 440 GRADO EN ESTUDIOS INGLESES

Asignatura 41691 LENGUA INGLESA: GRAMÁTICA DESCRIPTIVA II

Grupo 1

Tipo de asignatura (básica, obligatoria u optativa)

Basic Formation

Créditos ECTS

6 ECTS credits

Competencias que contribuye a desarrollar

General competences:

G1. Capacity to analyze and summarize basic theoretical concepts in the study of the English grammar

G9. Capacity to use some research tools and to collect necessary information to understand and analyze the basic grammatical properties of the English language

Specific competences:

E6. Capacity to understand how English language works

E24. Capacity to perform a linguistic analysis of the properties of the English verb phrase

Objetivos/Resultados de aprendizaje

This course is designed to provide students a description of the basic grammatical properties of the verb phrase in English, which will contribute effectively to their understanding of basic concepts related with the analysis of the English language.

Contenidos

TOPIC

ECTS CREDITS

TIME-FRAME

I – INTRODUCTION

1

1st -2nd weeks

II – THE VERB PHRASE: TYPOLOGY OF VERBS

1,5

3rd -6th weeks

III – THE VERB PHRASE: STRUCTURE

1,5

7th -10th weeks

IV – THE VERB PHRASE: INFLECTION

2

11st -15th weeks

Principios Metodológicos/Métodos Docentes

The contents will be presented through theoretical and practical lectures, and a seminar at the end of the topic.

The theoretical lectures will be followed by practical tasks which will be corrected in class and so students will be in charge of providing or discussing the answers through active participation.

Criterios y sistemas de evaluación

PROCEDURE

%

OBSERVATIONS

Assignments

25%

Assignments will include practical exercises, which will be done in class either individually or in groups.

Active participation in class

5%

Active participation will be assessed on the students' capacity to provide reasoned arguments and to solve exercises in the classroom.

Final exam

70%

It will include issues discussed during the lectures and the practical tasks.

*Note: The students enrolled in the Fin de Carrera call will be assessed in terms of the final exam only (100%).

Tutorials will be available for these students as well.

Recursos de aprendizaje y apoyo tutorial

Necessary resources: Access to Internet and UVa e-campus (Moodle platform)

Office hours: they will be posted via Moodle from the beginning of the course.

Calendario y horario

TIMETABLES ARE NOT AVAILABLE YET.

A chronogram will be posted via Moodle at the beginning of the course.

Tabla de Dedicación del Estudiante a la Asignatura/Plan de Trabajo

IN-CLASS ACTIVITIES

HOURS

OUT-OF-CLASS ACTIVITIES

HOURS

Lectures

21

Individual work

55

Practical tasks

21

Group work

35

Seminars

14

Assessment

4

Total

60

Total

90

Responsable de la docencia (recomendable que se incluya información de contacto y breve CV en el que aparezcan sus líneas de investigación y alguna publicación relevante)

Group A: e-mail: alvarez@fyl.uva.es; Phone number: 98342300 Ext. 6771; Room: 16B

Esther Álvarez de la Fuente is a professor in the Department of English at the University of Valladolid (Spain). Her main research interest is the morphosyntactic analysis of the cases of Natural Translation (the translation done by bilinguals in everyday circumstances without academic formation in it) performed by bilingual children together with the analysis of the development of the translation ability in natural interpreters. She belongs to the UVALAL research group (University of Valladolid Language Acquisition Lab) (<<http://www.uva.es/uvalal/>>) which focuses on the research on language acquisition from the perspective of linguistic theory and comparative grammar with the analysis of both spontaneous and experimental data from child simultaneous bilingualism (L1+L1), and child and adult sequential bilingualism (L1+L2). Her research has been reflected in some publications:

- Translation universals in the oral production of bilingual children. Translation and translanguaging in multilingual contexts 1(1), John Benjamins, 2015 [with R. Fernández Fuertes]
- How two English/Spanish bilingual children translate: in search for bilingual competence through natural interpretation. Recent Developments in Translatology. Peter Lang, 2012 [with R. Fernández Fuertes].
- In search for the initial translator in translation and bilingualism studies. Recent Developments in Translatology. Peter Lang, 2012 [with R. Fernández Fuertes]

GROUP B: e-mail: sonja@fing.uva.es; Phone-number: 98342300, Ext. 6722; Room: n.7.

Sonja Mujcinovic is a part-time professor in the Department of English of the University of Valladolid. She conducts research on bilingual acquisition and crosslinguistic influence. She belongs to the UVALAL research group (University of Valladolid Language Acquisition Lab) (<<http://www.uva.es/uvalal/>>) which focuses on the research on language acquisition from the perspective of linguistic theory and comparative grammar with the analysis of both spontaneous and experimental data from child simultaneous bilingualism (L1+L1), and child and adult sequential bilingualism (L1+L2). Her research has been reflected in some publications, being the following the most important one:

- The acquisition of gender in L1 bilingual Spanish. Language acquisition beyond parameters: studies in honour of Juana M. Liceras, Alba de la Fuente, A., E. Valenzuela & C. Martínez Sanz (eds.), John Benjamins, 2017 [With R. Fernández Fuertes & E. Álvarez de la Fuente].

Idioma en que se imparte

The working language for this course is English. Students are recommended to have at least level B1 for English language, according to the Common European Reference Framework for languages.
