

| Degree | Type | Year |
|--------------------------------------|------|------|
| 2504212 English Studies | OB | 3 |
| 2504380 English and Catalan Studies | OB | 4 |
| 2504386 English and Spanish Studies | OB | 4 |
| 2504393 English and French Studies | OT | 0 |
| 2504393 English and French Studies | OT | 3 |
| 2504393 English and French Studies | OT | 4 |
| 2504394 English and Classics Studies | OT | 3 |
| 2504394 English and Classics Studies | OT | 4 |

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

The knowledge learnt in the first-year subjects *Gramàtica descriptiva I and II* (Descriptive Grammar I and II), and the second-year subjects *Fonètica i fonologia angleses I and II* (English Phonetics and Phonology I & II) and *Anàlisi del significat en anglès* (Analysis of Meaning in English) will be taken for granted. THEY WILL NOT BE EXPLAINED AGAIN.

The course requires an initial level of English between C1 (Advanced) and C2 (Proficiency) (*Common European Framework of Reference for Languages: Learning, Teaching, Assessment*). Students with C1 can understand a wide range of demanding, longer texts, and recognise implicit meaning; they can express themselves fluently and spontaneously without much obvious searching for expressions; they can use language flexibly and effectively for social, academic and professional purposes; they can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. With C2 students can understand almost everything they read or hear without effort; they can summarise information from different oral and written sources, reconstruct facts and arguments and present them in a coherent way; they can express themselves spontaneously, with fluency and precision, distinguishing subtle nuances of meaning even in the most complex situations.

INFORMATION FOR INTERNATIONAL STUDENTS

This subject is NOT available to international students.

Objectives and Contextualisation

This subject consists in an introduction to contrastive analysis. This knowledge is then applied to constructions, NPs and the lexical level, in English, Catalan and Spanish.

By the end of the course, the student will be able to:

- Define the main elements of contrastive analysis.
- Recognise the main differences in constructions, NPs and the lexical level, between English, Catalan and Spanish.
- Formulate differences between the three languages, different from the ones explained in class.

Competences

English Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Apply scientific ethical principles to information processing.
- Demonstrate skills to work autonomously and in teams to fulfil the planned objectives.
- Describe and analyse synchronically and comparatively the main phonetic, phonological, morphological, syntactic, semantic and pragmatic properties of English and its historical development.
- Distinguish and contrast the distinct paradigms and methodologies applied to the study of English.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Understand and produce written and spoken academic texts in English at advanced higher-proficient-user level (C2).
- Use digital tools and specific documentary sources for the collection and organisation of information.
- Use written and spoken English for academic and professional purposes, related to the study of linguistics, the philosophy of language, history, English culture and literature.

English and Catalan Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse the main phonetic, phonological, morphological, syntactic, lexical and semantic properties of the Catalan and English languages, their evolution throughout history and their current structures.
- Apply scientific ethical principles to information processing.
- Carry out effective written work or oral presentations adapted to the appropriate register in different languages.
- Critically apply the different instruments of analysis to different types of linguistic data.
- Demonstrate knowledge of the rules of Catalan and mastery of its foundations and applications in the academic and professional fields.
- Demonstrate the ability to work autonomously and in teams with the aim of attaining the planned objectives in multicultural and interdisciplinary contexts.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Understand and produce oral and written academic texts with appropriateness and fluency in distinct communicative contexts.
- Use digital tools and specific documentary sources to gather and organise information.

English and Spanish Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Apply scientific ethical principles to information processing.
- Correctly use written and oral English and Spanish for academic and professional purposes, related to the study of linguistics, history, culture and literature.

- Demonstrate the ability to work autonomously and in teams in order to achieve the planned objectives in multicultural and interdisciplinary contexts.
- Identify the foundations of human language and the principles, methods and results of structural analysis of languages.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Understand and produce oral and written academic texts with appropriateness and fluency in distinct communicative contexts.
- Use digital tools and specific documentary sources to gather and organise information.

English and French Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Analyse the main phonetic, phonological, morphological, syntactic, lexical, semantic and pragmatic properties of the English and French languages, their evolution throughout history and their current structures.
- Apply scientific ethical principles to information processing.
- Demonstrate the ability to work autonomously and in teams with the aim of attaining the planned objectives in multicultural and interdisciplinary contexts.
- Identify the foundations of human language and the principles, methods and results of structural analysis of languages.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Understand and produce oral and written academic texts with appropriateness and fluency in distinct communicative contexts.
- Use digital tools and specific documentary sources to gather and organise information.
- Use spoken English and French correctly for academic and professional purposes related to the study of linguistics, history, culture and literature.

English and Classics Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Apply scientific ethical principles to information processing.
- Apply the concepts, resources and methods acquired to the study of the English language in order to understand its diachronic change, as well as its current geographic and social diversity, and to study its acquisition and learning in a global and multilingual society.
- Demonstrate the ability to work autonomously and in teams in order to achieve the planned objectives in multicultural and interdisciplinary contexts.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- Understand and produce oral and written academic texts with appropriateness and fluency in distinct communicative contexts.
- Use digital tools and specific documentary sources to gather and organise information.
- Use written and spoken English correctly for academic and professional purposes related to the study of English linguistics, history, culture, and literature.

Learning Outcomes

1. Analyse different types of linguistic data.
2. Analyse various types of linguistic data.
3. Analysing various types of linguistic data.
4. Analyzing linguistic structures.
5. Appropriately use the different available formal and technical resources.
6. Correctly identify linguistic units.
7. Describe and analyse (synchronically and diachronically) the main phonetic, phonological, morphological, syntactic and semantic properties of English.

8. Express oneself in English in writing and orally in an effective and correct manner, in an academic register and using appropriate terminology in relation to the study of phonetics and phonology, syntax, semantics and the history of the English language.
9. Gather and interpret relevant data to make critical judgements on aspects of English linguistics and its practical applications.
10. Identify and understand different models for the linguistic analysis of English at phonetic-phonological, syntactic, semantic and historical levels.
11. Identify pragmatic factors that influence the use of various linguistic structures.
12. Identifying the main and secondary ideas and expressing them with linguistic correctness.
13. Incorporate ideas and concepts from published sources into work, citing and referencing appropriately.
14. Locate specialised and academic information and select this according to its relevance.
15. Maintain an attitude of respect for the opinions, values, behaviors and practices of others.
16. Make use of the knowledge acquired while respecting diversity of opinion and varieties of a language.
17. Plan work effectively, individually or in groups, in order to fulfil the planned objectives.
18. Plan, organise and carry out work in a team.
19. Produce normatively correct written and oral texts.
20. Produce written and oral academic texts at higher-proficient-user level (C2) on the concepts and skills relevant to the study of English linguistics.
21. Understand specialised academic texts on research in English linguistics at C2 level.
22. Understand specialised academic texts on research in English linguistics at Mastery level (C2).
23. Understand specialised academic texts on research in English linguistics at advanced higher-proficient-user level (C2).
24. Understand specialised academic texts on research in English linguistics at higher-proficient-user level C2.
25. Use the appropriate and specific terminology of the literary studies.

Content

UNIT 1. Introduction to contrastive analysis

UNIT 2. Constructions in English, Catalan and Spanish

UNIT 3. The lexicon in English, Catalan and Spanish

UNIT 4. The NP in English, Catalan and Spanish

In this subject, gender perspective will be taken into account in the following aspects:

1. Making students aware of the sexist uses of language, and provide non-sexist alternatives.
2. Not allowing a sexist use of language in the students' oral and written contributions.
3. Guaranteeing in the classroom an atmosphere respectful with the diversity and plurality of ideas, people and politics.
4. Avoiding gender stereotypes in examples.
5. Including gender-related material in units 3 and 4.
6. Writing, in the references, the full names of authors, instead of only the initial.

Activities and Methodology

| Title | Hours | ECTS | Learning Outcomes |
|-------------------|-------|------|--|
| Type: Directed | | | |
| Practical classes | 20 | 0.8 | 1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 14, 15, 25 |

| | | | |
|---------------------|----|-----|---|
| Theoretical classes | 30 | 1.2 | 6, 10, 21, 22, 23, 24 |
| Type: Supervised | | | |
| Paper writing | 25 | 1 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 |
| Type: Autonomous | | | |
| Exercises | 15 | 0.6 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 17 |
| Information search | 15 | 0.6 | 1, 2, 5, 7, 10, 14, 17, 21, 22, 23, 24, 25 |
| Personal study | 20 | 0.8 | 9, 14, 17 |

The teaching methodology is based on:

- Directed (33% - 2 cr)
- Supervised (17% - 1 cr)
- Autonomous (33% - 2 cr)
- Assessment (17% - 1 cr)

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Assessment

Continous Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|---|-----------|-------|------|---|
| Final exam | 35% | 2 | 0.08 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 17, 20 |
| Homework, in-class activities and progression | 10% | 10 | 0.4 | 1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 15, 17, 19, 20, 25 |
| Midterm exam | 25% | 2 | 0.08 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 19, 20 |
| Written paper | 30% | 11 | 0.44 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 |

The final grade will be calculated as follows:

- Midterm exam: 25%
- Final exam: 35%
- Written paper: 30%
- Homework, in-class activities and progression: 10%

The midterm will take place mid-April and the final in June. The written paper will be handed in mid-May. Homework and in-class activities will be programmed throughout the semester. Exact dates for all evaluation activities will be confirmed at the start of the course through a calendar published on the Moodle class.

Important issues:

1. The two exams and the paper are COMPULSORY, together with 70% of the homework and in-class activities.
2. The final exam is not a second midterm, that is, it will include the content covered in the whole course.
3. The minimum grade required in the exams to form average 4.
4. The handing in of 30% of items excludes the possibility of obtaining a *No available* as a final grade of the course.
5. The level of English will be taken into account when correcting exams and in the final assessment.
6. In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

NOTA BENE: Irregularities refer, for instance, to cheating in an exam, copying from sources without indicating authorship, or a misuse of AI such as presenting work as original that has been generated by an AI tool or programme.

Procedure for Reviewing Grades Awarded

On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

Reassessment

Reassessment for this subject requires a content-synthesis test.

In order to be able to sit reassessment, students must have an average overall grade equal to or higher than 3.5.

The maximum grade that can be obtained through re-assessment is 5.

VERY IMPORTANT: It is possible to have passed both exams and still fail the course since there are some activities that are excluded from reassessment.

Evaluation Activities Excluded from Reassessment

The following activities are not eligible for reassessment:

- Homework and in-class activities
- Written paper
- Activities in which there has been some irregularity

SINGLE-ASSESSMENT OPTION

Single-assessment will consist in the following:

- Content-synthesis test - 70%
- Written paper - 30%

In order to be eligible for reassessment, the student must have obtained a grade equal to or higher than 3.5 in the content-synthesis test.

As with continuous assessment, the written paper is excluded from reassessment.

The maximum grade that can be obtained through re-assessment is 5.

Bibliography

Mackenzie, J. Lachlan & Elena Martínez Caro. 2012. *Compare and Contrast: An English Grammar for Speakers of Spanish*. Granada: Editorial Comares.

Quirk, Randolph et al. 1985. *A Comprehensive Grammar of the English Language*. London: Longman.

Real Academia de la Lengua Española. 2009. *Nueva gramática de la lengua española*. Madrid: Espasa Calpe.

Solà, Joan et al. 2008. *Gramàtica del català contemporani*. Barcelona: Editorial Empúries.

Specific references for each unit will be provided throughout the semester.

Software

It does not apply.

Language list

| Name | Group | Language | Semester | Turn |
|----------------------------|-------|----------|-----------------|---------------|
| (PAUL) Classroom practices | 1 | English | second semester | morning-mixed |
| (TE) Theory | 1 | English | second semester | morning-mixed |