

# General Linguistics

## Bachelor in Applied Modern Languages

UNIVERSIDAD NEBRIJA

# TEACHING GUIDE

**Subject:** General Linguistics

**Degree:** Bachelor in Applied Modern Languages

**Character:** Basic

**Language:** English

**Modality:** On-site

**ECTS:** 6

**Course:** 1st

**Semester:** 1

**Professors/Teaching Staff:** Jennifer Foley

## 1. COMPETENCES AND LEARNING OUTCOMES

### 1.1. Competences

**CB1** Have and understand knowledge in an area of study that is based on general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that imply knowledge coming from the forefront of their field of study.

**CB2** Apply their knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated through the elaboration and defence of arguments and the resolution of problems within their area of study.

**CB3** Gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.

**CB4** Transmit information, ideas, problems and solutions to both a specialized and non-specialized public.

**CB5** Develop the learning skills necessary to undertake further studies with a high degree of autonomy.

**CG1** Identify the main theoretical contributions to the field of linguistic and literary studies.

**CG2** Acquire the basic scientific knowledge applied to Foreign Modern Languages and its professional internships.

**CG3** Develop reasoning and exposition strategies, written and orally, within the field of study of Applied Modern Languages.

**CG4** Be aware of fundamental questions about the nature of language in order to understand its relationship with culture, society and other humanistic disciplines.

**CG6** Use information and communication technologies and knowledge to organise, plan and develop academic and professional activities in the field of Applied Modern Languages.

**CG7** Recognise, document, value and go in depth into linguistic, literary and cultural diversity in current context, drawing attention to its origins and future perspectives.

**CE4** Describe the structure of the studied languages in the different fields (Phonology, Lexicon, Morphology, Syntax, Semantics, Pragmatics and Discourse) identifying different registers.

**CE5** Knowing the pragmatic rules of the studied languages in order to adequately interpret oral and written messages, preventing linguistic and intercultural misunderstandings.

**CE6** Understand the complexity of linguistic facts and literary works, appreciate their aesthetic values and their meaning in their socio-political context.

**CE8** Know and be able to manage concepts, methods and basic terminology of linguistics, literature and language acquisition.

**CE9** Apply linguistic, synchronic and diachronic knwoledge.

**CE10** Recognise temporal, spatial, social and situational varieties of the studied languages in order to interpret texts from different typologies and to manage them in different communicative exchanges.

**CE11** Know the basis of technological applications to process natural language, the improvement of communication, organization and access to information.

**CE12** Identify and understand the elements that define and articulate linguistic and literary studies as scientific disciplines and recognise their interdisciplinary character**.**

### 1.2. Learning outcomes

At the end of this subject, the student must:

- Know both the terminology and neology related to the subject.
- Have the knowledge and ability to describe structures and linguistic units.
- Have the knowledge and ability to analyse and compare the communicative uses and values associated with the languages studied.
- Know Language A from both the synchronic and diachronic aspects, as well as its different types of varieties.
- Have ability to apply the knowledge acquired in Linguistics to the grammatical, lexical and pragmatic analysis of the chosen languages.
- Have ability to apply the techniques of analysis to the study of language from a sociocultural, pragmatic and functional perspective.
- Have ability to carry out semantic analysis of the languages studied.
- Have ability to investigate, at an initial level, the different characteristics of the languages studied.
- Have ability to obtain and understand scientific information from studies related to the area of languages.

## 2. CONTENTS

### 2.1. Previous requirements

None

## 2.2. Description of contents

The subject General Linguistics is taught in English. It focuses on aspects from general Linguistics and deals with the following contents: Linguistics, Language and languages, the classification of languages, basic knowledge about written and spoken language. The evolution of languages. Sciences, levels and units of linguistic analysis. Diachronic and Synchronic Linguistics. Semiocis and Semiology. Competence and action: Linguistic and Communicative Competences. General Linguistics. Applied Linguistics. Computational Linguistics.

## 2.3. Training activities

| TRAINING ACTIVITY | HOURS | PERCENTAGE OF ATTENDANCE |
|---|---|---|
| A1. Theoretical- practical classes, field work sessions | 45 | 100% |
| A3. Individual and/or group tutorials | 15 | 60% |
| A4. Individual or group work | 47 | 20% |
| A6. Individual study and autonomous work | 40 | 0% |
| A8. Tasks for assessment and final assessment | 3 | 100% |
| **TOTAL HOURS NUMBER** | **150** | |

## 2.4. Metodologías Docentes / Teaching methodologies

| CODE | Teaching methodologies | Description |
|---|---|---|
| **MD1** | Expository method/ Master class | Presentation by the teacher of the contents of each topic through explanations and presentations, along with indications on sources of information and bibliography. The active participation of the student is promoted through activities such as debates, discussion of case studies, questions and presentations. The student will previously have the didactic materials, which will include objectives, syllabus, schedule and resources. |

| | | |
|---|---|---|
| **MD2** | Resolution of exercises and problems | Approach to situations and practical exercises that the student must solve. |
| **MD4** | Performing work | Preparation of reports and documents in which the student must carry out bibliographic search, information gathering, document analysis, case analysis, writing and explanation of conclusions. |

## 3. ASSESSMENT SYSTEM

### 3.1. Grading system

The grading system (R.D. 1125/2003, of 5th September) will be as follows:

0 - 4.9 Fail (SS)
5.0 - 6.9 Pass (AP)
7.0 - 8.9 Good (NT)
9.0 - 10 Excellent (SB)

The mention of "honors" may be obtained at the proposal of the professor of the subject after completing a tutored work. The teacher must write a report evaluating the contributions of the work.

### 3.2. Evaluation criteria

Ordinary call

| Assessment system | Minimum weighting | Maximum weighting |
|---|---|---|
| SE1 Attendance and participation | 10% | 25% |
| SE2 Presentation of assignments and projects (individual tasks and group work) | 20% | 30% |
| SE3 Midterm assessment | 15% | 20% |
| SE4 Final assessment | 35% | 50% |

Extraordinary call

| Assessment system | Minimum weighting | Maximum weighting |
|---|---|---|
| SE2 Presentation of assignments and projects (individual tasks and group work) | 40% | 40% |
| SE4 Final assessment | 60% | 60% |

### 3.3. Restrictions

Minimum grade

In order to average the above weightings, it is necessary to obtain at least a grade of 5 in the final exam.

Attendance

Students who, without justification, fail to attend more than 25% of the face-to-face classes may be deprived of the right to take the exam in the regular exam.

Writing standards

Special attention will be paid in the papers, practices and written projects, as well as in the exams, to both the presentation and the content, taking care of the grammatical and spelling aspects. Failure to meet the minimum acceptable standards may result in points being deducted in such work.

### 3.4. Warning Regarding Plagiarism and the Use of AI

Antonio de Nebrija University will not tolerate plagiarism or copying under any circumstances. The reproduction of paragraphs from sources other than the student's own work (the Internet, books, articles, classmates' papers, etc.) will be considered plagiarism if the original source is not cited. Citations must not be used indiscriminately. Plagiarism is a crime.

If such practices are detected, they will be considered a Serious Offense, and the penalty provided for in the Student Regulations may be applied.

The adoption of AI tools in teaching must be based on a transparent, responsible, ethical, and secure approach that fosters the development of digital competencies among students:

- The instructor will specify in each learning activity whether they plan to use Generative AI, for what purpose, and the requirements for its application.
- It is the student's responsibility to demonstrate transparent, ethical, and responsible conduct in the use of Generative AI and to adhere to the application criteria established by the instructor for each activity.
- The detection of any fraudulent conduct regarding the use of Generative AI, or failure to follow the instructor's instructions, will result in the application of the sanctions provided for in the Disciplinary Regulations.

## 4. BIBLIOGRAPHY

Recommended bibliography

- CRYSTAL, D., 1995. *The Cambridge Encyclopaedia of the English Language*. Cambridge University Press
- YULE, G., 2014. *The Study of Language*. 5th edition. Cambridge University Press Recommended bibliography
- ASHWORTH, E., 2016. *Ubc VISIBLE SPEECH.* [En línea] Available at: https://www.youtube.com/channel/UCGY29xt9tsphxyKcXST9roA/feed October 2018].

- CHOMSKY, N. 1965. *Aspects of the Theory of Syntax*. M.I.T. Press CHOMSKY, N. 1968. *Language and Mind*. Harcourt, Brace & World CRYSTAL, D., 2002. *The English Language.* Penguin Books, Ltd.
- DELAHUNTY, G., 2010. *The English Language: From Sound to Sense.* Parlor Press. LAKOFF, G., JOHNSON, M., 1980. *Metaphors We Live By*. University of Chicago Press. PENHALLURICK, R., 2010. *Studying the English Language.* Palgrave Macmillan.
- QUIRK, R., 2000. *A Comprehensive Grammar of the English Language.* Longman QUIRK, R., GREENBAUM, S., 1993. *A University Grammar of English*. Longman

## 5. PROFESSORS' INFORMATION

You can consult the e-mail addresses of the professors and the academic and professional profile of the teaching staff at https://www.nebrija.com/carreras-universitarias/grado-en-lenguas-modernas/#docentes