



Course Information					
Code:	ESE61015	Course:	FOUNDATIONS OF GENERAL LINGUISTICS		
Coordination Area / Program:	FAC. EDUCACION				Mode: Presencial
Credits: 04	Tipo de hora	Presencial	Virtual	H. Totales	Autonomous Learning Hours: 128
	H.Teoria	36	0	36	
	H.Práctica	56	0	56	
	H.Laboratorio	0	0	0	
Period: 2024-01	Start date and end of period: del 20/03/2024 al 09/07/2024				
Career: EDUCACIÓN SECUNDARIA - EDUCACIÓN SECUNDARIA CON ESP. EN INGLÉS					

Course Coordinators			
Surname and First Name	Email	Contact Hour	Contact Site
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Instructors
You can check the timetables for each teacher in their INFOSIL in the Classes Development Teachers option Teachers .

Course Overview
The Fundamentals of General Linguistics course is of a theoretical-practical nature, its purpose is to reinforce the use of the English language and introduce students to the problems of the various currents of linguistics, so that they can respond to the demands of their future learners. This subject attributes to the competence: Comprehension and expression of the English language. Moreover, the students understand and develop critical thinking in an integral way of the English language as a second language by perfecting the most fundamental aspects such as : phonetics and lexicality.

Competencias Profesionales y/o Generales			
Carrera/Programa	Sigla/ Denominación de la competencia	Nivel de la competencia	Aprendizajes esperados
SECONDARY EDUCATION WITH SPECIALTY IN ENGLISH	CP5: Understanding and expression of the English language	N1 - Understand and develop essential concepts of linguistics through critical thinking, perfecting certain fundamental aspects such as the phonetic and lexical field.	<ul style="list-style-type: none"> • Develops and applies concepts in the linguistic field, relating them to their teaching-learning. • Perform summary and analysis activities representing linguistic concepts. • Prepare oral and written presentations in linguistic contexts of the English language.

	CP6: Educational Research	N1 - Understands the scope of educational research in the professional life of the teacher.	<ul style="list-style-type: none"> • Design a pedagogical innovation project from the centralized logical framework approach in the linguistic field. • Develops research work in Educational Sciences, supporting inter- and transdisciplinary relationships in the teaching-learning process. • Identifies an educational problem to be addressed through the implementation of analysis and field work techniques.
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General Course Result	Unit Result
Ss elaborate and analyze expository-argumentative texts and is initiated in the theory of linguistics: in written and oral form, in a coherent and adequate manner; respecting the norms of the English language, with a critical analysis, using in a pertinent manner the information technology tools with the purpose of practicing an effective and formal communication, working autonomously and collaboratively.	1. Ss employ the formal register of English in oral and written expression, applying the regulations in a professional and social communication environment.
	2. Ss analyze expository, argumentative and literary texts in English and Spanish for different academic and social situations, combining autonomous and collaborative work.
	3. Ss write texts based on expository-argumentative strategies and argue about current topics on linguistic matters or about the English language, using different types of reasoning based on the knowledge of their weaknesses and strengths with ethics and social responsibility.
	4. At the end of the unit, the student prepares texts based on expository and argumentative strategies and discusses current linguistics topics using critical thinking with ethics and social responsibility.
	5. At the end of the unit, the student prepares expositions related to literature and linguistics and the role in the modern language, and discusses current linguistics topics using critical thinking with ethics and social responsibility.

Development of activities

Unit Result 1: <i>Ss employ the formal register of English in oral and written expression, applying the regulations in a professional and social communication environment.</i>		
Session 1: <i>At the end of the session, the student analyzes the basic concepts of Linguistics, with ethics and responsibility.</i>		Semana 1 a 2
Learning Activities	Contents	Evidence
<ul style="list-style-type: none"> • They understand the course objective and key terms of Linguistics. • They differentiate the concepts of Language, Norm and Speech, Language and Linguistics, Language and Sign, symbol and icon. • Ss Learn varieties of Dialect, Chronolect and Sociolect in English • SS differentiate between linguistic and non-linguistic signs and provide examples of each. • Ss recognize the characteristics of all linguistic signs. • Ss recognize the functions of language in everyday situations. Discuss the characteristics of human language and its application in animals. • SS analyse which type of communication corresponds to different everyday situations. • Ss identify linguistic and non-linguistic signs, characteristics of human language, and types of communication in one of these two films 	Definition of linguistics Concepts. Speech, norm Language and Linguistics, Language and Sign, symbol and icon. Varieties of the Standard Saussure: The linguistic sign and the non-linguistic sign. Language functions. Types of language. Characteristics of human language. Communication: Process and types of communication.	mind map based on the different concepts. A short text providing examples of the different varieties
Session 2: <i>At the end of the session, the student analyzes concepts of varieties of the standard, and also analyzes concepts related to the linguistic and non-linguistic sign individually and collaboratively. with ethics and responsibility.</i>		Semana 3 a 4
Learning Activities	Contents	Evidence
<ul style="list-style-type: none"> • Ss recognize the different forms of animal communication and provides examples of communication from different animal species. • Ss analyze a documentary about an animal and ss discuss the characteristics of non-human language and problematize the characteristics of human language present in the animal. • Ss present an oral presentation in English on a language documentary or an Anglo-American novel. • Ss recognize the semantic approach to the study of linguistics with examples from the English language • Ss recognize the lexical approach to the study of linguistics with examples from the English language. • Ss present an oral presentation in English regarding a language documentary or an Anglo-American novel. ss elaborate "Trabajo 1" in class. 	Non-Human Language Documentary and class practice Individual oral presentations Regulations Levels of study: Semantic Level Levels of study: Lexical Level Individual oral presentations Trabajo 1	Oral and written presentation based on the documentary Assignment 1
Unit Result 2: <i>Ss analyze expository, argumentative and literary texts in English and Spanish for different academic and social situations, combining autonomous and collaborative work.</i>		

Session 3: <i>At the end of the session, the student analyzes and discusses historical aspects of linguistics by analyzing different historical approaches.</i>		Semana 5 a 7
Learning Activities	Contents	Evidence
<ul style="list-style-type: none"> • They recognize the phonetic-phonological approach to the study of linguistics with examples from the English language. • They recognize the morphosyntactic approach to the study of linguistics with examples from the English language. • They recognize the first prelinguistic and linguistic studies up to the 19th century. • Ss identify the first concepts about linguistics from structuralism during the first half of the 20th century. • Ss present five minutes in English on a language documentary or an Anglo-American novel. • Concept mapping on the structuralism of the Prague Circle and the glossematic school • They Identify the first concepts on linguistics from structuralism during the first half of the 20th century. • Ss establish differences within the various structuralist approaches. • Ss draw comparisons between structuralist conceptions and those of the Chomskyan approach in quadruple-entry tables • Ss differentiate Halladay's functionalism and Martinet's functionalism and understand the link between these and the previous schools. • Elaborate "Trabajo 2" in class. 	<p>Levels of study: Phonetic-phonological level</p> <p>Levels of study: Morphosyntactic History of linguistics: Neogrammatic Linguistics: Structuralism History of linguistics: Structuralism History of Linguistics: Generative Grammar History of linguistics: Other schools Trabajo 2.</p>	Evaluacion permanente y sumativa sobre conceptos basicos.
Unit Result 3: <i>Ss write texts based on expository-argumentative strategies and argue about current topics on linguistic matters or about the English language, using different types of reasoning based on the knowledge of their weaknesses and strengths with ethics and social responsibility.</i>		
Session 4: <i>Al finalizar la sesión, el estudiante analiza la formación de idiomas y dialectos relacionados al idioma inglés. También redacta ensayos en forma individual y / grupal</i>		Semana 8 a 10
Learning Activities	Contents	Evidence
<ul style="list-style-type: none"> • Students identify the objects of study and focus of these disciplines and recognize the most valuable contributions within them. • They identify the objects of study and the focus of this discipline and recognize the most valuable contributions within it. • Students identify the objects of study and focus of these disciplines and recognize the most valuable contributions within them. • They analyze the early social landscape of the island and reviews what heritage of ancient languages still remains in the Anglo-Saxon language. • They analyze and reviews the influence of Latin and later languages on the formation of Old English. • They analyze and 	<p>Neurolinguistics and psycholinguistics Sociolinguistics Pragmatics and other disciplines in relation to linguistics Native languages of Great Britain and early invasions. Celtic. Albion: Roman conquest of the islands. The influence of Latin on English. Albion: Roman conquest of the islands. The influence of Latin on English. The Eagle, and King Arthur Normans: William the Conqueror and the influence of Germanic and Norse languages on English. Consolidation of English as a language. Elizabeth an England. English language expansion. United States of America, Caribbean and Canada. Formation of the American dialect.</p>	Desarrolla evaluación sumativa y formativa. Exposición oral de textos relacionados a la formación del idioma Ingles.

<p>reviews the influence of Latin and later languages on the formation of Old English. • They watch the two films mentioned above. They prepare a two-page paper on the relationship between what they have studied in class and what is presented in each film. • They analyze and reviews the influence of the above languages on the English language. • They relate the union of the kingdoms into one, as a decisive factor in the growth of England as a nation, unified under the same language. • They relate the consolidation of England as an economic power, through the expansion to the overseas provinces that led it to confront the Spanish empire. • They identify elements of the expansion of the English language through the "Conquest of the American West" and the incorporation of the African-American subject as an American and English-speaking citizen. Answers a quiz in the Virtual Classroom. Elaborate "Trabajo 3" in class.</p>	<p>FILMS:Dance with wolves y Twelve years a slave. Trabajo 3.</p>	
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Unit Result 4: *At the end of the unit, the student prepares texts based on expository and argumentative strategies and discusses current linguistics topics using critical thinking with ethics and social responsibility.*

Session 5: *At the end of the session, the student creates a website, through the review and selection of digital tools applied to education, with relevance and solidity.*

Semana 11 a 14

Learning Activities	Contents	Evidence
<p>• Ss relate the growth as an economic and cultural power of Victorian Britain to the spread and hegemony of English during the 19th century. • Ss relate the growth of the United States as an economic and technological power to the spread and hegemony of English during the 20th century. • Ss problematize the influence of the English language on lesser-used languages and values the English language as a carrier of culture from English-speaking countries. • Ss design an infographic on the origin and expansion of the English language and upload it to Homework in the Virtual Classroom. • Ss understand the influence of Anglo-American literature in the world throughout the 19th century. • Ss understand the influence of Anglo-American literature in the world during the first half of the 20th century. • Coordinate with your group, distribute tasks, complete the roadmap. • Ss understand the influence of Anglo-American literature in the world of the last</p>	<p>Independence of the United States. Expansion to Oceania, Africa, Asia. Victorian England. Age of Inventions. Influence of the United States, the United Kingdom and the Commonwealth during the 20th century. Siglo XXI: The English language today. Perspectives and problems. Influence of English on other languages, such as Spanish: Spanglish. Infographics on the origin and expansion of the English language Infographics on the origin and expansion of the English language Influence of English from Literature: Vanguardism, Modernism and the Lost Generation. Preparation of support material for the final presentation, co-evaluation schemes and roadmap. Influence of English from Literature: From the Beat Generation to Dirty Realism The Influence of English from Literature: Current Literature Coordination with the group for exhibitions. Timeline of literature in English.</p>	<p>Develops summative and formative evaluation. Oral presentation of texts related to the formation of the English language.</p>

two decades of the 20th century and the first decades of the 21st century. • Ss present orally the topic prepared in advance, using a formal register. • Ss prepare your final presentation and coordinate with your group. Ss design a timeline of literature written in English from Beowulf onward. Then upload this product to Assignments in the Virtual Classroom. • Ss understand the influence of Anglo-American literature on the world in the second half of the 20th century. • Ss present orally the topic prepared in advance, using a formal register. Elaborate "Trabajo 4" in class		
Unit Result 5: <i>At the end of the unit, the student prepares expositions related to literature and linguistics and the role in the modern language, and discusses current linguistics topics using critical thinking with ethics and social responsibility.</i>		
Session 6: <i>At the end of the session, the student analyzes and presents presentations based on personal and group research.</i>		Semana 15 a 16
Learning Activities	Contents	Evidence
• Ss prepare your final presentación and coordinate with your group. Ss design a timeline of literature written in English from Beowulf onward. Then ss upload this product to Assignments in the Virtual Classroom. • Final exam/ Project work	The Influence of English from Literature: Current Literature Coordination with the group for exhibitions. Timeline of literature in English. Final exam	Oral and written presentation based on given instructions.

Methodology
The course will be developed based on the following methodologies: In addition to the class content, each lesson includes activities which promote students' interaction and debate. Participants are expected to read and analyze a variety of texts regarding the course to support their own ideas. Similarly, students support their written assignments with relevant academic sources. Moreover, class participation is considered part of the formative assessment.

Assessment System				
Each of the items of the evaluation scheme and the final grade of the course are rounded to whole numbers. The final grade of the course is the weighted average of the corresponding items: permanent evaluation, partial exam and final exam.				
The averages calculated components of the item 'Permanent Evaluation' will keep your calculation with 2 decimals.				
Type Evaluation	%Weighing	Observation	Week Assessment	Rezag.
Evaluación Permanente	60%			
Particip y Asistencia en Clase	33,33%		Semana 15	No
Promedio de Trabajos	66,67%			
Trabajo 1	25%	This grade will not be eliminated.	Semana 4	No
Trabajo 2	25%	This grade will not be eliminated.	Semana 7	No
Trabajo 3	25%	This grade will not be eliminated.	Semana 10	No

Trabajo 4	25%	This grade will not be eliminated.	Semana 14	No
Examen Final	40%		Semana 16	No

Attendance Policy	
Total Percentage Absences Permitted	30%
Class attendance is mandatory. The student who reaches or exceeds the limit of thirty percent (30%) of absences in the course, defined by the total of effective hours, will be disqualified from taking the final evaluation, corresponding to said evaluation with a grade of zero (0).	
In hybrid classrooms, only synchronous virtual participation (via zoom) is allowed, up to a maximum of 50% of the total course.	

Basic Required Reading
<p>[1] Abuzaifah, M. A. (2021). <i>Paradigm Shift in the Schools of European Structuralism: From Pre-Structuralism to Post-Structuralism..</i> International Journal of English Linguistics: https://doi.org/10.5539/ijel.v11n4p26</p> <p>[2] Akkurt, I. O (2021). <i>The Neurolinguistics: A Spectrum of Research.</i> Turkish Journal of Educational Research: https://doi.org/10.51242/SAKA-TJER.2021.10</p> <p>[3] Barrantes-Montero, L. G. (2018). <i>Phillipson's linguistic imperialism revisited at the light of Latin American decoloniality approach.</i> Revista Electrónica Educare: http://dx.doi.org/10.15359/ree.22-1.1</p> <p>[4] Chomsky, N., Gallego, Á. J., & Ott, D (2019). <i>Generative grammar and the faculty of language: Insights, questions, and challenges..</i> Catalan Journal of Linguistics: https://doi.org/10.5565/rev/catjl.288</p>

References Supplementary

Prepared by:	Approved by:	Validated by:
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