

UNIVERSIDAD NACIONAL DE LA PAMPA  
FACULTAD DE CIENCIAS HUMANAS  
**DEPARTAMENTO DE LENGUAS EXTRANJERAS**

CARRERA: Profesorado en Inglés (Plan 1998 y 2002)  
Profesorado en Inglés para la Enseñanza Superior (Plan 1994)  
Licenciatura en Lengua y Literatura Inglesa (Plan 1997 y 2002)

ASIGNATURA: **LENGUA INGLESA IV**

PROFESORA ADJUNTA: Natalia F. Muguero

AYUDANTE: Clementina I. Alba

REGIMEN: Anual

CRÉDITO HORARIO: 4 horas

SISTEMA DE PROMOCIÓN: Examen Final

AÑO: 2009

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### **FUNDAMENTACIÓN**

Tomando como base los conocimientos adquiridos por los alumnos y las habilidades lingüísticas desarrolladas, la asignatura Lengua Inglesa IV se propone complementar y dar continuidad a la formación lingüística alcanzada en los cursos previos del área. A su vez, tendrá como propósito central el aporte de nuevos contenidos y la recirculación de los conceptos y estrategias incorporados, a modo de contribuir al perfeccionamiento, enriquecimiento y afianzamiento de diversos aspectos de la competencia lingüístico-comunicativa actual y potencial de los futuros egresados.

Esta materia constituye el último curso de Lengua Inglesa de la carrera, por lo cual se intentará generar niveles de reflexión más profundos en el análisis y la producción de textos y se buscará atender a las necesidades del desempeño profesional del futuro egresado mediante la articulación de conceptos teóricos y prácticos de uso concreto de la práctica profesional y académica.

Dentro de una visión integradora, la asignatura se propone encontrar un balance entre contenidos teóricos, aplicaciones prácticas y elaboración personal que favorezca el juicio crítico y la auto-evaluación, los cuales servirán como punto de partida para el desempeño y la actualización del estudiante.

## **OBJETIVOS GENERALES**

- Desarrollar habilidades lingüísticas de nivel *Proficiency* en el uso de la lengua oral y escrita.
- Fomentar el pensamiento creativo y el análisis crítico en el uso y análisis de la lengua
- Vivenciar instancias concretas para el trabajo individual y en equipo donde la interacción con pares favorezca el crecimiento personal.
- Desarrollar un ámbito de participación constante.

## **OBJETIVOS ESPECÍFICOS**

- Expresarse con coherencia, fluidez y corrección de acuerdo con las diversas situaciones comunicativas.
- Reflexionar acerca del funcionamiento de la lengua y emplear las estrategias adecuadas según los tipos de contextos comunicativos.
- Perfeccionar las estrategias de interpretación y producción textual.
- Analizar, comprender y producir textos académicos y literarios y aplicar el conocimiento metalingüístico en la comprensión y producción de los mismos.
- Aplicar contenidos teóricos a la exploración de diversas problemáticas de la lengua.

## **ORGANIZACIÓN INTERNA DE LA ASIGNATURA**

La asignatura Lengua Inglesa IV está organizada en 6 (seis) unidades que comparten una estructura similar. Se desarrollarán 3 (tres) unidades en cada cuatrimestre.

Cada unidad está conformada por dos partes:

- **A)** Un eje referido al desarrollo de contenidos pertinentes al género discursivo: Lenguaje Académico (*Academic Language*) en sus cuatro áreas (*Writing, Reading, Speaking and Listening*), donde se desarrollarán actividades de lectura, análisis y producción de textos escritos y orales.
- **B)** Un eje organizado en base a áreas temáticas que incluyen actividades de lectura y análisis de cuentos cortos (*Extensive Reading*), producción escrita de textos relacionados utilizando distintas técnicas (*Creative Writing*), lecturas cortas (*Intensive Reading*), textos para la comprensión auditiva (*Listening Comprehension*) y actividades orales comunicativas (*Speaking*) pertenecientes al mismo área temática.

## **CONTENIDOS Y ACTIVIDADES**

# UNIT 1

## A) ACADEMIC LANGUAGE

- **READING AND WRITING:** *An Approach to Academic Language*

Audience. Purpose and Strategy. Organization. Style. Flow. Presentation. Positioning. The vocabulary shift. Formal grammar style. Linking words and phrases. Summary words. Analyzing a problem-solution text. Reducing informality. Choosing the more formal alternative. Editing for punctuation. Revising. Editing for grammar errors. Editing for spelling errors. Identifying characteristics helpful for positioning. Writing a short problem-solution text.

- **LISTENING:** *Lecture Culture and Listening Strategies*

Challenges of lecture listening. Personal strategies for listening. Assumptions about lecture culture. Open and close lecture style. Predicting before listening. Taking down notes. Answering questions. Identifying and using different strategies. Discussing assumptions. Comparing presentations.

Video and Audio Clips:

- 1) Lecture by professor Rosenthal: *An overview of the American Healthcare System* (DVD video and audio)
- 2) Lecture by professor Swales: *Written and Spoken Grammar* (DVD video and audio)

- **SPEAKING:** *Giving an Introduction Speech*

Sizing up audience. Clarifying purpose. Organizing the speech. Beginning and concluding the speech. Using time connectors. Nonverbal behavior. Preparing and delivering and Introduction Speech.

## B) THEMATIC AREA: "Childhood is a different territory"

- **SHORT STORIES:**

- Bambara, Toni Cade: *Raymond's Run*
- Lively, Penelope: *Next term, we'll mash you*

- **INTENSIVE READING:**

- "Hidden nuances" (a short story fragment by Laurie Colwin)
- "A medium of no importance" (an article by Ian McEwan in *The Observer*)
- "Progressive vs. traditional methods" (a description of Summerhill School)
- "The teenage teachers" (an article by Peter Wilby in *The Sunday Times*)

- **LISTENING COMPREHENSION:**

- "Happy days?" (conversation extracts)
- "The Summerhill experiment" (an interview from *Speak Up Magazine*)

## BIBLIOGRAPHY:

- Capel, Anette and Sharp, Wendel. (2002) *Objective Proficiency*. UK: Cambridge University Press, pp. 136-137
- Escott and Basset (ed.) (2000) *The Eye of Childhood*. Oxford Bookworms Collection. UK: Oxford University Press, pp.100-107

- Jones, Leo. (2002) ***New Progress to Proficiency*** UK: Cambridge University Press, pp. 104-105, 96
- McCarty, Michael and O'Dell, Felicity. (2008) ***Academic Vocabulary in Use***. Cambridge University Press, pp. 10-27
- O'Connell, Sue. ***Focus on Proficiency*** (1996) England: Pearson Longman, pp. 114-116, 136-138
- Reinhart, Susan (2002) ***Giving Academic Presentations. Unit 1: Giving an Introduction Speech***. USA: The University of Michigan Press, pp. 1-23
- Salehzadeh, Julia (2005) ***Academic Listening Strategies. Unit 1: Lecture culture and listening strategies***. USA: The University of Michigan Press, pp. 1-25
- Solomon, B (ed.) (1978) ***The Experience of the American Women. 30 stories***. New York: Mentor Book, pp. 428-435
- Swales, John and Feak, Christine (2004) ***Academic Writing for Graduate Students. Essential tasks and skills Second Edition. Unit 1: An Approach to Academic Writing***. USA: The University of Michigan Press, pp.7-43
- Thornley, Wilson (1976) ***Short Story Writing*** USA: Bantam Books, pp. 3-46
- ***Speak Up Magazine*** Number 185.

## **UNIT 2**

### **A) ACADEMIC LANGUAGE**

- **READING AND WRITING: *Writing General-Specific Texts***

Usefulness of General-Specific texts. Writing general statements. Kinds of definitions. Overview of sentence definition and extended definition. Introduction to contrastive and comparative definitions. The language of defining and naming. The grammar of definition. Analysis of a General-Specific text. Generalization. Identifying definitional elements. Definitions in actual use. Discussing a concept from different perspectives. Analysis of extended, contrastive and comparative definitions. Revising and writing extended and contrastive definitions.

- **LISTENING: *Characteristics of Spoken English and Strategies for Coping (part 1)***

Messiness of Spoken Language. Contractions. False Starts. Linking. Slang and Fillers. Reduction. Ellipsis. Assimilation. Stressed words. Use of redundancy. The importance of background. Identifying features of spoken English. Comparing and contrasting written texts and lectures. Answering questions. Discussing. Listening for and recording headings.

#### **Video and Audio Clips:**

1) Recording of an advising session taken from MICASE (Michigan Corpus of Academic Spoken English) (Audio only)

2) Lecture by professor Swales: *English in Today's Research World: History of English*. Parts 1 & 2 (DVD Video and Audio)

- **SPEAKING: Defining a concept**

Developing or extending a definition. Opening a definition speech. Formal definitions. Defining additional terms. Using transparencies with outlines. Gestures. Preparing an extended-definition presentation of a concept from the ESL field of studies.

**B) THEMATIC AREA: "Dipping into the future"**

- **SHORT STORIES:**

- Asimov, Isaac: *The Machine that Won the War*
- Benét, Stephen Vincent: *By the Waters of Babylon*

- **INTENSIVE READING:**

- "The strange new taste of tomorrow" (an article by Michael Bateman in *The Sunday Times*)
- "The price of progress" (an article by Bel Mooney in *The Sunday Times*)
- "Does technological progress work backwards?" (an article by Miles Kington in *Vole*)
- "Spanner in the robot's works" (an article by Piers Burnett in *The Times*)
- "The miracle of life" (an extract from a Science book)

- **LISTENING COMPREHENSION:**

- "To blog or not to blog?" (an interview from *Speak Up Magazine*)
- "The Freedom Ship" (part of a broadcast)

**BIBLIOGRAPHY:**

- Basset (ed.) (1995) *A Window on the Universe* Oxford Bookworms Collection. UK: Oxford University Press, pp 79-88
- Capel, Anette and Sharp, Wendel. (2002) *Objective Proficiency*. UK: Cambridge University Press, pp. 102-103
- Jones, Leo. (2002) *New Progress to Proficiency*. UK: Cambridge University Press, p 129
- McCarty, Michael and O'Dell, Felicity. (2002) *English Vocabulary in Use Advanced*. UK: Cambridge University Press, pp.140-141
- O'Connell, Sue. (1996) *Focus on Proficiency*. England: Pearson Longman, pp. 179-181, 161-162, 157-160
- Reinhart, Susan. (2002) *Giving Academic Presentations. Unit 4: Defining a Concept*. USA: The University of Michigan Press, pp.88-109
- Salehzadeh, Julia (2005) *Academic Listening Strategies. Unit 2: Characteristics of Spoken English and Strategies for Coping*. USA: The University of Michigan Press, pp. 27-47
- Solomon, B (ed.) (1978) *The Experience of the American Women. 30 stories*. New York: Mentor Book, pp. 249-260
- Swales, John and Feak, Christine. (2004) *Academic Writing for Graduate Students*. Essential tasks and skills Second Edition. *Unit 2:*

- Writing General-Specific Texts*. USA: The University of Michigan Press, pp. 44-82
- Thornley, Wilson. (1976) **Short Story Writing** USA: Bantam Books, pp.47-58
  - **Speak Up Magazine** Number 230.

## **UNIT 3**

### **A) ACADEMIC LANGUAGE**

- **READING AND WRITING:** *Problem, Process and Solution*

The structure of problem-solution texts. Procedures and Processes. Causes and effects. Mid-position Adverbs. Verbs and agents in the solution (passive voice and change-of-state verbs). Indirect questions. Analyzing a problem-solution text. Making sentences more informative. Improving the flow of ideas in a process. Using active voice in a process. Writing a process description as part of a problem-solution text. Identifying sentences as part of the problem, process or solution. Analyzing methodology in an article. Writing a process description. Writing a problem-solution text.

- **LISTENING:** *Characteristics of Spoken English and Strategies for Coping (part 2)*

Predicting before and during lectures/talks. Taking advantage of introductions. Using the summary statements. Taking down notes. Answering questions. Explaining and discussing. Using abbreviations. Comparing Introductions.

#### Video and Audio Clips:

- 1) Lecture by a PhD student: *Intro to Agro ecology*. (DVD Video and Audio)
- 2) Short excerpt from a lecture on addictive drugs from MICASE (Audio only)
- 3) Short talk on *Campus Safety* by an Officer. (DVD Video and Audio)

- **SPEAKING:** *Explaining a process or procedure*

Introductions to process speeches. Organizing the speech: linking words. Explaining the process: tense, voice, the imperative. Using modals in process speeches. Checking for understanding. Asking for questions. Using visual aids. Giving a short speech that describes a process in the ESL field of studies.

### **B) THEMATIC AREA: “Adventures across frontiers”**

- **SHORT STORIES:**

- London, Jack: *The White Silence*
- London, Jack: *To Build a Fire*

- **INTENSIVE READING:**

- “Eight feet in the Andes” (a review by Maureen Cleave)
- “Climbing the Everest” (an article from *Actual English Magazine*)
- “Life or death in the Alps” (discussion of a situation to be solved).

- **LISTENING COMPREHENSION:**

- “If something goes wrong” (an interview)

- “Himalayan kingdoms” (part of a conversation)

### **BIBLIOGRAPHY:**

- Crane, Milton (ed) (1965) **50 American Short Stories** New York: Bantam Books. New York, 203-218
- Jones, Leo. (2002) **New Progress to Proficiency** UK: Cambridge University Press, pp. 22-23, 28
- McCarty, Michael and O’Dell, Felicity (2008) **Academic Vocabulary in Use**. UK: Cambridge University Press, pp. 102-105
- McCarty, Michael and O’Dell, Felicity. (2002) **English Vocabulary in Use Advanced**. UK: Cambridge University Press, pp. 98-83
- O’Connell, Sue (1996) **Focus on Proficiency** England: Pearson Longman, pp. 203-204, pp. 46-48
- Reinhart, Susan (2002) **Giving Academic Presentations. Unit 3: Explaining a Process or Procedure**. USA: The University of Michigan Press, pp 59-81
- Robinson Fellag, Linda. (1993) **Life, Language & Literature** USA: Heine & Heine Publishers, pp.2-23
- Salehzadeh, Julia (2005) **Academic Listening Strategies. Unit 2: Characteristics of Spoken English and Strategies for Coping**. USA: The University of Michigan Press, pp. 55-72
- Swales, John and Feak, Christine (2004) **Academic Writing for Graduate Students**. Essential tasks and skills Second Edition. **Unit 3: Problem, Process and Solution**. USA: The University of Michigan Press, pp. 83-111
- Thornley, Wilson (1976) **Short Story Writing** USA: Bantam Books, pp. 59-68
- **Actual English Magazine** Issue 3.

## **UNIT 4**

### **A) ACADEMIC LANGUAGE**

- **READING AND WRITING: Summaries**

The summary. Paraphrasing in the summary process. Plagiarism. Comparative summaries. Identifying the source in a summary. Nominal that clauses. Summary reminder phrases. Showing similarities and differences. Identifying significant information in a source text. Evaluating comments in a summary. Identifying reporting verbs in a published summary. Objectivity of reporting verbs. Analyzing introductory statements. Adding a reminder phrase. Writing a comparative summary.

- **LISTENING: Understanding Organizational elements and other features (part 1)**

Lecture Organization: macro patterns and micro elements. Identifying macro patterns (information-driven, problem-solution, comparative, thesis/point-driven, cause and effect, data vs. theory, sequential, classification/description) and micro elements (overview / background, definition / extended definition, process description, example / extended example, comparison / contrast, analogy, evaluation or emphasis, description, summary / conclusion)

Video and Audio Clips:

- 1) Lecture by a PhD student: *Intro to Agro ecology*. (DVD Video and Audio)
- 2) Lecture by professor Rosenthal: *An overview of the American Healthcare System* (DVD video and audio)
- 3) Lecture by Professor Winful: *What's a Laser? Part 1* (DVD Video and Audio)

- **SPEAKING: Giving a problem-solution speech**

Strategies to signal problems or disadvantages. Strategies to signal a solution. Listing. Speaking to persuade: providing evidence. Revealing disadvantages to the solution. Hedging. Concluding the speech. Providing an overview or outline summary. Making a transparency to accompany the speech. Ways to critique a solution.

**B) THEMATIC AREA: "Through the criminal's eyes "**

• **SHORT STORIES:**

- Faulkner, William: *A Rose for Emily*
- Henry, O: *The Cop and the Anthem*

• **INTENSIVE READING:**

- "Hoisting" (an article by Laurie Taylor in *New Society*)
- "Computer hacking, high-tech crime" (an article)
- "Saddam Hussein" (a biography from *Actual English Magazine*)
- "Crime news" (articles from different newspapers)

• **LISTENING COMPREHENSION:**

- "Another crime statistic" (a conversation)
- "Hunstville, Texas. The Death Penalty" (an interview from *Speak Up Magazine*)

**BIBLIOGRAPHY:**

- Jones, Leo. (2002) *New Progress to Proficiency* UK: Cambridge University Press, pp. 190-192
- McCarty, Michael and O'Dell, Felicity. (2008) *Academic Vocabulary in Use*. Cambridge University Press, pp. 108-109
- McCarty, Michael and O'Dell, Felicity. (2002) *English Vocabulary in Use Advanced*. UK: Cambridge University Press, pp. 112-113
- O'Connell, Sue. (1996) *Focus on Proficiency* England: Pearson Longman, pp. 206-207, 96-97
- Reinhart, Susan. (2002) *Giving Academic Presentations. Unit 5: Giving a Problem-Solution Speech*. USA: The University of Michigan Press, pp. 119-140

- Robinson Fellag, Linda. (1993) ***Life, Language & Literature*** USA: Heine & Heine Publishers, pp. 110-123
- Salehzadeh, Julia (2005) ***Academic Listening Strategies. Unit 3: Understanding Lecture Organizational Elements and Other Features of Lectures.*** USA: The University of Michigan Press, pp.73-101
- Solomon, B (ed.) (1978) ***The Experience of the American Women. 30 stories.*** New York: Mentor Book, pp. 161-170
- Swales, John and Feak, Christine. (2004) ***Academic Writing for Graduate Students.*** Essential tasks and skills Second Edition. *Unit 5: Writing Summaries.* USA: The University of Michigan Press, pp. 147-169
- Thornley, Wilson (1976) ***Short Story Writing*** USA: Bantam Books, pp. 70-80
- ***Actual English Magazine*** Premiere Issue.
- ***Speak Up Magazine.*** Number 187

## **UNIT 5**

### **A) ACADEMIC LANGUAGE**

- **READING AND WRITING: Critiques**

The purpose of critiques. Characteristics of a book review. Evaluating an article. Variation in critiques across fields. Unreal conditionals in critiques. Variation in evaluative adjectives across fields. Critical reading. Negative and positive language in critiques. Neutral and Slanted Language. The characteristics of reaction papers. Unreal conditionals. Inversions (Emphatic Sentences), Special verb agreement. Analyzing a book review. Writing a book review. Evaluating a brief report. Assessing criticisms. Evaluating and writing a critique. Analyzing and writing a reaction paper.

- **LISTENING: Understanding Organizational elements and other features (part 2)**

Dealing with visuals. Recognizing topic change. Lecturing style. Formality continuum. Giving advice. Inviting interaction. Answering questions. Discussing. Preparing effective visuals. Recognizing elements showing a change in the topic. Describing types of signals. Analyzing formal and informal lectures. Comparing. Using advice and humor. Analyzing digressions and anecdotes.

#### Video and Audio Clips:

- 1) Lecture by Professor Alpine: *Introduction to Prosthodontics.* (DVD Video and Audio)
- 2) Lecture introduction: *Radiological Health Engineering* taken from MICASE (audio only)

- **SPEAKING: Describing an object**

Organization. Pointing with words. Nonverbal behavior. Statements of purpose. Making visual aids. Making a transparency. Checking for understanding.

### **B) THEMATIC AREA: "A greener life"**

- **SHORT STORIES:**
  - Chopin, Kate: *The Storm*
  - Clarke, Arthur C: *The Hammer of God*
- **INTENSIVE READING:**
  - "Save the Earth" (a poem by Joe Miller)
  - "Biological Diversity" (an article from *The Economist*)
  - "Green Life" (an article by Brittany Edwards)
  - "Global Warming" (an article by Robert Boyd)
  - "Bio Fuel" (an article by Tyler Brides and Kevin Hall)
  - "Into the Silicon Valley of Death" (an article by Matthew Sweet in *The Independent*)
- **LISTENING COMPREHENSION:**
  - "Strange Behaviour" (an interview)
  - "Save the Planet" (several extracts)

### **BIBLIOGRAPHY:**

- Basset (ed.) (1995) *A Window on the Universe* Oxford Bookworms Collection. UK: Oxford University Press, pp. 142-158
- Baxter, Judith (ed.) (1996) *The Awakening and other stories. Kate Chopin* UK: Cambridge University Press, pp. 211-216
- Capel, Anette and Sharp, Wendel (2002) *Objective Proficiency*. UK: Cambridge University Press, pp. 24, 112-113, 118-119
- Cohen, Felix. *Language and Thinking. Chapter 1: The reconstruction of Hidden Value Judgments: word choices as value indicators*, pp. 22-30
- Newman, P. and Genevieve, B. Birk. *Selection, Slanting and Charged Language*.
- Jones, Leo (2002) *New Progress to Proficiency* UK: Cambridge University Press, 112-113, 116-117
- McCarty, Michael and O'Dell, Felicity (2008) *Academic Vocabulary in Use*. UK: Cambridge University Press, pp. 106-107
- McCarty, Michael and O'Dell, Felicity (2002) *English Vocabulary in Use Advanced*. UK: Cambridge University Press, pp. 94-95
- Reinhart, Susan. (2002) *Giving Academic Presentations. Unit 2: Describing an Object*. USA: The University of Michigan Press, pp. 25-48
- Salehzadeh, Julia (2005) *Academic Listening Strategies. Unit 3: Understanding Lecture Organizational Elements and Other Features of Lectures*. USA: The University of Michigan Press, pp. 102-122
- Swales, John and Feak, Christine. (2004) *Academic Writing for Graduate Students*. Essential tasks and skills Second Edition. *Unit 6: Writing Critiques*. UK: The University of Michigan Press, PP. 180-214
- Thornley, Wilson. (1976) *Short Story Writing* USA: Bantam Books, pp 81-96
- *Actual English Magazine* Premiere Issue
- *Actual English Magazine* Issue 8
- *Actual English Magazine* Issue 10

## **UNIT 6**

### **A) ACADEMIC LANGUAGE**

- **READING AND WRITING: *The Research Paper***

Types of Articles. The character of Short Communications (SC), Overview of the Introduction-Method-Results-Discussion (IMRD) format. Analysis of titles. Types of Abstracts. The structure of Acknowledgements. Analyzing a Short Communication. Sorting sentences into IMRD categories. Analyzing a Method section. Analyzing a Results section. Writing an Introduction. Comparing two versions of Abstracts. Writing Acknowledgements.

- **LISTENING: *Additional Practice Section: Using different strategies***

Using some of the strategies learnt: preparing, predicting, identifying, noticing emphasis / redundancy, noting style / organization, understanding a speaker's purpose.

Video and Audio Clips:

- 1) Lecture by Professor Rosenthal: Parts 1, 2, 3 and 4. (DVD Video and Audio)
- 2) Lecture by Professor Deardorff: *International Trade Issues and Less-Developed Countries* (DVD video and audio)

- **SPEAKING: *Putting it all together***

Taking a position. Comparison and Contrast. Narration. Preparing a speech combining some of the text types practiced.

### **B) THEMATIC AREA: "An insight into human conflicts "**

- **SHORT STORIES:**

- Chopin, Kate: *The Story of an Hour*
- Hemingway, Ernest: *Hills like White Elephants*
- Woolf, Virginia: *The Legacy*

- **INTENSIVE READING:**

- "Quarreling" (an article by Ian Mc Ewan in *The Observer*)
- "Shell Songs" (a story by George Brown)
- "Themed texts: the way people behave"

- **LISTENING COMPREHENSION:**

- "The love of my life" (an interview)

### **BIBLIOGRAPHY:**

- Basset and Mowat (ed.) (2001) *And all for love*. Oxford Bookworms Collection. UK: Oxford University Press, pp. 36-38
- Capel, Anette and Sharp, Wendel. (2002) *Objective Proficiency*. UK: Cambridge University Press, pp. 92-93, 98-101
- Collie, Joanne and Slater, Stephanie (1993) *Short Stories for Creative Language Classrooms*. UK: Cambridge University Press, pp. 73-82
- Hemingway, Ernest. *Men without women*, pp. 156-160

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- Robinson Fellag, Linda. (1993) **Life, Language & Literature** USA: Heine & Heine Publishers, pp. 184-193
- Salehzadeh, Julia (2005) **Academic Listening Strategies. Additional Practice Section**. USA: The University of Michigan Press, pp. 123-140
- Swales, John and Feak, Christine (2004) **Academic Writing for Graduate Students. Essential tasks and skills Second Edition. Unit 7: Constructing a Research Paper**. USA: The University of Michigan Press, pp. 215-240
- Thornley, Wilson (1976) **Short Story Writing** New York: Bantam Books, p. 96-105

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- Johns, Ann M. (2004) *Text, Role, and Context: Developing Academic Literacies*. UK: Cambridge Applied Linguistics
- Leaver, Betty and Shekman, Boris (2002) *Developing professional level language proficiency*. UK: Cambridge University Press
- McCarthy, M. and Carter, R. (1997) *Exploring Spoken English*. UK: Cambridge University Press
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- Robinson, Carole and Parker, Helen (1986) *Themes for Listening and Speaking*. UK: Oxford University Press
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- Stephens, Mary, (2000) *Proficiency Writing*. Longman Exam Skills. UK: Longman Pearson Education.
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- *The Merriam-Webster Concise Handbook for Writers*. (1991) USA: Merriam-Webster Inc.
- van Dijk, Teun, A. (1997) *Discourse as Social Interaction*. London: Sage Publications.

#### Online Newspapers

- *Daily Mail*. <http://www.dailymail.co.uk>
- *Guardian.co.uk* <http://www.guardian.co.uk>
- *Time.com*. <http://www.time.com/time>
- *Times Online*. <http://www.timesonline.co.uk>
- *The New York Times*. <http://www.nytimes.com>
- *The Washington Post*. <http://www.washingtonpost.com>

#### Dictionaries

- Cambridge University Press. *Cambridge International Dictionary of English*. UK: 1999
- Cambridge University Press. *Dictionary of American English*. USA: 2000.
- Collins Cobuild. *Collins Cobuild Advanced Learner's English Dictionary*. UK: 2003.
- Longman Group Limited. *Language Activator*. Great Britain: 1993.

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- Longman Group Limited. *Longman Dictionary of English Idioms*. Great Britain: 1979.
- Longman Group Limited. *Longman Dictionary of English Language and Culture*. UK: 1992.
- Merriam-Webster Inc. *The Merriam-Webster Concise Handbook for Writers*. USA: 1991.
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## **SISTEMA DE PROMOCIÓN Y CATEGORÍAS DE ALUMNOS**

(Ordenanza N° 26-00 y N° 033-02)

### Regular con Examen Final:

- Clases: 75 % de asistencia
- Trabajos Prácticos: 80 % de asistencia, 80% aprobados, 30% recuperable, escritos / orales
- Evaluaciones Parciales: 100% aprobados, 100% recuperable, total 2 (dos).
- Calificación no inferior a 4 (cuatro) puntos.
- Examen Final: escrito y oral sobre unidades y puntos del programa desarrollados o asignados para estudio o lectura durante el ciclo lectivo. Se evaluarán las cuatro macro habilidades integradas sobre temas relacionados a los contenidos del programa.

### Libre:

- Libre de asistencia a teóricos, trabajos prácticos y parciales.
- Examen escrito y oral sobre programa vigente completo. Se evaluarán las cuatro macro habilidades integradas sobre temas relacionados a los contenidos del programa.

### Estudiantes Vocacionales:

- Según ordenanza vigente

Prof. Natalia Muguero

Prof. Clementina Alba