



Teaching Guide

Teaching Guide				
Identifying Data				2017/18
Subject (*)	Varieties of English		Code	613G03042
Study programme	Grao en Inglés: Estudos Lingüísticos e Literarios			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	Fourth	Optativa	4.5
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Letras			
Coordinador	Nuñez Puente, Carolina	E-mail	c.nunez@udc.es	
Lecturers	Nuñez Puente, Carolina	E-mail	c.nunez@udc.es	
Web				
General description	Study of the numerous and complex manifestations of the English language, other than the ones considered standard.			

Study programme competences

Code	Study programme competences
A1	Coñecer e aplicar os métodos e as técnicas de análise lingüística e literaria.
A2	Saber analizar e comentar textos e discursos literarios e non literarios utilizando apropiadamente as técnicas de análise textual.
A6	Ter un dominio instrumental avanzado oral e escrito da lingua inglesa.
A9	Elaborar textos orais e escritos de diferente tipo en lingua galega, española e inglesa.
A11	Ter capacidade para avaliar, analizar e sintetizar criticamente información especializada.
B1	Utilizar os recursos bibliográficos, as bases de datos e as ferramentas de busca de información.
B2	Manexar ferramentas, programas e aplicacións informáticas específicas.
B3	Adquirir capacidade de autoformación.
B4	Ser capaz de comunicarse de maneira efectiva en calquera contorno.
B6	Ter capacidade de organizar o traballo, planificar e xestionar o tempo e resolver problemas de forma efectiva.
B7	Ter capacidade de análise e síntese, de valorar criticamente o coñecemento e de exercer o pensamento crítico.
B8	Apreciar a diversidade.
C2	Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.
C4	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.

Learning outcomes

Learning outcomes	Study programme competences
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During and (especially) at the end of the course, it is expected that the students know:	A1	B1	C2
	A2	B2	C4
	A6	B3	
	A9	B4	
	A11	B6	
		B7	
-To approach the world of linguistic and cultural varieties of English from an ethical and postcolonial point of view		B8	
-To analyze the socio-cultural, political, economic and military issues surrounding the expansion of the English language and its consequences (e.g. capitalism, colonialism, globalization, and migration)			
-To locate the geographical regions and/or countries of the varieties of English worldwide			
-To know the main cultural characteristics of the mentioned regions and/or countries (history, literature, religion, customs, etc.)			
-To identify the phonological, morphological, and lexical characteristics of the different varieties			
-To recognize there are varieties of English regarding gender, class, age, ethnicity, profession, etc.			
-To speak eloquently and listen respectfully in and out of class			
-To read and write critically and creatively			

Contents	
Topic	Sub-topic
1. Introduction	
2. Basic concepts: accent, bilingualism, creole, dialect, diglossia, idiolect, jargon, pidgin, register, slang, etc.	
3. The Queen's English; BBC English. Can a person or a corporation own a language? Standard British English as dialect	
4. English in Great Britain and Ireland (London varieties, Scottish English, Wenglish, North of England, South of England, the Midlands)	
5. English in the Americas (General American English, African-American English, Canadian English, Chicano English, Louisiana creole, Caribbean English)	
6. English in Africa (Nigeria, Ghana, Liberia, Cameroon, South Africa)	
7. English in Asia and Oceania (India, Australia, New Zealand, Maori English, Solomon Islands Pidgin)	
8. Other English varieties according to gender, class, age, ethnicity, and profession (e.g. English for academic purposes)	
9. Conclusions and feedback	



Planning

Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Workbook	A1 A2 A10 A17 A19 A20 B8 C6 C7	16	27	43
Workshop	A6 A9 A11 A15	16	16	32
Supervised projects	A14 B1 B2 B3 B6 B7 B9 C5	2.5	24	26.5
Oral presentation	B4 B5 B10 C2 C3 C4 C8	0.5	10	10.5
Personalized attention		0.5	0	0.5
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies

Methodologies	Description
Workbook	They are a set of texts and written documents that were collected and edited as a source of deepening the working contents.
Workshop	Training application-oriented mode of learning in which you can combine various methodologies / tests (exhibitions, simulations, debates, problem solving, guided practice, etc.) through which students develop eminently practical tasks on a specific topic, with the support and supervision of teachers.
Supervised projects	Methodology designed to promote independent learning of the students, under the (academic and professional) guidance of teachers in various scenarios. It refers primarily to learning how to do things. An option based on the assumption by the students of their responsibility for their own learning. This education system is based on two basic elements: the independent learning of the students, with the monitoring and supervision of the teacher-tutor.
Oral presentation	Inherent intervention processes of teaching and learning, based on verbal exposure in which students and teachers interact in an orderly and dynamic way, proposing questions, making clarifications and exposing issues, concepts, facts or principles.

Personalized attention

Methodologies	Description
Oral presentation Supervised projects	We are available to the students in our offices during office hours, as well as via phone and email.

Assessment

Methodologies	Competencies	Description	Qualification
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Oral presentation	B4 B5 B10 C2 C3 C4 C8	<p>There will be two oral presentations:</p> <p>I. An INDIVIDUAL presentation during the PRACTICAL CLASS (5%): The individual presentation follows the standard format and consists of a practical analysis of the English variety that you want--for example, about the phonetic and/or grammatical characteristics of a song in non-standard English</p> <p>II. A VIDEO-PROJECT in GROUP (10%): The format of the video-project in group (3-9 students) is freer, as long as students RESPECTLY imitate a non-standard English accent during the presentation. Unlike other activities, doing it or not is optional to pass the course.</p> <p>IMPORTANT: You cannot repeat variety in the presentation, the project and the written work--that is, in total, you will work on at least 4 different varieties. The rest of the details will be explained in class.</p>	15
Workshop	A6 A9 A11 A15	<p>The workshops (or "practical classes") will take place in the computer room. We will read, listen to, and analyze texts in different varieties of English, many of which will be audiovisual. The students will have to contribute their analysis and comments sometimes on PAPER and others on the MOODLE FORUM. Your grades in this section will depend on the work you do in person in the classroom.</p> <p>The students who do not pass the continuous assessment of the workshop can take a practical exam in January.</p>	25
Workbook	A1 A2 A10 A17 A19 A20 B8 C6 C7	<p>In the large groups, apart from explaining the THEORY, I will ask you questions about the READING/S of the week; you may pick up the READER (collection of readings) at the virtual platform (Moodle) at the beginning of the semester. Although the readings are mostly about language and literature, I will provide you with information on history, culture, geography and other details corresponding to each variety of English.</p> <p>IMPORTANT: I will only consider the participation of those students who demonstrate they REALLY did a thorough reading of the texts.</p> <p>The students who do not pass the continuous evaluation of the readings may take an exam about them in January.</p>	40



Supervised projects	A14 B1 B2 B3 B6 B7 B9 C5	<p>There will be two supervised projects:</p> <p>I. COMPARATIVE ESSAY (12%): You will have to write a comparative essay on two or more varieties of non-standard English. The varieties that you choose cannot coincide either with the one of the individual oral exposition or with the one of the project (see below). The papers will be written in MLA style - a variety of academic writing to be explained in class, along with the rest of the requirements.</p> <p>I will correct your work and send it to you by e-mail. Then you will have to rewrite it following my instructions and send it back. The grade obtained will only be effective after this rewriting.</p> <p>II. CRITICAL REVIEW (8%): ??I will post an article in Moodle about general theory on varieties of English (e.g. linguistic ecology). Toward the middle/end of December, you will have to write a review of two parts: a SUMMARY of the article and a CRITICAL COMMENT that relates its contents to the ones treated in class. The rest of the guidelines will be explained during the course.</p>	20
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Assessment comments



-To pass the course, students will have to take (at least) a 5 in all the gradable parts (readings, workshop, essay, review and individual oral presentation) and (at least) a 5 in the final mark. As it says above, doing the video-project in group is not mandatory to pass the subject--although, if you do it, it will be worth 1 point.

-My teaching method is based on the CONTINUOUS ASSESSMENT METHOD, which takes into account: participation in the theoretical classes to demonstrate your understanding of the readings, audiovisual exercises of the practical classes, an essay, a review, and two oral presentations. If you pass these tasks and your final grade is 5 or more, you will have passed the course--I will give you this information by the end of December.

-JANUARY: Those students who do not pass parts of READING and PRACTICAL CLASSES will be able to make up for them in January. Therefore, on the official exam day, they will have to complete two tasks: 1) EXAM with the coordinator around the course readings; 2) AUDIOVISUAL EXERCISES based on the materials of the practical classes.

-JULY: Students who do not pass the sections of SUPERVISED PROJECTS and ORAL PRESENTATION will have to (re)do them for the official date of the July opportunity. Since there will be no classes, the presentations will have to be FILMED and sent to the coordinator. The rest of the parts will be examined as in January.

-If there is a teachers' strike, I may provide you with the teaching materials via Moodle. If there is a student strike, the teacher could ask the students to do homework.

-Students must hand in the assignments on the agreed dates. The assignments that are submitted late but are justified by an official document (e.g. due to a medical problem) will be accepted.

- An essay that shows signs of plagiarism will be qualified with a 0.

- Both in January and in July, the students who do not meet 50% of the requirements will be qualified as DID NOT SIT.

- Students who have been granted exemption, as specified in the university regulations, will be assessed in either of the two opportunities according to the criteria applied in the second opportunity.

- Students sitting the December exam (final exam brought forward) will be assessed according to the criteria specified for the July opportunity.



Basic	<p>Bibliografía básica Ahmad, Dohra, ed. Rotten English: A Literary Anthology. Norton & Co., 2007. Cheshire, Jenny. English Around the World: Sociolinguistic Perspectives. Cambridge University Press, 1991. Crystal, David. English as a Global Language. Cambridge University Press, 2003. Freeborn, Dennis, et al. Varieties of English: An Introduction to the Study of a Language. Macmillan, 1993. Graddol, David, Dick Leith, and Joan Swann. English: History, Diversity and Change. Open University, 1996. Hickey, Raymond, ed. Legacies of Colonial English: Studies in Transported Dialects. Cambridge University Press, 2004. Hughes, Arthur, Peter Trudgill, and Dominic Watt. English Accents and Dialects: An Introduction to Social and Regional Varieties of British English. Hodder Arnold, 2005. Kortmann, Bernd, et al. A Handbook of Varieties of English. 2 Vols. and CD. Mouton de Gruyter, 2004. Krach, Braj B., Yamuna Kachru, and Cecil L. Nelson, eds. The Handbook of World Englishes. Blackwell, 2006. Schneider, Edgar. Postcolonial English: Varieties Around the World. Cambridge University Press, 2007. Seoane, Elena, and Cristina Suarez-Gomez, eds. World Englishes: New Theoretical and Methodological Considerations. John Benjamins, 2016.</p> <p>Filmografía básica The Adventures of Priscilla, Queen of the Desert. Dir. Stephan Elliot. Perf. Terence Stamp, Hugo Weaving, Guy Pierce, etc. Gramercy Pictures, 1994. Bend It like Beckham. Dir. Gurinder Chadha. Perf. Parminder Nagra, Keira Knightley, etc. 20th Century Fox, 2002. Keeping Up Appearances. Dir. Harold Snoad. Perf. Patricia Routledge, Clive Swift, etc. BBC, 1990-1995. My Fair Lady. Dir. George Cukor. Perf. Audrey Hepburn, Rex Harrison, etc. Warner Bros, 1964. Monsoon Wedding. Dir. Mira Nair. Perf. Vasundhara Das, Vijay Raaz, etc. Mirabai Films, 2001. Real Women Have Curves. Dir. Patricia Cardoso. Perf. America Ferrera, Lupe Ontiveros, etc. HBO, 2002. Websites básicas The Routes of English. BBC Radio 4. n.d. http://www.bbc.co.uk/radio4/routesofenglish/. 29 June 2016. Worldwide Accents of English. Gabrielle Azzaro. 2000. http://www.gazzaro.it/accents/files/accents2.html. 29 June 2016.</p>
Complementary	

Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.