



## Teaching Guide

Teaching Guide				
Identifying Data				2018/19
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	Optional	4.5
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Letras			
Coordinador	Cabarcos Traseira, Maria Jesus	E-mail	maria.jesus.cabarcos@udc.es	
Lecturers	Cabarcos Traseira, Maria Jesus	E-mail	maria.jesus.cabarcos@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.
A17	Coñecer a historia e a cultura das comunidades anglófonas.
A19	Coñecer a situación sociolingüística da lingua inglesa.
A20	Coñecer a variación lingüística da lingua inglesa.
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



During and (especially) at the end of the course, it is expected that the students know how...	A1	B1	C2
	A2	B2	C4
- to approach the world of linguistic and cultural varieties of English from an ethical and postcolonial point of view;	A6	B3	
	A9	B4	
	A11	B6	
- 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);	A17	B7	
	A19	B8	
	A20		
- to locate the geographical regions and/or countries of the varieties of English worldwide;			
- to familiarize themselves with the main cultural characteristics (history, literature, religion, customs, etc.) of the regions and/or countries mentioned;			
- to identify the phonological, morphological, and lexical characteristics of the different varieties;			
- to recognize the varieties of English regarding gender, class, age, ethnicity, profession, etc.			

Contents	
Topic	Sub-topic
1. Introduction and basic concepts.	World Englishes. Colonialism, postcolonialism and diasporas. English v. english.  Accent, bilingualism, creole, dialect, diglossia, idiolect, jargon, lingua franca, pidgin, register, slang, etc.
2. English at the center of the Empire.	The Queen's English. BBC English. Standard British English as dialect. London varieties, Scottish English, Wenglish, North of England, South of England, the Midlands.
3. English in the Americas. American englishes.	General American English, African-American English, Canadian English, Chicano English, Louisiana creole, Caribbean English.
4. English in Africa.	Nigeria, Ghana, Liberia, Cameroon, South Africa.
5. English in Asia and Oceania.	India, Australia, New Zealand, Maori English, Solomon Islands Pidgin.
6. Other English varieties.	English according to gender, class, age, ethnicity, and profession.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student's personal work hours	Total hours
Directed discussion	A6 A9 A11 A17 A19 A20 B2 B3 B4 B6 B7 B8 C4 C2	16	26	42
Workshop	A1 A2 A6 A9 A11 A17 A19 A20 B1 B2 B3 B4 B6 B7 B8 C4 C2	16	16	32
Supervised projects	A1 A2 B1 B2 B3 B6 B7	2.5	25	27.5
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
Directed discussion	LARGE GROUP classes will be devoted to the presentation and discussion of the background material and the oral and written texts that will illustrate the general concepts. Readings, viewings and/or listening activities will be assigned for each day and students will be expected to demonstrate their grasp of this previously reviewed material.
Workshop	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. Students will be asked to engage with the material in writing, usually on Moodle.
Supervised projects	Different writing tasks in which the students will demonstrate their grasp of the material. Their work will be carefully supervised.
Oral presentation	Tasks completed individually and collaboratively in which students will demonstrate orally their grasp of the material.

Personalized attention	
Methodologies	Description
Oral presentation Supervised projects	We are available and delighted to meet the students in our offices during office hours.

Assessment			
Methodologies	Competencies	Description	Qualification
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 (10%): The individual presentation follows the standard format and consists of a practical analysis of the English variety that you have selected--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 RESPECTFULLY imitate a non-standard English accent during the presentation and avoid clichés and stereotypes. Students will prepare the script, tape and upload the video.</p> <p>IMPORTANT: You cannot repeat varieties of English in the presentation, the project and the comparative essay--that is, in total, you will work on at least 4 different varieties.</p>	20
Workshop	A1 A2 A6 A9 A11 A17 A19 A20 B1 B2 B3 B4 B6 B7 B8 C4 C2	In the weekly workshops (or "practical classes"), which take place in the computer room, students will have to contribute their analysis of and comments on the material reviewed that day sometimes on paper, often on the MOODLE FORUM. Grades in this section will depend on the work you do in person in the classroom.	20



Supervised projects	A1 A2 B1 B2 B3 B6 B7	<p>There will be two supervised projects:</p> <p>I. COMPARATIVE ESSAY (15%): You will have to write a comparative essay on two varieties of non-standard English. These varieties must be different from those you select for your oral presentation and video-project. More detailed instructions will be given in class.</p> <p>II. CRITICAL REVIEW (10%): On the official date for the final exam, you will have one hour to write, in class, a critical review of an article that you will have previously read for this purpose. You will be allowed to have the article with you, provided it has NO markings whatsoever (comments, asterisks, highlightings, etc.). This critical review will consist of two parts: a SUMMARY of the article and a CRITICAL COMMENT that relates its contents to the ones discussed in class.</p>	25
Directed discussion	A6 A9 A11 A17 A19 A20 B2 B3 B4 B6 B7 B8 C4 C2	Every day, students in the LARGE GROUP classes will be expected to answer questions about the material assigned for the day orally and/or in writing, to participate in the debate and to engage in any other activity designed for that class.	35

## Assessment comments

? The second opportunity of assessment (in July) will consist of the following components:

1. On the official date of the exam students will be expected to write, in class, the following:

- An exam (2 hr) with short and longer questions about the material studied throughout the course. This will substitute for the "Directed discussion" (35%) and "Workshop" (20%) sections in the first opportunity.

- A critical review (1 hr) of an article previously read for this purpose. Students will be allowed to have the article with them, provided it has NO markings whatsoever (comments, asterisks, highlightings, etc.). This critical review will consist of two parts: a SUMMARY of the article and a CRITICAL COMMENT that relates its contents to the readings discussed in class. (10%)

2. By the same date, students will be expected to have submitted a comparative essay (15%) and two oral presentations (both uploaded) (20%) following the same specifications as for the first opportunity of assessment.

Students will need to complete whichever part(s) they have not passed in the first opportunity.

? A grade of "Non Presentado" (Absent) will be obtained by not attending the exam and/or by completing less than 50% of the coursework.

? Students officially enrolled part-time who have been granted an official dispensation from attending classes will need to contact the teachers at the beginning of the semester and they will be assessed according to the criteria applied in the July opportunity.

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

? Instructors may use the plagiarism-detection service "Turnitin" to check students' work. Plagiarism in any activity will translate into a grade of "0" in this activity.

? Every assignment has to be turned in in time and in the specified format in order to avoid a penalty of 25% on the grade obtained.

## Sources of information



<b>Basic</b>	<p><b>Bibliografía básica</b> Ahmad, Dohra, ed. Rotten English: A Literary Anthology. Norton &amp; 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><b>Filmografía básica</b> 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. <a href="http://www.bbc.co.uk/radio4/routesofenglish/">http://www.bbc.co.uk/radio4/routesofenglish/</a>. 29 June 2016. Worldwide Accents of English. Gabrielle Azzaro. 2000. <a href="http://www.gazzaro.it/accents/files/accents2.html">http://www.gazzaro.it/accents/files/accents2.html</a>. 29 June 2016.</p>
<b>Complementary</b>	

## 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.