



Teaching Guide

Identifying Data					2023/24
Subject (*)	Culture and Civilisation of English-Speaking Countries		Code	613G03022	
Study programme	Grao en Inglés: Estudos Lingüísticos e Literarios				
Descriptors					
Cycle	Period	Year	Type	Credits	
Graduate	1st four-month period	Third	Obligatory	6	
Language	English				
Teaching method	Face-to-face				
Prerequisites					
Department	Letras				
Coordinador	Crespo Garcia, María Begoña	E-mail	begona.crespo.garcia@udc.es		
Lecturers	Amenedo Costa, Mónica María Crespo Garcia, Maria Begoña	E-mail	monica.amenedo@udc.es begona.crespo.garcia@udc.es		
Web					
General description	Geography, history, culture, and artistic aspects of English-speaking countries.				

Study programme competences / results

Code	Study programme competences / results
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.
A11	Ter capacidade para avaliar, analizar e sintetizar criticamente información especializada.
A15	Ser capaz de aplicar os coñecementos lingüísticos e literarios á práctica.
A17	Coñecer a historia e a cultura das comunidades anglófonas.
A18	Dominar a gramática da lingua inglesa.
A19	Coñecer a situación sociolingüística da lingua inglesa.
A20	Coñecer a variación lingüística da lingua inglesa.
A21	Coñecer a evolución histórica externa e interna da lingua inglesa.
B1	Utilizar os recursos bibliográficos, as bases de datos e as ferramentas de busca de información.
B3	Adquirir capacidade de autoformación.
B4	Ser capaz de comunicarse de maneira efectiva en calquera contorno.
B5	Relacionar os coñecementos cos doutras áreas e disciplinas.
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.
C3	Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida.

Learning outcomes

Learning outcomes	Study programme competences / results



Students will deal with:	A2	B1	C3
the importance of history and culture in the development of literature, language and society in English-speaking countries.	A6	B3	
primary and secondary sources, learning to compare, contrast and analyze critically.	A11	B4	
awareness of the reasons for cultural differences, behaviour and mentalities.	A15	B5	
linking their knowledge of this subject with other subjects in the curriculum.	A17	B6	
writing texts/summaries adequately.	A18	B7	
explaining their ideas for the benefit of their classmates.	A19	B8	
appreciating that culture and history are closely connected to the literature and the development of a language.	A20		
	A21		

Contents	
Topic	Sub-topic
1. Introduction	1.1. Commentary of the programme, method, deadlines, assessment, etc.
2. Brief history of the British Isles and its influence on the development of the language	2.1. Romans, Anglo-Saxons, Vikings
	2.2. The Norman Conquest and its cultural consequences
	2.3. Wales: Under English domination
	2.4. Scottish independence; Bannockburn 1314
	2.5.. The Tudors;how they came to rule: The bones of a King under the carpark. The Invincible Armada
	2.6. The trial of Charles I, the Republic, and the Restoration of the monarchy
	2.7. Industrial Revolution; the Victorian period; the empire
	2.8. WWI; WWII
3. Brief history of the United States	3.1. Early America. The colonial period
	3.2. The Independence
4. Physical geography of the British Isles	4.1. Climate
5. Physical geography of the USA	5.1. Climate
6. The constitution of the UK	6.1. Government
	6.2. Elections; the role of the monarchy ; the Abdication Crisis 1936
7. The constitution of the USA	7.1. Government
	7.2. Elections; the role of the president
8. Foreign affairs	8.1. The UK vs. EU; Brexit
	8.2. UK's Special Relationship with the USA
9. Outstanding women in the history of the English-speaking countries	9.1 Their roles and influence

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Document analysis	A11 B5 B8	13	20	33
Workbook	A2 A11 A15 A19 A20 A21	0	34	34
Research (Research project)	A6 A18 B1 B6 C3	5	0	5
Mixed objective/subjective test	A2 A11 B7	2	20	22
Guest lecture / keynote speech	A17	21	15	36
ICT practicals	B3 C3	8	9	17
Directed discussion	B4	2	0	2
Personalized attention		1	0	1

(*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.



Methodologies	
Methodologies	Description
Document analysis	Analysis of a wide variety of primary and secondary sources
Workbook	Varied texts for reading as support for learning. Internet sources.
Research (Research project)	The project will be carried out jointly with other classmates; a critical analysis and assessment of the positive and/or negative contribution of an event or person (no longer living) to English-speaking culture and society.
Mixed objective/subjective test	Written exam: short answers; short commentaries; identification of significant elements
Guest lecture / keynote speech	Whole class sessions: explanations, guidance, recommendations for private study. Classes will be taught following the Flipped Classroom methodology.
ICT practicals	How to access materials and sources through Internet. Study and critical evaluation of such sources. Use of platforms and applications such as sway, mindmap, canva. Video recording systems will be used.
Directed discussion	Temáticas variadas para razonar, comparar, etc.

Personalized attention	
Methodologies	Description
Research (Research project)	<p>Students are advised to seek guidance about how best to approach this kind of task. Practical advice and appropriate sources will be offered to students.</p> <p>The lecturer is available in weekly tutorial office hours to solve any problems or give advice, preferably with previous notice via e-mail.</p> <p>ADI is a university office specialised in attending to members of the university with special needs due to disability or other differentiating situations with regard to the rest of the community. Students can talk to Dr. Ana Veleiro for more information, or contact ADI directly at http://www.udc.es/cufie/uadi/, or by phone ext. 5622, or via email: adi@udc.es.</p>

Assessment			
Methodologies	Competencies / Results	Description	Qualification



Research (Research project)	A6 A18 B1 B6 C3	<p>The project will be carried out with other classmates. Only in exceptional cases and with the teachers' consent may the project be done individually.</p> <p>The project will consist of a critical analysis and assessment of the positive and/or negative contribution of an event or person (no longer living) to English-speaking culture and society. The project should NOT be a mini-biography, list of accomplishments, history brochure, etc. (i.e. Wikipedia-type information).</p> <p>The project task will consist of: (i) an oral presentation to be done in class (dates to be published on Moodle); (ii) a 500-word abstract, including five keywords and a bibliography of all sources used (print and electronic). Specific details and instructions will be provided in class and on Moodle.</p> <p>Students should be aware that the faculty uses a computer programme (Turnitin) to detect plagiarism (i.e. copying the work of others, whole or in part, including copying and pasting), and the use of work handed in previously by the same student or by another student for a different subject or purpose. Any evidence of plagiarism will result in a zero mark for the project assignment.</p>	30
Mixed objective/subjective test	A2 A11 B7	Written exam: short answers; short commentaries; identification of significant elements, objects, historical and cultural documents, paintings, geographical features.	50
ICT practicals	B3 C3	<p>Students will work on the analysis and critical evaluation of primary and secondary sources found on Internet.</p> <p>Students will present two pieces of written works. Topics and characteristics announced on Moodle. Late submission will be penalised.</p> <p>Plagiarism, which includes cutting and pasting, will result in a 0 grade in this part of the assessment.</p>	20

Assessment comments



Mixed objective/Subjective test: on the date approved by Xunta de Facultade for the academic year 2023-24 (first opportunity January 2024). The dates for submitting work must be adhered to; any circumstance which prevents a student from fulfilling his/her obligations must be justified with appropriate documents. The equivalent of a 5 out of 10 is necessary in each section of the assessment in order to pass this subject. The July opportunity takes place on the date fixed in the academic calendar, it will be based on the repetition of the parts(s) not already passed, maintaining the same percentages (30% +40% + 30%). Topics for resit tasks will be announced on Moodle. Penalties will be applied for late submission. Students will obtain a "no presentado" (absent from assessment) if they do not attend the written exam and if they do not hand in 50% of the required practical work. Students who fail the first opportunity and do not attend the second opportunity in July will receive SUSPENSO --fail--. Students who are officially registered as part time, and/or officially allowed not to attend class, as stipulated in the regulations of this University, will be assessed in either of the opportunities according to the same criteria specified for the second opportunity. Students in this situation should contact the teachers at the beginning of the semester. IT IS COMPULSORY TO DEMONSTRATE A B2 IN ENGLISH (MCERL). the course may be failed if this level of proficiency is not demonstrated through the course's assessable activities. December exam (final exam brought forward): assessment according to the criteria specified for the July opportunity. Diversity: This module can be adapted to students who need support for their particular situation (physical, visual, auditory, cognitive, learning process, or related to mental health). If necessary, students should contact the services available in UDC/in their school or faculty, or the Unidad de Atención ala Diversidad (ADI) at the beginning of each academic semester in the time frame officially established (<https://www.udc.es/cufie/adi/apoioalumnado/>); alternatively, they can contact the ADI tutor in the Faculty of Philology at the following address: pat.filoloxia@udc.gal). Failing grade in the exam session in which the offence is committed and with respect to the subject in which it is committed: the student will be graded with a "fail" (numerical grade 0) in the corresponding exam session of the academic year, whether the offence is committed at the first opportunity or at the second opportunity. To this end, the grade will be modified in the first opportunity report, if necessary. -In accordance with the various regulations governing university teaching, it is necessary to incorporate a gender perspective into this subject. This includes, among other measures, the use of non-sexist language, bibliographies that are inclusive from a gender perspective, and encouraging participation from all students in class, regardless of their gender.

- We will pay particular attention to identifying and addressing sexist prejudices and attitudes. We will actively work towards the modification of this environment and the promotion of values of respect and equality.
- Our efforts will focus on detecting cases of gender discrimination and implementing appropriate actions to rectify such cases.

Sources of information

Basic	<ul style="list-style-type: none"> - O'Driscoll, James (2009). Britain for Learners of English. Oxford: O.U.P. - CORBISHLEY, MIKE, et al. (1998). THE YOUNG OXFORD HISTORY OF BRITAIN AND IRELAND. OXFORD: O.U.P. - Crowther, J. (1999). Oxford Guide to British and American Culture. Oxford: O.U.P. - McDowall, David (1989). An Illustrated History of Britain. London: Longman - Storry, Mike; & Peter Childs (1997). British Cultural Identities. London: Routledge - Egerton, Judy (1998). The British School. London: National Gallery Publications
Complementary	- National Gallery, London (). http://www.nationalgallery.org.uk/ .

Recommendations

Subjects that it is recommended to have taken before

Lingua Inglesa 1/613G03003
 Lingua Inglesa 2/613G03008
 Lingua Inglesa 3/613G03015
 Lingua Inglesa 4/613G03019

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

Regular attendance is very important for the study of this subject. Since some tasks for evaluation will be handed in during the practical classes, not attending implies forfeiting these marks.



(*)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.