



Teaching Guide

Teaching Guide				
Identifying Data				2023/24
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



<p>During and (especially) at the end of the course, it is expected that the students know how...</p> <ul style="list-style-type: none"> - to approach the world of linguistic and cultural varieties of English from an ethical and postcolonial point of view; - 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 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. 	A1	B1	C2
	A2	B2	C4
	A6	B3	
	A9	B4	
	A11	B6	
	A17	B7	
	A19	B8	
	A20		

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.	Cameroon, Ghana, Kenya, Liberia, Nigeria, South Africa.
5. English in Asia and Oceania.	India, Australia, New Zealand, Maori English, Solomon Islands Pidgin.
6. Other English varieties.	Academic English (e.g. MLA). English according to gender, class, age, ethnicity, profession, etc.

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 C2 C4	16	26	42
Workshop	A1 A2 A6 A9 A11 A17 A19 A20 B1 B2 B3 B4 B6 B7 B8 C2 C4	16	16	32
Mixed objective/subjective test	A1 A2 A6 A11 A20 B6 B7 B8 C4	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.
Mixed objective/subjective test	Exam that integrates standard essay questions and standard objective questions. As for essay questions, the exam collects open questions. In addition, as objective questions, it can combine multiple-choice, ordering, short-answer, discrimination, completion and/or association questions.
Oral presentation	Tasks completed individually and collaboratively in which students will demonstrate orally their grasp of the material.

Personalized attention	
Methodologies	Description
Oral presentation	I am delighted to meet the students in my office and/or through Teams during office hours.

Assessment			
Methodologies	Competencies	Description	Qualification
Oral presentation	B4 B5 B10 C2 C3 C4 C8	<p>-Individual in-class presentation: 10%. Your presentations need to make a practical analysis of the phonetic, grammatical, and/or lexical features of a song, a film, a story, etc. in a (non-standard English) variety NOT treated in class.</p> <p>-Group video-presentation (OPTIONAL): 10%. You have to record a video between 3 and 9 students, where each of you respectfully imitates a (non-standard English) accent. You can choose any variety except the one of your individual presentation.</p> <p>The rest of the guidelines will be provided in due time.</p>	20
Workshop	A1 A2 A6 A9 A11 A17 A19 A20 B1 B2 B3 B4 B6 B7 B8 C2 C4	In the workshops, the students will have to contribute their analysis and comments on the material covered that day (or others) on the Moodle forum (20%). Towards the end of the course, there will be a practical test on paper format (10%).	30
Mixed objective/subjective test	A1 A2 A6 A11 A20 B6 B7 B8 C4	The final exam will consist of questions and/or exercises about the mandatory readings. There will be a mid-term exam about the first half of said readings. The students who pass it will only have to study the second half for the final exam; the ones who fail the mid-term will be examined of the whole syllabus in June and/or July.	50
Directed discussion	A6 A9 A11 A17 A19 A20 B2 B3 B4 B6 B7 B8 C2 C4	Students will have a reading calendar and will have to read the texts before class in order to follow the teacher's explanation, participate in debates, answer questions, etc. Oral participation will count as EXTRA POINTS (see observations).	0

Assessment comments



-All activities, including exams, must be clearly written; errors of grammar, vocabulary, spelling, punctuation, and style in general will negatively affect the grades.

-To pass the subject, you must obtain at least a 5 out of 10 in the two sections of the WORKSHOP, the INDIVIDUAL ORAL PRESENTATION, the MIXED-OBJECTIVE/SUBJECTIVE TEST, and the final grade.

-Students' oral participation will count as extra points, which will be added to the final grade as long as it is equal to or higher than 5.

-In the official JULY exam there will be questions on the compulsory readings and a practical test. The date of the exam, you will have to put the exercises on the forum and post the individual oral presentation. The group video project will also be optional. It should be noted that each student must complete the section(s) that they did not pass at the first opportunity.

-The students who present to the early December call will be evaluated according to the rules specified for the July opportunity.

-Students enrolled part-time and who have been granted an academic exemption should contact the teaching staff of the subject at the beginning of the course and they will be evaluated according to the criteria established for the July opportunity.

-To NOT obtain the qualification of "Did Not Sit", the student must do at least half of the scoring work.

-All assignments must be submitted in time and in the specified format in order to avoid a penalty of 25% on the grade obtained.

-Teachers can use the "Turnitin" plagiarism detection service to review student work. Plagiarism in any activity will mean obtaining a "zero" in it.

-If the coordinator considers it appropriate, there may be topics of self-study by the students (e.g. to increase your knowledge). These materials, which will not be subject to evaluation, will be provided on Moodle.

DIVERSITY: This module can be adapted for 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 faculty, or the Unidad de Atención a la Diversidad (ADI) at the beginning of each academic semester in the timeframe 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.filoxia@udc.gal).

-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.

Any plagiarized exercise or test will result in a failing grade (0) in this subject in accord with article 11, section 4b, of the "Regulamento disciplinar do estudantado da UDC":

Cualificación de suspenso na convocatoria en que se cometa a falta e respecto da materia en que se cometese: o/a estudante será cualificado con ?suspenso? (nota numérica 0) na convocatoria correspondente do curso académico, tanto se a comisión da falta se produce na primeira oportunidade como na segunda. Para isto, procederase a modificar a súa cualificación na acta de primeira oportunidade, se fose necesario.



Basic	<p>Bibliografía básica Ahmad, Dohra, ed. Rotten English: A Literary Anthology. W. W. Norton & Co., 2007. Cheshire, Jenny. English Around the World: Sociolinguistic Perspectives. Cambridge UP, 1991. Crystal, David. English as a Global Language. Cambridge UP, 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 UP, 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. Krachu, 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 UP, 2007. Seoane, Elena, and Cristina Suarez-Gomez, eds. World Englishes: New Theoretical and Methodological Considerations. John Benjamins, 2016. 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 Snood. 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. www.bbc.co.uk/radio4/routesofenglish/. 20 July 2021. Worldwide Accents of English. Gabrielle Azzaro. 2000. www.gazzaro.it/accents/files/accents2.html. 20 July 2021.</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.