



Teaching Guide

| Identifying Data | | | | | 2019/20 |
|----------------------------|--|---------------|--|----------------|-----------|
| 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 | Woodward Smith, Elizabeth Anne | E-mail | elizabeth.woodward@udc.es | | |
| Lecturers | Lyons , Aoileann Judith Woodward Smith, Elizabeth Anne | E-mail | aoileann.lyons@udc.es elizabeth.woodward@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 and commentary of the programme | 1.1. Commentary of the programme, method, deadlines, assessment, etc. |
| 2. Summary of the history of the British Isles | 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 |
| | 2.5.1. 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 |
| 3. Summary of the history of the United States | 2.8. WWI; WWII |
| | 3.1. Early America |
| | 3.2. The colonial period |
| | 3.3. The road to independence |
| 4. Physical geography of the British Isles | 3.4. Slavery |
| | 4.1. Climate |
| 5. Physical geography of the USA | 4.2. Geographical features; the island mentality |
| | 5.1. Climate |
| 6. The constitution of the UK | 5.2. Geographical features |
| | 6.1. Government |
| 7. The constitution of the USA | 6.2. Elections; the role of the monarchy ; the Abdication Crisis 1936 |
| | 7.1. Government |
| 8. Foreign affairs | 7.2. Elections; the role of the president |
| | 8.1. The UK vs. EU; Brexit |
| 9. British art, artists and cultural context. | 8.2. UK's Special Relationship with the USA |
| | British 18th- and 19th-century painters; Sources of cultural inspiration. |

| Planning | | | | |
|---------------------------------|------------------------|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies / Results | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| Introductory activities | A15 A17 B8 | 2 | 0 | 2 |
| Document analysis | A11 | 2 | 10 | 12 |
| Workbook | A2 A11 A19 A20 A21 | 5 | 20 | 25 |
| Research (Research project) | A6 A18 B1 B6 C3 | 1 | 8 | 9 |
| Mixed objective/subjective test | A2 A11 B7 | 2 | 10 | 12 |
| Summary | A15 B4 | 2 | 10 | 12 |
| Guest lecture / keynote speech | A17 | 18 | 18 | 36 |
| ICT practicals | B3 C3 | 10 | 18 | 28 |
| Events academic / information | B5 B8 | 2 | 2 | 4 |



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|---|--|----|---|----|
| Personalized attention | | 10 | 0 | 10 |
| (*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students. | | | | |

| Methodologies | |
|---------------------------------|---|
| Methodologies | Description |
| Introductory activities | Commentary on the programme; deadlines for work; norms; expectations. |
| 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) | Review of a book related to the course content. |
| Mixed objective/subjective test | Written exam: short answers; short commentaries; identification of significant elements |
| Summary | Summaries are to be made of written material and Internet sources so as to demonstrate understanding, and that the student can make the connection between different aspects. |
| Guest lecture / keynote speech | Whole class sessions: explanations, guidance, recommendations for private study; student participation is encouraged |
| ICT practicals | How to access materials and sources through Internet. Study and critical evaluation of such sources |
| Events academic / information | Attendance and participation in the guest lectures organized in the Faculty. Brief summaries of content may be required. |

| 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. Outside these hours, I can also be reached via e-mail.</p> <p>ADI is a university office specialised in attending to members of the university with special needs due to discapacity 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 in pairs. 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); (iii) a print-out of the Powerpoint used for the presentation. 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> | 25 |
| 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>-Analysis of primary and secondary sources via Internet /and/or photocopies. Study and critical evaluation of such materials.</p> <p>Some of the tasks completed in the TGR classes will be collected for assessment.</p> <p>TGR tasks: 5%</p> <p>-Two longer written tasks based on Interactive sessions (topics and characteristics announced on Moodle) will be handed in by 31.10.2019 (A), by 14:00, and by 5.12.2019 (B), by 14:00.</p> <p>Interactive tasks: 20%</p> <p>Late submission: 25% penalty</p> <p>See note on plagiarism above.</p> | 25 |

Assessment comments



Mixed objective/Subjective

test: on the date approved by Xunta de Facultade for the academic year 2019-20 (first opportunity January 2020). This date is not negotiable, except if the student has another exam on the same day and at the same time. 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 is not intended for improving marks. Taking 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. In July, the 5% for TGR tasks will be incorporated into the mark for interactive tasks, resulting in 25% for the two longer written tasks. The oral presentation will take place on the day of the written exam in July. The printed material related to the presentation must be handed in by 28th June 2020. Topics for resit tasks will be announced on Moodle. Note that resit tasks must be submitted by 5th June 2020. 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, 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. December exam (final exam brought forward): assessment according to the criteria specified for the July opportunity.

Sources of information

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|----------------------|---|
| 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 CIA. The World Factbook. https://www.cia.gov/library/publications/the-world-factbook/geos/xx.html United States History. http://countrystudies.us/united-states/ United States Geography. http://countrystudies.us/united-states/geography.htm United States Economy. http://countrystudies.us/united-states/economy.htm United States Government. http://countrystudies.us/united-states/government.htm CIA. The World Factbook. https://www.cia.gov/library/publications/the-world-factbook/geos/xx.html United States History. http://countrystudies.us/united-states/ United States Geography. http://countrystudies.us/united-states/geography.htm United States Economy. http://countrystudies.us/united-states/economy.htm United States Government. http://countrystudies.us/united-states/government.htm |
| Complementary | <ul style="list-style-type: none"> - 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.