# UNIVERSIDADE DA CORUÑA

| 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, Maria Begoña | | **E-mail** | begona.crespo.garcia@udc.es | |
| **Lecturers** | Amenedo Costa, Mónica María | | **E-mail** | monica.amenedo@udc.es | |
| | Crespo Garcia, Maria Begoña | | | begona.crespo.garcia@udc.es | |
| **Web** | | | | | |
| **General description** | Geography, history, culture, and artistic aspects of English-speaking countries. | | | | |

| Study programme competences | |
|---|---|
| **Code** | **Study programme competences** |
| 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** | | |
| 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 | Ordinary class hours | 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) | 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.<br><br>The lecturer is available in weekly tutorial office hours to solve any problems or give advice, preferably with previous notice via e-mail.<br><br>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. |

| Assessment | | | |
|---|---|---|---|
| **Methodologies** | **Competencies** | **Description** | **Qualification** |
| Research (Research project) | A6 A18 B1 B6 C3 | The project will be carried out with other classmates. Only in exceptional cases and with the teachers' consent may the project be done individually.<br><br>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).<br><br>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.<br><br>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. | 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 | Students will work on the analysis and critical evaluation of  primary and secondary sources found on Internet.<br>Students will present two  pieces of written works. Topics and characteristics announced on Moodle. Late submission will be penalised.<br>Plagiarism, which includes cutting and pasting, will result in a 0 grade in this part of the assessment. | 20 |

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| Assessment comments |
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| 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 of10 is necessary in each section of the assessment in order to pass thissubject.The July opportunity takes place on the date fixed in the academiccalendar, 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 onMoodle. 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 schoo lor 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.<br> -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.<br>-Our efforts will focus on detecting cases of gender discrimination and implementing appropriate actions to rectify such cases. |

| Sources of information | |
| --- | --- |
| Basic | - 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; &amp; 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 |
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| 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 |
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| Subjects that continue the syllabus |
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| 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.

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