

## COURSE SYLLABUS

Academic Year 2017-2018

### 1. COURSE DESCRIPTION

<b>Degree:</b>	<b>Translation and Interpreting French/German</b>
<b>Joint Degree:</b>	
<b>Course:</b>	<b>Culture and Societies of the English Speaking World (CI)</b> <i>[Cultura y Sociedades de la lengua C- Inglés I]</i>
<b>Module:</b>	<b>3</b>
<b>Department:</b>	<b>Philology and Translation</b>
<b>Academic Year:</b>	<b>2017-2018</b>
<b>Semester:</b>	<b>First</b>
<b>Credits:</b>	<b>6</b>
<b>Year:</b>	<b>Second</b>
<b>Type:</b>	<b>Compulsory</b>
<b>Language</b>	<b>English</b>

<b>Teaching type:</b>	<b>A1</b>	
<b>a. General Teaching (Enseñanzas Básicas, EB):</b>		<b>70%</b>
<b>b. Practice and Development (Enseñanzas de Prácticas y Desarrollo, EPD):</b>		<b>30%</b>
<b>c. Guided activities (Actividades Dirigidas AD):</b>		

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### 2. TEACHING STAFF

#### 2.1. Course coordinator: MARÍA DE LA O HERNÁNDEZ LÓPEZ

2.2. Lecturers	
<b>Name:</b>	María de la O Hernández López
<b>Faculty:</b>	School of Humanities
<b>Department:</b>	Philology and Translation
<b>Unit:</b>	English
<b>Category:</b>	Profesora Contratada Doctora
<b>Tutorials:</b>	<p><u>1st semester (by appointment):</u></p> <p><b>Odd weeks (week 1, 3, 5, and so on):</b> Monday 13.00-15.00 / Wednesday: 9.30-11.30</p> <p><b>Even weeks (week 2, 4, 6, and so on):</b> Monday 13.00-14.00/ Wednesday: 13.00-14.00 / Thursday: 12.00-14.00</p>
<b>Office:</b>	10-4-32 (Building 10, 4th floor, office 32)
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### 3. THE COURSE WITHIN THE EDUCATIONAL CURRICULUM

#### 3.1. Course objectives

Introduce the theoretical and practical aspects of the target culture, that is, the English culture through texts and audiovisual media. The topics covered are related to society, economy, politics, education, the media, religion and sexuality, among others.

Understand the importance of these topics for the field of Translation and Interpreting.

Introduce aspects in English from different disciplines such as historiography, sociology, sociocultural studies and anthropology.

- Familiarize the student with the different English-speaking cultures.
- Develop critical cultural awareness about the different English-speaking cultures and the student's own culture.
- Familiarize the student with international contexts in which cultural translation projects can be developed.
- Provide the student with the tools to develop a positive attitude towards multiculturalism.
- Be able to recognize the sociocultural diversity of the English-speaking world through written texts and audio-visual materials.

#### 3.2. Contributions to the educational curriculum

This is an introductory course on the sociocultural aspects of the English-speaking world with a special emphasis on the United Kingdom. Its main aim is to provide the student with theoretical and practical tools to be used when working as a translator and/or interpreter. Thus, the main topics deal with identity, history, family, religion, economy, politics, education, and intercultural communication, among others. Besides, the course presents real case studies and concrete cultural translation problems related to these topics.

It is a second-year course in the degree on Translation and Interpreting. It is also a compulsory course which is related to English as a second language courses (*Lengua C*). Besides, this first-semester course is an essential complement for Culture and Societies of the English-Speaking World CII, a second-semester course, which focuses on the history and culture of the United States (18<sup>th</sup>-21<sup>st</sup> centuries).



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### **3.3. Prerequisites and recommendations**

The prerequisite for this course is to have a B2 level of English, according to the Common European Framework of Reference for Languages, given that students will have to be able to read and understand the selected readings and documentaries, as well as engage in debates about the different issues related to the topics covered.

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### 4. COMPETENCES

#### 4.1 Competences from the degree developed in the course

##### Generic competences:

1. Verbal communication: (a)ability to express thoughts and ideas apart from being able to engage in oral debates, with a special emphasis on the transmission of meaning and (b) respect for other students' interventions.
2. Learning strategies: inductive or deductive learning styles; learning techniques; autonomous learning.
3. Creativity in written and oral productions in the second language.
4. Communication skills through group activities that will test the student's ability to interact with peers.
5. Knowledge of current cultural manifestations (cinema, theater, music) from those countries where English is a native language.
6. Basic knowledge of international relations.

##### Specific competences:

##### **Linguistic competence:**

1. Reading comprehension skills: students must know how to extract relevant information from the texts and answer comprehension questions.
2. Listening skills: students must be able to discriminate between important information and less relevant information while they listen to either the lecturer or the audiovisual material used in class and outside the classroom.
3. Speaking skills: the student must be able to interact in daily-life scenarios: daily routines, personal experiences, places, ways of being, etc.
4. Written skills: the student should be able to produce written texts that deal with topics of general interest.
5. Phonological competence: students will get to know the phonemes of the foreign

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language, the phonetic features, accent and intonation that distinguish it, in an implicit way.

6. Grammatical competence: students must be familiar with the grammatical resources of the second language and should be able to approach the grammatical aspects of their native language and the second language from a contrastive perspective.

7. Lexical competence: students must be able to deal with the vocabulary related to daily life aspects as well as the specific vocabulary from certain fields of study.

### **Sociolinguistic and cultural competences:**

1. The acquisition of knowledge of the customs and traditions of the target culture.
2. The acquisition of knowledge and skills to address the sociocultural dimensions of languages (dialects, registers, idioms, proverbs, rules of politeness, etc.).
3. The acquisition of knowledge of the physical and political geography of the target culture.

### **Pragmatic competence:**

1. Discourse analysis: knowledge of the textual mechanisms of the second language (coherence, cohesion, textual conventions, etc.)
2. Speech acts: use of oral and written speech appropriate to specific communicative functions and situations (expressing hypotheses, desires; making comparisons between two or more elements; giving instructions, etc.).

### **Professional skills:**

The students will have to:

1. Be able to know how to use monolingual and bilingual lexicographical resources.
2. Be able to use the online platform Blackboard Learn not only to interact with their professor and peers, but also to develop autonomous learning.
3. Know how to use the resources offered in the Internet (chats, forums, e-mail, etc.) when interacting with other students who are native speakers of the second language.
4. Be able to work autonomously and cooperatively.

### **Academic skills:**

The students will have to:

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1. Recognise the diversity and multiculturalism that are an integral part of our contemporary societies, become aware of the differences and similarities between cultures, and show respect for other peoples' traditions.
2. Positively value the possibility of a short stay in one of those countries in which the second language is spoken natively. That way, they will be able to improve the knowledge of the country itself and the target culture.
3. Develop a positive attitude when interacting with the group members.
4. Students must develop a participatory and respectful attitude when engaging in classroom debates.
5. Develop an interest in current issues/topics about the target culture, by reading printed/online newspapers or any other type of publication (general/specialised).
6. Show self-confidence when using their own learning resources in the second language.
7. Develop a respectful attitude when engaging in second language classroom debates.
8. Be able to work in an international context, which will be part of their future working environment.
9. Develop a positive attitude towards reading in the second language and deal with it as a recreational and pleasant activity.

### 4.2. Competences within the course module

#### **Module related:**

The students will have to:

- Manage and develop professional translation projects within a competitive deadline and with high-quality results.
- Manage text processors and resources on the Internet at an advanced level.
- Manage specific tools of Computer Aided Translation and localization.
- Acquire introductory information regarding conference interpretation techniques.
- Acquire information about the techniques of bilateral interpretation.
- Acquire the main techniques of audiovisual translation projects.
- Teach Spanish as a foreign language.
- Teach foreign languages.
- Create and manage terminological databases.

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### Course related:

- Develop critical thinking and the ability to reflect on the information found in various sources. Present contents in English language regarding diverse disciplines such as historiography, cultural studies, sociology, anthropology and translation, among other fields of knowledge.
- Develop interpersonal communication skills through group activities that will test the student's ability to interact with peers.
- Be able to take the most of the resources offered in the Internet (chats, forums, electronic mail, information websites, etc.) as a tool that enables information and communication exchange with students of the language and culture under study.
- Develop oral communication skills: ability to express ideas in a consistent and convincing way, with special interest in the resources available to the student to successfully express their thoughts.
- Develop the ability to express ideas in front of an audience, including respect for others' participation and the development of persuasive and presentations skills.
- Develop reading comprehension skills: understand and analyze written texts with certain difficulty; develop the ability to know how to extract relevant information and answer comprehension questions.
- Develop listening comprehension skills: understand spoken messages with certain difficulty; be able to know how to identify important information and differentiate it from secondary details.
- Develop lexical competence: master the lexical fields that are related to the areas of specialization in the course, especially those related to aspects of the cultural and social life of the countries under study.
- Develop learning strategies: learn by both induction and deduction; experiment with a variety of study techniques.



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### 4.3. Subject-specific competences

The students will have to:

- Learn about the most significant aspects of the history of the United Kingdom (19<sup>th</sup> – 21<sup>st</sup> centuries).
- Apply both critical thinking and the ability to question the information found in various sources to cultural studies.
- Become familiar with key historical, political, economic, religious and social aspects of English-speaking cultures.
- Introduce theoretical and practical aspects of the British and American cultures in the English language through texts and audiovisual practices of diverse subjects such as family and society, economics and politics, education, race and gender, intercultural communication and history, among others.
- Acquire knowledge of the customs and traditions of the cultures under study.
- Acquire knowledge of the physical, political and human geography of the countries under study.
- Be able to identify and understand religious and identity diversity in the English-speaking cultures under study.
- Provide the tools for the student to develop a tolerant attitude towards the recognition of ethnic multiculturalism, gender and sexual identity.
- Identify analytically different discourse types and styles in the English-speaking world (communication styles and culture norms of speech).
- Acquire tolerance to recognise the diversity of contemporary societies, and become aware of the differences and similarities between cultures in a respectful, and yet critical way.



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- Introduce the diversity of social systems in the international context to develop cultural translation projects.
- Be able to work in an independent and cooperative way.
- Enable an open-minded attitude when interacting with peers.
- Raise awareness and interest in current events in the countries under study, by reading the press (print or network) or periodical publications of a general or specialised nature.

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### 5. CONTENTS

The course will be divided into two main sections:

#### 1. LANGUAGE AND IDENTITY in the UNITED KINGDOM

- a. Identity issues, lifestyle, political systems, physical and political geography of the Isles, immigration and identity, social classes and cultural perception.
- b. Cultural and social variation in Ireland, Scotland, Wales and England. Languages and regional identity.
- c. Language. The power of the English language: reasons and consequences.
- d. Intercultural communication: cultural variation in British English in contrast to Spanish and other English-speaking countries (USA, Australia). Politeness and Prescriptive issues in communication. Language vs culture in the Spanish and English speaking countries. Consequences for translators and interpreters.

#### 2. HISTORY of the UNITED KINGDOM, from the 19<sup>th</sup> to the 21<sup>st</sup> century (today):

- a. Social, cultural, political and economic issues.
- b. Cultural manifestations and identity development throughout history.
- c. Ireland, Wales, Scotland and England: their hatred-love relationship throughout history.

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### 6. METHODOLOGY AND RESOURCES

The course methodology mixes both deductive and inductive methods, with a combination of resources to enable assimilation of information and understanding.

Reading texts, presenting information, watching documentaries and related films, doing small-scaled research and participating in debates, among others, comprise the types of tasks the students will have to develop, with the aim of making the contents more approachable and meaningful.

The study of both theoretical and practical issues related to the culture of English-speaking countries will be addressed through the presentation of topics only after the students have worked on specific texts in a cooperative way. These texts will be related to a series of online and documents (press, news, YouTube videos, forums, blogs), additional reading texts of academic nature, and audiovisual resources for their practice and assimilation. The method will also be oriented towards critical reflection on the contents presented through practical activities that will ensure active learning.

**English-only policy:** lessons will be taught only in English; in this sense, student motivation and participation is key to achieve the desired dynamics of the course. The students are expected to talk about the readings and tasks assigned to achieve not only content learning but also critical thinking and develop their language skills.

**Workload:** Likewise, specific tasks will have to be completed outside the classroom, such as readings and watching audiovisual material, as well as the search of contents in the new media. The student is expected to attend the class once this work has been done, given that the flipped system adopted (the student first learn, and then we share in the class) implies that the core of the course is the student's ability to be updated and interested in the proposed activities.

All the information regarding what to do will be provided and uploaded to Blackboard Learn on a weekly basis. The four main tasks that represent the backbone of the course are:

- 1) Reading texts and working on them (learning and understanding phase);
- 2) Watching audio-visual material and extracting important information (consolidation of information phase);
- 3) Participating in debates regarding social issues in the UK (development of critical thinking phase); and
- 3) Presenting materials in the form of a poster in class (synthesis of materials, oral skills development and revision of information phase)

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### 7. ASSESSMENT

The course assessment is based on four parts:

- 1) A **midterm exam** (around week 7-8), which will include the theoretical and practical contents of the subject completed until the date of the exam.
- 2) A **written exam at the end of the semester**, which will include the theoretical and practical contents included in the second part of the semester. Those who have failed the midterm exam will be able to retake this section as well on the very same day.

Exam contents:

The written tests will be based on a theoretical section and a practical task.

**In the theoretical section**, the students will have to explain a series of terms, topics, and references of cultural, historical and social type presented throughout the course, taking into account the approach used for the analysis of each one. The contents of such questions will not only cover the texts read at home, but also any new aspect that has been dealt with in class, either in a prepared or in a spontaneous way, in the light of the doubts that are presented.

Also, the students will have to answer questions about a reading book. Details about the book will be given during the first week of class.

In the practical section, the students will have to answer questions based on the following: A) Information extracted from audiovisual material used in class and at home; B) Class presentations or posters; C) Information extracted from debates, documentaries, class questions, etc.

**Students have to be aware of the fact that linguistic accuracy in English is very important and will have an impact on the final mark.**

3. **Participation in class.** Attendance will only be taken into account if there is active participation in class, in English. The students have to show that they have worked on the written and audio-visual sources on their own, and must have an active attitude in class at all times.

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4. **Presentation** of a proposed topic in class provided by the teacher and related to one of the theoretical aspects taught in class. The presentations may have the form of a poster, blog or PowerPoint/ Prezi presentation. More information will be given at the beginning of the course.

In order to pass the course, it is necessary obtain 5 or more than 5/10 in each of the exams (midterm and final). The final mark will be calculated as follows:

Midterm exam (theory + practice)	35%
Final exam (theory + practice + reading book)	35%
Assigned tasks, homework and participation in class	10%
Poster/blog presentations	20%

### **Important remarks:**

-Under no circumstances will students pass the course solely by obtaining the average of the two exams, when one of them scores lower than 5/10.

- If one of the written exams has been failed, it will have to be retaken in the June call.

-The results obtained from calculating each of the assessment sections (see figure above) will only be taken into account if, and only if, the two exams have been passed.

-The class presentations or posters have to be presented in a professional way, in terms of both content quality and design. In no case will the poster be passed if instructions regarding quality, timing, language accuracy and preparation are not followed. More information on what is expected will be provided at the beginning of the course.

-Students in a mobility programme, with serious health conditions or working, will have the opportunity to be assessed at the end of the semester (January call). This circumstance must be communicated to the lecturer before the end of the teaching period.

## **8. REFERENCES**

The course will be based on a selection of reading texts and audiovisual resources extracted from the references specified below. For each week, the student should check Blackboard Learn and see which materials correspond to their weekly autonomous work and what they will have to do before each class.



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### **Main references:**

- Fox, Kate. 2004. *Watching the English. The Hidden Rules of English Behaviour*. London: Hodder and Stoughton.
- Jenkins, Simon. 2011. *A Short History of England*. London: National Trust.
- Kenneth O. Morgan. 2009. *The Oxford Illustrated History of Britain*. Oxford University Press.
- McDowall, David. 2004. *An Illustrated History of Britain*. Harlow: Longman.
- O'Driscoll, James. 2003. *Britain. The Country and its People: An Introduction for Learners of English*. Oxford: Oxford University Press.
- Oakland, John. 2015. *British Civilization: An Introduction*. London: Routledge.
- Storry, Mike. 2017. *British Cultural Identities*. Fifth edition. London: Routledge.

### **Some audiovisual material (more references will be provided during the course):**

- How the Celts Saved Britain* (part 1). BBC 4 documentary.
- Little Britain*. 2007. BBC.
- Thatcher: the Iron Lady*. BBC documentary.
- A History of Britain. Victoria and her Sisters*. 2002.
- Suffragette*. 2016.

### **Other resources:**

- Bassnett, Susan. *Studying British Culture*. Routledge: London, 1997.
- Bedarida, François. *A Social History of England*. Routledge: London, 1991.
- Cannon, John. *The Oxford Companion to British History*. Oxford: Oxford University Press, 1997.
- Collie, Joanne and Alex Martin. *What's It Like? Life and Culture in Britain Today*. Cambridge: Cambridge University Press, 2000.
- Garwood, Christopher. *Aspects of Britain and the USA*. Oxford: Oxford University Press, 1992.
- Oakland, John. *Contemporary Britain: A Survey with Texts*. London: Routledge, 2001.
- Randle, John. *Understanding Britain. A History of the British People and their Culture*. Oxford: Blackwell, 1992.
- Samovar, Larry, Porter, Richard, McDaniel, Edwin. *Communication between Cultures*. Wadsworth. 2011.



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