Literature and culture of English-speaking countries

Master in Bilingual Education

UNIVERSIDAD
NEBRIJA

TEACHING GUIDE

1. COMPETENCES AND LEARNING OUTCOMES

1.1. Competences

Basic competences
CB6 To possess and understand knowledge that provides the basis and opportunity to be original in the development and application of ideas, often within a research context.
CB7 That students know how to apply the knowledge acquired and the capacity for problem solving in new and lesser-known environments within the broadest (or multi-disciplinary context) in relation to their area of study.
CB8 That students are capable of integrating knowledge and facing the complexity of opinion forming starting from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities that are linked to the application of opinions and judgements.
CB9 That students know how to communicate their conclusions, and the knowledge and reasoning that supports them to a specialist and non-specialist public in a clear and unambiguous manner.
CB10 That students possess the learning ability that allows them to continue studying in a way that will be largely self-directed or autonomous.

General competencies
CG2 To know about the specific problems of foreign language teaching in both linguistic and cultural terms in a bilingual environment.
CG3 To apply the knowledge acquired in decision making in relation to the different factors involved in the teaching and learning of foreign languages.
CG5 To be capable of transmitting social and cultural values in accordance with the current multilingual and multicultural reality.
CG7 To acquire basic theoretical knowledge designed as the foundation of an informed teaching practice in an environment of bilingual education.
CG8 To know the legislation and regulations with reference to the ordination and organisation of bilingual centres.

Specific competencies:
CE1 To design integrated syllabuses combined with linguistic content within their area of knowledge to create English/Spanish bilingual teaching programmes.
CE2 To create and adapt didactic materials for English/Spanish bilingual education, modifying the linguistic level with awareness of different rhythms of learning, and adapting authentic materials to transform them into didactic material.
CE3 To know about the instruments for planning and evaluation necessary in the teaching/learning of English/Spanish.
CE4 To develop and apply didactic methodologies adapted to the diversity of students in an English/Spanish bilingual environment.

CE5 To evaluate linguistic as well as social and cultural content in bilingual English/Spanish teaching.
CE6 To incorporate new strategies, teaching materials, and information technology to activities in the English/Spanish bilingual classroom.
CE8 To be capable of using specialist terminology in English and Spanish in the field of second language acquisition.
CE9 To be capable of evaluating, selecting, and using literary texts for the development of linguistic competence and their use in accessing the socio-cultural context of foreign language teaching (Spanish/English).
CE10 To be capable of communicating with fluency at C1 level of the European Common Framework.
CE13 To know and to know how to apply the advantages of the communicative approach and learning by tasks method for linguistic interaction in English and Spanish.
CE30 To know the elements of the syllabuses, methodology, and objectives of Literature and English-Speaking Cultures in a bilingual environment.
CE31 To be able to adapt the contents to the diversity of students in Literature and English-Speaking Cultures
CE32 To be able to use the appropriate didactic techniques in Literature and English-Speaking Cultures.

1.2. Learning outcomes:

At the end of the subject, the student must:

- Know how to apply the knowledge acquired and the capacity for problem solving in new environments within their area of study, the teaching/learning of a foreign language
- Be capable of communicating reasonably on themes related to their area of study
- Be capable of acquiring new knowledge in an autonomous manner within their field, the teaching/learning of foreign languages
- Know the linguistic and cultural problems of foreign language teaching/learning.
- Be capable of carrying out a critical analysis, evaluation, and synthesis of new ideas in said field
- Be capable of transmitting social and cultural values that attend to the multilingual and multicultural European reality
- Know how to base their teaching practice in an informed way according to the knowledge acquired
- Know how to design integrated syllabuses in the area of Spanish/English teaching/learning
- Be capable of creating and adapting materials for bilingual education taking into account the different levels of linguistic competence and rhythms of learning
- Know the instruments of evaluation necessary in the teaching/learning of English language
- Know how to develop and apply methodologies adapted to the diversity of students in a bilingual environment
- Know how to evaluate linguistic and cultural content in bilingual Spanish/English teaching
- Be capable of incorporating new strategies, materials, and technologies to activities in the bilingual classroom
- Know how to select and utilise suitable texts with a view to developing cultural and linguistic competence in Spanish/English foreign language
- Practice and acquire the skills necessary to reach C1 level in the English language
- Know how to apply the advantages of the communicative focus and learning by tasks for linguistic interaction in English and Spanish
- Know the curricular elements, the methodologies, and objectives in the area of Literature and English speaking culture in a bilingual environment; to know how to adapt the content to the diversity of students; to know how to use the most suitable didactic techniques in the area

2. CONTENTS
2.1. Previous requirements:
None

2.2. Description of contents:

This course presents an introduction to Anglo-Saxon literature and culture by exploring representative works of British and North-American literature within the context of cultural and social developments. The course is aimed at strengthening the students' ability to appreciate the different literary genres (poetry, drama, prose), improving the critical skills necessary for understanding and evaluating various literary works and developing the students' aesthetic appreciation of literature. The course will also improve the students' ability to read, write, and speak English effectively.

2.3. Detailed content:

1. Introduction:
   - Culture, Nation and Identity.
   - Cultural Studies and Humanities.
   - Some Aspects Related to the Processes of Colonization and Decolonization in a Global World.
2. Introduction to Literary Analysis.
3. Literary Studies in English Speaking Countries:
   - The United Kingdom:
     - Introduction to English Literature:
       - *Old English*
         - *Beowulf*
         - *Beowulf* (translation Seamus Heany)
       - *Middle English*
         - *The Canterbury Tales*, Chaucer
       - *Early Modern English*
         - *Macbeth*, Shakespeare
         - *Sonnets*, Shakespeare
       - *Modern English*
         - *A Vindication of the Rights of Women,* Mary Wollstonecraft
         - *Sense and Sensibility*, Jane Austen
         - *Frankenstein*, Mary Shelley
         - *Jane Eyre*, Charlotte Brönte
         - *Great Expectations*, Charles Dickens
         - *The Jungle Book*, Kipling
         - *To the Lighthouse,* Virginia Wolf
         - *The Golden Notebook*, Doris Lessing
         - *White Teeth*, Zadie Smith
   - Ireland:
     - The Colonization of Ireland: the Spread of English .
     - The Irish Free State and the Post-Independent Country.
       - 'De Profundis,' Oscar Wilde
       - 'The Dead,' James Joyce
       - 'Easter, 1916,' W.B.Yeats
       - *The Gathering*, Anne Enright
       - *Glanbeigh,* Colin Barrett
4. The Evolution of English as a Global Language:
   - The USA:
     - A New World.
     - A New Nation.
     - Years of Growth.
     - The 20th century.
     - Cultural Changes in a multicultural Society.
       - *The Fall of the House of Usher*, Edgar Allan Poe
       - *The Scarlet Letter*, Nathaniel Hawthorne
       - 'When Lilacs Last in the Dooryard Bloom'd,' Walt Whitman
       - 'The Road not Taken,' Robert Frost

> - ❖ 'The Wasteland,' T.S. Eliot
> - ❖ *Billy Budd, Sailor*, Hermann Melville
> - ❖ *Save me the Waltz*, Zelda Fitzgerald
> - ❖ *Tender is the Night*, Scott Fitzgerald
> - ❖ *The Bell Jar*, Sylvia Plath
> - ❖ 'Diving into the Wreck,' Adrienne Rich
> - Canada, Australia and New Zealand:
>   - ▪ Political and Social History of Colonization and Decolonization.
>   - ❖ *The Handmaid's Tale*, Margaret Atwood
>   - ▪ The Colonies:
>   - o Africa and the Caribbean Islands:
>   - ✓ Common Cultural and Historical Elements.
>   - ✓ Slavery.
>   - ✓ Colonization and Decolonization.
>   - ❖ *Wide Sargasso Sea*, Jean Rhys
>   - o Sub- Asian Continent:
>   - ✓ Pre-Colonial India.
>   - ✓ Colonial India.
>   - ✓ The Independence of India.
>   - ✓ The Partition and the Multipplicity of States.
>   - ❖ *Midnight's Children*, Salman Rushdie
>   - ❖ *The God of Small Things*, Arundhati Roy
> 5. Conclusion:
>   - ▪ Relationship between the New States
>   - ▪ Multiculturalism and Culture.

2.4. Assignments:

Blended modality

Training activities	Hours	Percentage of attendance
AF1. Teaching sessions	51,4	34,3%
AF2. Individual and group learning activities outside the teaching sessions	53,6	30%
AF3. Tutorials	15	10%
AF4. Complementary training activities	15	10%
AF7. Evaluation Activities	15	14%

Online modality

Training activities	Hours	Percentage of attendance
AF1. Teaching sessions	51,4	0%
AF2. Individual and group learning activities outside the teaching sessions	53,6	0%
AF3. Tutorials	15	0%
AF4. Complementary training activities	15	0%
AF7. Evaluation Activities	15	14%

2.5 Teaching methodologies

An active didactic methodology in which the student is the protagonist of their own learning process, and the teacher an expert in the field. The teacher will possess the knowledge of the materials and resources necessary to help the student in the learning process and to optimise

their learning strategies. Through interaction and mutual co-operation, the student will achieve the competencies that they can then incorporate within their professional profile.

The teaching methodology will combine real-life and online teaching in the semi-present mode and online teaching in the online mode. This is therefore a mixed methodology that will be supported by the use of ICT as well as collaborative work (forums, chats, video-conferences) in accordance with the teacher's tools (agenda, announcements, files of materials, and links). For this purpose, the Virtual Campus will be used with the Blackboard Ultra platform. This interactive methodology requires the systematic and continuous active participation of the students and teachers.

3. EVALUATION SYSTEM:

3.1 Grading:

The grading system (R.D. 1125/2003, of 5th September) will be as follows:
    0 - 4.9 Fail (SS)
    5.0 - 6.9 Pass (AP)
    7.0 - 8.9 Good (NT)
    9.0 - 10 Excellent (SB)
The mention of "honors" may be obtained at the proposal of the professor of the subject after completing a tutored work. The teacher must write a report evaluating the contributions of the work.

3.2 Assessment

Ordinary or Extraordinary Calls

Blended and online Modalities

Assessment	Percentage
Participation in work groups and discussion	15%
Guided activities	25%
Final exam	60%

3.3 Restrictions

Minimum grade
In order to average the above weightings, it is necessary to obtain at least a grade of 5 in the final exam.

Attendance
Students who, without justification, fail to attend more than 75% of the face-to-face classes may be deprived of the right to take the exam in the regular exam.

Writing standards
Special attention will be paid in the papers, practices and written projects, as well as in the exams, to both the presentation and the content, taking care of the grammatical and spelling aspects. Failure to meet the minimum acceptable standards may result in points being deducted in such work.

3.4 Warning about plagiarism

The Universidad Antonio de Nebrija will not tolerate plagiarism or copying under any circumstances. It will be considered plagiarism the reproduction of paragraphs from texts other than the student's audit (Internet, books, articles, papers of colleagues...), when the original source is not cited. The use of quotations cannot be indiscriminate. Plagiarism is a crime.

If this type of practice is detected, it will be considered a Serious Misconduct and the sanction foreseen in the Student Regulations may be applied.

4.   BIBLIOGRAPHY

<u>Basic Bibliography</u>

Beowulf
Beowulf (translation Seamus Heany)
The Canterbury Tales, Chaucer
Macbeth, Shakespeare
Sonnets, Shakespeare
A Vindication of the Rights of Women, Mary Wollstonecraft
Sense and Sensibility, Jane Austen
Frankenstein, Mary Shelley
Jane Eyre, Charlotte Brönte
Great Expectations, Charles Dickens
The Jungle Book, Kipling
To the Lighthouse, Virginia Wolf
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'De Profundis,' Oscar Wilde
'The Dead,' James Joyce
'Easter, 1916,' W.B.Yeats
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The Fall of the House of Usher, Edgar Allan Poe
The Scarlet Letter, Nathaniel Hawthorne
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'The Road not Taken,' Robert Frost
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'Diving into the Wreck*,'* Adrienne Rich
The Handmaid's Tale, Margaret Atwood
Wide Sargasso Sea, Jean Rhys
Midnight's Children, Salman Rushdie
The God of Small Things, Arundhati Roy

<u>Recommended Bibliography:</u>

Abrams, M.H. (ed.) (2000) Norton Anthology of English Literature. 7th Edition - 6 volumes. New York: Norton & Co.
Alexander, M. (2000) History of English Literature. Palgrave

Barnet, Sylvan & William Cain (2003) Short Guide to Writing About Literature. 9th Edition. New York: Longman.

Baugh, A. (ed.) (1976) A Literary History of England. London: Routledge.

Baym, N. (ed.) (2003) Norton Anthology of American Literature. 6th Edition – 5 Volumes. New York: Norton & Co., 2003.

Burgess, A. (1958) English Literature. New York: Longman.

Coote, S. (1993) Penguin Short History of English Literature.

Cuddon, J.A. (1998) Penguin Dictionary of Literary Terms and Literary Theory. Penguin. Drabble, M. (ed) (1995) Oxford Companion to English Literature. Oxford University Press Ford, B. (1984) New Pelican Guide to English Literature. Penguin. 9 Volumes.

Grant, M. & Hazel, J. Who's Who in Classical Mythology. Oxford.

Manguel, A. and Guadalupi, G. (1993) The Dictionary of Imaginary Places. London: Bloomsbury.

McQuade, D. et. al. (eds) (1993) The Harper American Literature. 2nd Edition. Volume 2. Harper Collins Publishers, Inc.

Ousby, I. (ed.) (1996) Cambridge Paperback Guide to Literature in English. Cambridge University Press.

Porter Abbott, H. (2008) Cambridge Introduction to Narrative. Cambridge University Press.

Other resources:

Arlett, R. (1996) Epic Voices: Inner and Global Impulse in the Contemporary American and British Novel. Susquehanna University Press.

Gross, H. (1968) Sound and Form in Modern Poetry. Ann Arbor, Michigan: Univ. of Michigan Press.

Jaffe, A. (2005) Modernism and the Culture of Celebrity. Cambridge University Press.

Kalaidjian. W. (2006) The Cambridge Companion to American Modernism. Cambridge University Press.

Kenner, H. (1975) A Homemade World: The American Modernist Writers. New York.

Manguel, A. and Guadalupi, G (1999) Dictionary of Imaginary Places. Bloomsbury.

Markman, E. (2000) Gothic Fiction. Edinburgh University Press.

McCabe, S. (2005) Cinematic Modernism: Modernist Poetry and Film. Cambridge University Press.

Quinney, L. (1999) Poetics of Disappointment: Wordsworth to Ashbery. University of Virginia Press.

Updike, J. (1984) Hugging The Shore. New York, Random House.

Walder, D. (2003) Literature in the Modern World. Oxford University Press.

 INTERNET LINKS
 In addition to an abundance of relevant websites, students should make use of the many electronic resources – journals, indexes, archives, etc.- available in the library.
 Victoria and Albert Museum:
http://www.vam.ac.uk/content/exhibitions/exhibition-from-club-to-catwalk-london-fashion-in-the-80s/
BBC history: http://www.bbc.co.uk/history/
The Times Online: http://www.timesonline.co.uk/tol/news/
The Guardian: http://www.guardian.co.uk/
The Museum of London: http://www.museumoflondon.org.uk/london-wall/
The Design Museum: http://designmuseum.org/
Tate Blog: Youth and Art:
http://www.tate.org.uk/context-comment/blogs/tate-debate-what-importance-youth-art
British Life, Culture, and Customs: http://projectbritain.com/
Life in the UK test (British citizenship test): www.lifeintheuk.net/test/
Smithsonian American Art Museum:
http://americanart.si.edu/
National Museum of American History:
http://americanhistory.si.edu/
Smithsonian Latino Center:
http://latino.si.edu/
National Museum of African American History & Culture:
https://nmaahc.si.edu/

BBC history: http://www.bbc.co.uk/history/

IIP Digital Outline of the American Literature. N.d. web. 10 Feb. 2015. http://iipdigital.usembassy.gov/st/english/publication/2011/07/20110727110855su0.6739575.html#axzz3WSolZ3bC

IIP Digital Outline of U.S. History. 12 Nov. 2011. Web 19 Feb. 2016. http://iipdigital.usembassy.gov/st/english/publication/2011/04/20110428150452su0.6368306.html#axzz40cs0OMZw

Saving American Battlefields: Civil War Trust. A Brief Overview of the American Civil War. N.d. Web 18 Feb. 2016. http://www.civilwar.org

A Defining Time in Our Nation's History. N.d. Web. 18 Feb. 2015. http://www.civilwar.org/education/history/civil-war-overview/overview.html

5. PROFESSOR

You can consult the e-mail addresses of the professors and the academic and professional profile of the teaching staff at https://www.nebrija.com/programas-postgrado/master/ensenanza-bilingue-profesores/#masInfo#profesores