



Literature and culture of
English-speaking
countries

**Master in Bilingual
Education
2021-2022**



UNIVERSIDAD
NEBRIJA

TEACHING GUIDE

Subject: Literature and culture of English-speaking countries
Degree: Master in Bilingual Education

Type: Optional

Language: English

Modality: Blended and online

Credits: 6

Course: 1st

Semester: 2nd

Professor: Dr. Dra. Olga Fernández Vicente

1. COMPETENCES AND LEARNING OUTCOMES

1.1. Competences

Basic competencies

CB6 To possess and understand the knowledge that provides the basis or opportunity to be original in the development and/or application of ideas, often in a research context.

CB7 That students know how to apply the knowledge acquired and their ability to solve problems in new or little-known environments within broader (or multidisciplinary) contexts related to their area of study.

CB8 That students are able to integrate their knowledge and cope with the complexity of making judgements from information that, being incomplete or limited, includes reflections on the social and ethical responsibilities associated with the application of their knowledge and judgements.

CB9 That students know how to communicate both their conclusions and the knowledge and ultimate reasons that sustain them to specialized and non-specialized audiences in a clear and unambiguous manner.

CB10 That students possess the learning skills that enable them to continue studying in a largely self-directed or autonomous way.

General competencies:

CG2 To know the specific problems of FL teaching, both linguistic and cultural, in a bilingual teaching environment.

CG3 To apply the knowledge acquired in terms of making appropriate decisions regarding the different factors involved in FL learning and teaching processes.

CG5. To be able to transmit social and cultural values according to the multilingual and multicultural current situation.

CG7 To acquire basic theoretical knowledge aimed at establishing an informed teaching practice in the field of bilingual education.

CG8 To know the legislation and regulations referring to the ordering and organization of bilingual centres.

Specific competencies:

CE1 To design integrated curricula within their area of knowledge altogether with linguistic contents in order to elaborate bilingual English/Spanish teaching programmes.

CE2 To create and adapt didactic materials for bilingual English/Spanish teaching, adjusting with sensitivity the linguistic level to the different learning rhythms, adapting the authentic material and turning it into didactic material.

CE3 To know the planning and evaluation tools necessary in the teaching/learning of English/Spanish.

CE4 To develop and apply teaching methodologies adapted to the diversity of students in an English/Spanish bilingual environment.

CE5 To evaluate both linguistic and socio-cultural contents in English/Spanish bilingual education.

CE6 To incorporate new strategies, teaching materials and information technologies in activities in the English/Spanish bilingual classroom. - CE10 To be able to communicate fluently at CEFR level C1.

CE8 To be able to use specialized terminology in both English and Spanish in the field of second language acquisition.

CE9 To be able to assess, select and use appropriate literary texts for the development of linguistic competence and the approach to the socio-cultural context of FL (Spanish/English).

CE10 To be able to communicate fluently at CEFR level C1.

CE13 To know and apply the advantages of the communicative approach and task-based learning for linguistic interaction in English and Spanish.

CE30 To know the curricular elements, methodology and objectives of the area of English Literature and Culture in a bilingual environment.

CE31 To be able to adapt contents to the diversity of students in the area of English Literature and Culture.

CE32 To be able to use the most appropriate teaching techniques for the area of English Literature and Culture.

1.2. Learning outcomes:

- They are able to apply their acquired knowledge and their problem solving capacity to new environments in their study field, the teaching/learning of FL
- They are able to communicate in a reasonable way about subjects related to their study field.
- They are able to acquire new knowledge autonomously in their study field, the teaching/learning of FL.
- They know the linguistic and cultural problems of the FL teaching/learning.
- They are able to carry out a critical analysis, assessment and synthesis of new ideas in this field.
- They are able to transmit social and cultural values meeting the European multilingual and multicultural reality.
- They are able to base their teaching practice in an informed way according to their acquired knowledge.
- They are able to design curriculum integrated in the English/Spanish teaching/learning field.
- They are able to create and adapt teaching material for bilingual education minding the different linguistic competence levels and learning rates.
- They know the necessary assessment tools in the teaching/learning of the English language.
- They are able to develop and apply methodologies adapted to students' diversity in a bilingual environment.
- They are able to assess the linguistic and cultural contents of the bilingual English/Spanish teaching.
- They are able to integrate new strategies, materials and technologies to the different activities in the bilingual English/Spanish classroom.
- They know how to select and use the appropriate texts in order to develop a linguistic and cultural competence of English/Spanish as a FL.
- They practice and acquire the needed skills to reach level C1 in the English language.
- They know and apply the advantages of the communicative and task based approach in the linguistic interaction both in English and Spanish.
- They know the curricular elements, methodology and objectives of the Arts Education field in a bilingual environment;
- They know how to adapt contents to students' diversity;
- They know how to use the most appropriate teaching techniques for this field.

2. CONTENTS

2.1. Previous requirements:

Demonstrate sufficient performance at level B2 in English.

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:
 - Africa and the Caribbean Islands:
 - ✓ Common Cultural and Historical Elements.
 - ✓ Slavery.
 - ✓ Colonization and Decolonization.
 - ❖ *Wide Sargasso Sea*, Jean Rhys
 - Sub- Asian Continent:
 - ✓ Pre-Colonial India.
 - ✓ Colonial India.
 - ✓ The Independence of India.
 - ✓ The Partition and the Multiplicity 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:

Assignments	Hours	Percentage of attendance
AF1. Teaching sessions	51,4	34,3%
AF2. Learning activities, individual and in groups, outside the lecture session	53,6	30%
AF3. Tutorials (face-to-face and/or at a distance, depending on the modality)	15	10%
AF4. Complementary training actions	15	10%
AF7. Evaluation Activities	15	0%

Online modality:

Assignments	Hours	Percentage of attendance
AF1. Teaching sessions	51,4	0%
AF2. Learning activities, individual and in groups, outside the lecture session	53,6	0%
AF3. Tutorials (face-to-face and/or at a distance, depending on the modality)	15	0%
AF4. Complementary training actions	15	0%
AF7. Evaluation Activities	15	0%

2.5 Methodology

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 is as follows:

- 0 – 4.9 Fail (SS)
- 5.0 – 6.9 Pass (AP)
- 7.0 – 8.9 Good (NT)
- 9.0 - 10 Excellent (SB)

3.2 Assessment

Ordinary or Extraordinary Calls

Blended and online Modalities

Assessment	Percentage
Participation in working and discussion groups	15%
Activities (critical reading of texts, book reviews)	25%
Final exam	60%

3.3 Plagiarism:

You are required to develop the proposed activities yourself. Plagiarism (illegal and unauthorized copying) will be penalized with a zero grade (0). Nebrija University will treat cases of plagiarism very seriously. Plagiarism includes, but is not limited to: using someone else's (Internet, books, classmates, etc.) ideas or words without appropriate acknowledgement. All suspected cases of academic dishonesty will follow the procedures outlined in the Reglamento del Alumno (Universidad Nebrija).

4. BIBLIOGRAPHY:

BASIC READING LIST

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
The Golden Notebook, Doris Lessing
White Teeth, Zadie Smith
‘De Profundis,’ Oscar Wilde
‘The Dead,’ James Joyce
‘Easter, 1916,’ W.B. Yeats
The Gathering, Anne Enright
Glanbeigh, Colin Barrett
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
The Handmaid’s Tale, Margaret Atwood
Wide Sargasso Sea, Jean Rhys
Midnight’s Children, Salman Rushdie
The God of Small Things, Arundhati Roy

SUGGESTED COMPLEMENTARY BOOKS:

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.

ADDITIONAL LITERARY AND CULTURAL STUDIES:

- 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

All information on the teaching staff can be found in the official Web of the Master in Bilingual Education: <https://www.nebrija.com/programas-postgrado/master/ensenanza-bilingue-profesores/#masInfo#profesores>