

COURSE SYLLABUS

1. COURSE DESCRIPTION

Degree:	English Translation and Interpreting
Joint Degree:	
Course:	Culture and Societies of the English Speaking World (BI) [Cultura y Sociedades de la lengua B- Inglés I]
Module:	3
Department:	Philology and Translation
Academic Year:	
Semester:	First
Credits:	6
Year:	Second
Type:	Compulsory
Language	English

Teaching type:	A1	
a. Basic Education (theoretical lessons) (Enseñanzas Básicas, EB):		70%
b. Practical and Developmental Education (practice) (Enseñanzas de Prácticas y Desarrollo, EPD):		30%
c. Guided activities (Actividades Dirigidas AD):		

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2. TEACHING STAFF

2.1. Course coordinator: MARÍA DOLORES LÓPEZ JIMÉNEZ

2.2. Professor

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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 international contexts in which cultural translation projects can be developed.
- 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 enough 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 and the United States. 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 family, religion, race, economy, politics, education, and health, 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 B). Besides, this first-semester course is an essential complement for Culture and Societies of the English-Speaking World BII, a second-semester course, which focuses on the history of the United Kingdom and the United States (18th-21st 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. That proficiency level is necessary for the student not only to be able to read and comprehend the selected readings and documentaries but also to engage in debates on the different issues related to the topics covered.

4. COMPETENCES

4.1. Competences from the degree developed in the course

Generic skills:

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 the second language is a native language.
6. Basic knowledge about international relations.

Specific competences:

Linguistic competence:

1. Reading comprehension: the student should know how to extract relevant information from the texts and answer comprehension questions.
2. Oral comprehension: the student should be able to discriminate between important information and less relevant one.

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3. Oral expression: the student should be able to interact in daily-life scenarios: daily routines, personal experiences, places, ways of being, etc.
4. Written expression: the student should be able to produce written texts that deal with topics of general interest.
5. Phonological competence: the student will get to know the phonemes of the second language, the phonetic features, accent and intonation that distinguish it.
6. Grammatical competence: the student should be familiar with the grammatical resources of the second language and should be able to approach the grammatical aspects of his native language and the second language from a contrastive perspective.
7. Lexical competence: the student should 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 about 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 about 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:

1. The student should be able to know how to use monolingual and bilingual lexicographical resources.
2. The student should be able to use the online platform Blackboard Learn not only for interacting with his professor and peers but also for developing autonomous learning.

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3. The student should know how to use the resources offered on the Internet (chats, forums, e-mail, etc.) when interacting with other students who are native speakers of the second language.

4. The student should be able to work autonomously and cooperatively.

Academic skills:

1. The student should recognize 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. The student should positively value the possibility of a short stay in one of those countries in which the second language is spoken natively. That way, he will be able to improve the knowledge about the country itself and the target culture.

3. The student should develop a positive attitude when interacting with the group members.

4. The student should develop a participatory and respectful attitude when engaged in classroom debates.

5. The student should develop an interest in current issues/topics about the target culture, by reading printed/online newspapers or any other type of publication (general/specialized).

6. The student should show self-confidence when using his own learning resources in the second language.

7. The student should develop a respectful attitude when engaged in second language classroom debates.

8. The student should be able to work in an international context, which will be part of his future working environment.

9. The student should develop a positive attitude towards reading in the second language and deal with it as a recreational and pleasant activity.

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4.2. Competences within the course module

Module related:

The student should

- 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.

Course related:

The student should

- Develop critical thinking and the ability to reflect on the information found in various sources.
- Introduce contents in English 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 use most of the resources offered on the Internet (chats, forums, electronic mail, information websites, etc.) to provide information and the possibility of interacting with other students of the target language.
- 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.

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- 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 both inductively and deductively; experiment with a variety of study techniques.

4.3. Subject-specific competences

The students should

- Apply critical thinking techniques and the ability to question the information from sociocultural studies.
- Become familiar with key historical, political, economic, religious and social aspects of English-speaking cultures.
- Introduce theoretical and practical aspects about Britain and the EEUU through texts and audiovisual practice related to topics such as family and society, economy, politics, education, race and gender, etc.
- 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 recognize the diversity of contemporary societies, and become aware of the differences and similarities between cultures in a respectful, and yet critical way.
- 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.

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- Raise awareness about current topics/issues related to those countries where the target language is spoken natively, by reading the press (printed or online) or periodical publications of a general or specialized nature.

5. CONTENTS

The following topics will be covered:

1. People and Identities
2. Religion and Sexuality
3. Life and Family
4. Politics
5. Race
6. Gender
7. Economy
8. Education
9. Health

6. METHODOLOGY AND RESOURCES

The course methodology involves both deductive and inductive learning methods with a combination of resources to enable assimilation of information and understanding. The students have to perform a variety of tasks such as reading texts, introducing information, watching documentaries, doing small-scaled research and participating in debates.

The lessons are divided into two types: Basic Education (EB) (theoretical lessons) and Practical and Developmental Education (EPD) (practical lessons). In the EB lessons the main theoretical aspects are introduced. The students have to read a selection of chapters/articles before coming to class. For the EPD lessons the students have to watch a selection of documentaries in the target language before coming to class. For both types of lessons, that is, EB and EPD lessons, there are questions on Blackboard that the students must answer before class. The students are expected to discuss the readings and tasks assigned to achieve not only content learning but also critical thinking and develop their language skills.

English-only policy: lessons will be taught only in English. Therefore, student motivation and participation are key factors to achieve the desired dynamics of the course.

7. ASSESSMENT

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The course assessment is based on the following parts:

1. Midterm exam: 35%
2. Final exam: 35%
3. Attendance and class participation: 30%

Written exams: Each exam consists of two different parts (see sample on Blackboard). In the first part the students have to answer short questions and define words/expressions from the theoretical lessons (EB lessons). In the second part an extract from any of the documentaries discussed in class (EPD lessons) will be played during the exam for the students to write a short essay. In that essay the student should relate those contents covered in the EB lessons to those from the EPD lessons. Linguistic accuracy is required. Serious grammatical and lexical mistakes will have a negative impact on the final grade.

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

In order to pass the course, it is necessary to obtain at least 5 points out of a total of 10 points on each of the three parts (midterm exam, final exam, attendance and class participation). Those students that fail the midterm will have the opportunity to retake it the day of the final exam. That day there will be two exams: (a) an exam that will test **all the students** on the contents covered in the second part of the semester and (b) an exam that will only be taken by those students that failed the midterm. In the June call the students will retake the exam(s) they failed in the first semester.

8. REFERENCES

The course will be based on a selection of reading texts and audiovisual materials from the references specified below. For each week, the student should check Blackboard Learn.

Main references:

Jenkins, Simon. 2011. A Short History of England. London: National Trust.



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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.

Audiovisual materials:

Little Britain. 2007. BBC.
The Statue of Liberty. 1997. DVD. The History Channel. [321 STA (DVD)].
Sex In The 20th Century. 2000. The History Channel. [392.6 SEX (DVD)].
British Yobs. 2006. Channel 4. Dispatches. [No a la venta].
Voices of Civil Rights DVD (Save Our History). 2005. The History Channel. 2 DVD. [341 VOI (DVD)].
Miss Representation. 2011. Jennifer Siebel.
College, Inc. 2010. Studio. [378 COL (DVD)].
Frontline: Is Wall Mart Good for America? 2005. PBS. Rick Young, director. [339.5 ISW (DVD)]
Sicko. 2007. Michael Moore