

Guía docente / *Course Syllabus*

2018-19

1. Descripción de la Asignatura / *Course Description*

Asignatura <i>Course</i>	CULTURA Y SOCIEDADES DE B II: INGLÉS (docencia en inglés)
Códigos <i>Code</i>	302033
Facultad <i>Faculty</i>	Facultad de Humanidades
Grados donde se imparte <i>Degrees it is part of</i>	Grado en Traducción e Interpretación (Inglés)
Módulo al que pertenece <i>Module it belongs to</i>	Lengua b y su cultura
Materia a la que pertenece <i>Subject it belongs to</i>	Cultura y sociedades
Departamento responsable <i>Department</i>	Filología y Traducción
Curso <i>Year</i>	2º
Semestre <i>Tern</i>	2º
Créditos totales <i>total credits</i>	6
Carácter <i>Type of course</i>	Obligatoria
Idioma de impartición <i>Course language</i>	Inglés
Modelo de docencia <i>Teaching model</i>	A1

Clases presenciales del modelo de docencia A1 para cada estudiante: 31 horas de enseñanzas básicas (EB), 14 horas de enseñanzas prácticas y de desarrollo (EPD) y 0 horas de actividades dirigidas (AD). Hasta un 10% de la enseñanza presencial puede sustituirse por docencia a distancia (también presencial, pero posiblemente asincrónica), de acuerdo con la programación de la Asignatura publicada antes del comienzo del curso.

Number of classroom teaching hours of A1 teaching model for each student: 31 hours of general teaching (background), 14 hours of theory-into-practice (practical group tutoring and skill development) and 0 hours of guided academic activities. Up to 10% of face-to-face sessions can be substituted by online teaching, in accordance with the course schedule published before it begins.

2. Responsable de la Asignatura / *Course Coordinator*

Nombre <i>Name</i>	María Dolores López Jiménez
Departamento <i>Department</i>	Filología y Traducción
Área de conocimiento <i>Field of knowledge</i>	Filología Inglesa
Categoría <i>Category</i>	Profesora Contratada Doctora Temporal
Número de despacho <i>Office number</i>	Building 14, 1st floor, office 36
Teléfono <i>Phone</i>	954 97 79 93
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3. Ubicación en el plan formativo / *Academic Context*

Breve descripción de la asignatura <i>Course description</i>	This course is part of the second year of the degree of Translation and Interpreting. It belongs to the block of obligatory subjects and is related to English BI, BII and BIII language courses, and also culture subjects in other languages, such as French and German. It serves as a general preparation for courses of Translation and Interpreting, documentation and research.
Objetivos (en términos de resultados del aprendizaje) <i>Learning objectives</i>	The main purpose of this course is to present the sociocultural realities of English speaking countries with special emphasis on the United Kingdom and the United States. Additionally, by studying the main aspects of the institutional and political organization, history, society, and the idiosyncrasies of English speaking countries, theoretical and practical tools necessary to be able to exercise the work of a translator and an interpreter are also provided. It is intended that students get to know the socio-cultural reality of these countries as a pre-requisite for access to the world of work and carry out an optimal professional work.
Prerrequisitos <i>Prerequisites</i>	A B2 level of English according to the Common European Framework of Reference for Languages is required, so that the students can perform reading and audiovisual practices in an appropriate way. Also, an advanced level of expression in English is needed to develop complex reasoning and to understand audiovisual practical contents and different materials.
Recomendaciones <i>Recommendations</i>	
Aportaciones al plan formativo <i>Contributions to the educational plan</i>	This course examines the current social and political reality, the historical evolution in the global context, issues of national identity, institutions, ideologies and forms of expression and cultural representation. It deals with issues common to other courses but applied to the professional practice. It is intended that the student of Translation and Interpreting acquires the necessary tools to be able to exercise their professional work having sketched

the starting points of the various English-speaking cultures. The subject introduces topics of culture and society such as science and the environment, history, politics, geography, etc.

This course has a great instrumental and practical importance in the studies of Translation and Interpreting since it develops specific skills such as the knowledge of international economic, social and political aspects. On the other hand, it has a professional value as real case studies and specific cultural translation problems in the world of economy, law, politics, society, etc. are presented.

4. Competencias / Skills

<p>Competencias básicas de la Titulación que se desarrollan en la Asignatura <i>Basic skills of the Degree that are developed in this Course</i></p>	<p>CB1 - Que los estudiantes hayan demostrado poseer y comprender conocimientos en un área de estudio que parte de la base de la educación secundaria general, y se suele encontrar a un nivel que, si bien se apoya en libros de texto avanzados, incluye también algunos aspectos que implican conocimientos procedentes de la vanguardia de su campo de estudio</p> <p>CB2 - Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio</p> <p>CB3 - Que los estudiantes tengan la capacidad de reunir e interpretar datos relevantes (normalmente dentro de su área de estudio) para emitir juicios que incluyan una reflexión sobre temas relevantes de índole social, científica o ética</p> <p>CB4 - Que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado</p> <p>CB5 - Que los estudiantes hayan desarrollado aquellas habilidades de aprendizaje necesarias para emprender estudios posteriores con un alto grado de autonomía</p>
<p>Competencias generales de la Titulación que se desarrollan en la Asignatura <i>General skills of the Degree that are developed in this Course</i></p>	<p>CG01 - Comunicarse con corrección, oralmente y por escrito, en dos lenguas extranjeras.</p> <p>CG02 - Traducir textos escritos en dos lenguas extranjeras.</p> <p>CG03 - Corregir y editar textos redactados en español y en dos lenguas extranjeras.</p> <p>CG04 - Mediar entre personas provenientes de distintas lenguas y culturas.</p> <p>CG05 - Elaborar informes de carácter general a partir de fuentes diversas, incluyendo el uso de dos lenguas extranjeras.</p> <p>CG06 - Resolver problemas relacionados con la redacción y traducción de textos, con capacidad para integrar en los mismos conocimientos multidisciplinares.</p>
<p>Competencias transversales de la Titulación que se desarrollan en la Asignatura <i>Transversal skills of the Degree that are developed in this Course</i></p>	<p>CT01 - Comunicar en lengua española ideas propias o ajenas al más alto nivel, tanto oralmente como por escrito.</p> <p>CT02 - Adaptarse a entornos de trabajo colaborativos.</p> <p>CT03 - Desarrollar estrategias de aprendizaje autónomo.</p> <p>CT04 - Tener capacidad de adaptación a situaciones nuevas.</p> <p>CT05 - Tener capacidad para idear propuestas profesionales novedosas.</p> <p>CT06 - Trabajar de forma ética, evitando todo tipo de prácticas</p>

	intelectuales, profesionales o personales fraudulentas, buscando la calidad y el rigor en los resultados
Competencias específicas de la Titulación que se desarrollan en la Asignatura <i>Specific competences of the Degree that are developed in the Course</i>	CE01 - Gestionar y ejecutar proyectos de traducción profesional (directa e inversa) dentro de unos plazos competitivos y con unos resultados de calidad. CE02 - Manejar procesadores de texto y recursos en Internet a un nivel avanzado. CE07 - Enseñar el español como lengua extranjera. CE08 - Enseñar lenguas extranjeras. CE09 - Crear y gestionar bases de datos terminológicas.
Competencias particulares de la asignatura, no incluidas en la memoria del título <i>Specific skills of the Course, not included in the Degree's skills</i>	Introduce the theoretical and practical aspects of sociocultural sources in English-language texts and audiovisual practices of various subjects such as science and the environment, history, politics, etc. Introduce sociocultural content in the English language from different disciplines such as historiography, sociology and cultural studies and anthropology. Provide students with a general knowledge of the speeches in English that will allow them to choose which speech(es) they will be devoted to in the future as professional translators.

5. Contenidos de la Asignatura: temario / *Course Content: Topics*

PARTE I	EDUCATION
PARTE II	SCIENCE AND THE ENVIRONMENT
PARTE III	US HISTORY
TEMA 1	A NEW NATION
TEMA 2	YEARS OF GROWTH
TEMA 3	20TH CENTURY AMERICANS
TEMA 4	SUPERPOWER
TEMA 5	THE 21ST CENTURY
PARTE IV	UK HISTORY
TEMA 6	THE 18TH CENTURY
TEMA 7	THE 19TH CENTURY
TEMA 8	THE 20TH CENTURY
TEMA 9	THE 21ST CENTURY

6. Metodología y recursos / *Methodology and Resources*

Metodología general <i>Methodology</i>	The classes are divided into two sections: basic teaching (EB), and practices and development teaching (EPD). The methodology of the course includes approaches from various disciplines, such as historiography, sociology, cultural studies and anthropology. The study of the theoretical and practical aspects of culture from different historical periods will be carried out through texts and documentaries. The methodology is also oriented towards a critical reflection on the sociocultural content introduced and will be based on different questions that will work as a basis for active learning.
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	All classes will be taught in English, thus promoting and valuing the participation of students. They are expected to perform the assigned readings to learn not only facts but also the data related to the social processes and their importance when it comes to translating and interpreting.
Enseñanzas básicas (EB) <i>General teaching</i>	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 EB 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.
Enseñanzas prácticas y de desarrollo (EPD) <i>Theory-into-practice</i>	For the EPD lessons the students have to watch a selection of documentaries in the target language before coming to class. For the EPD lessons, there are questions on Blackboard that the students must answer before class.
Actividades académicas dirigidas (AD) <i>Guided academic activities</i>	

7. Criterios generales de evaluación / Assessment

Primera convocatoria ordinaria (convocatoria de curso) <i>First session</i>	<p>El 65% de la calificación procede de la evaluación continua. El 35% de la calificación procede del examen o prueba final. Continuous assessment is based on the following:</p> <ol style="list-style-type: none"> 1. Midterm exam: 35% 2. Attendance and class participation: 20% 3. Oral presentation: 10% <p>The midterm 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). Students will also have a geography test in that first part of the exam. 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 the content covered in the EB lessons to that one from the EPD lessons. Linguistic accuracy is required. Serious grammatical and lexical mistakes will have a negative impact on the final grade. The midterm grade comes from the sum of both parts, that is, questions from the EB lessons and questions on the EPD lessons.</p> <p>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.</p> <p>Oral presentation: the student should work in pairs/groups and record a video on a current issue about the English-speaking world. In that video the students may use any multimedia resource. The video will be played in class together with an oral explanation and questions about the topic. The video will be part of a webpage/blog.</p> <p>The final exam will test the students on the content covered in the</p>
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	<p>second part of the semester. It 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). Students will also have a geography test in that first part of the exam. 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 the content covered in the EB lessons to that from the EPD lessons. Linguistic accuracy is required. Serious grammatical and lexical mistakes will have a negative impact on the final grade. The final exam grade comes from the sum of both parts, that is, questions from the EB lessons and questions on the EPD lessons.</p> <p>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 content covered in the second part of the semester and (b) an exam that will only be taken by those students that failed the midterm.</p>
<p>Segunda convocatoria ordinaria (convocatoria de recuperación) <i>Second session (to re-sit the exam)</i></p>	<p>In the second call (in June) the students will retake the exam(s) they failed in the second semester. In case a student did not attend class during the whole semester, the student still has the opportunity to get 100% of the final grade. The final exam will be worth 100% of the final grade.</p>
<p>Convocatoria extraordinaria de noviembre <i>Extraordinary November session</i></p>	<p>Se activa a petición del alumno siempre y cuando éste esté matriculado en todas las asignaturas que le resten para finalizar sus estudios de grado, tal y como establece la Normativa de Progreso y Permanencia de la Universidad.</p> <p>Se evaluará del total de los conocimientos y competencias que figuren en la guía docente del curso anterior, mediante el sistema de prueba única.</p> <p>The student will only take one exam which is worth 100%</p>
<p>Criterios de evaluación de las enseñanzas básicas (EB) <i>General teaching assessment criteria</i></p>	<p>Durante la evaluación continua: Through class attendance and participation the professor will be able to check if the students are working on the readings and questions on a daily basis.</p> <p>Durante el examen o prueba final (1ª convocatoria): In the first part of the midterm exam and the final exam the students have to answer short questions and define words/expressions from the theoretical lessons (EB lessons) together with a geography test.</p> <p>Durante el examen o prueba final (2ª convocatoria): In the first part of the midterm exam and the final exam the students have to answer short questions and define words/expressions from the theoretical lessons (EB lessons) together with a geography test.</p>
<p>Criterios de evaluación de las enseñanzas prácticas y de desarrollo (EPD) <i>Theory-into-practice assessment criteria</i></p>	<p>Durante la evaluación continua: Through class attendance and participation the professor will be able to check if the students are working on the readings and questions on a daily basis.</p> <p>Durante el examen o prueba final (1ª convocatoria): In the second part of the midterm and final exams 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 the content covered in the EB lessons to that one from the EPD lessons.</p> <p>Durante el examen o prueba final (2ª convocatoria): In the second part of the midterm and final exams 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</p>

	the student should relate the content covered in the EB lessons to that one from the EPD lessons.
<p> Criterios de evaluación de las actividades académicas dirigidas (AD) <i>Criteria of assessment of guided academic activities</i> </p>	<p> Durante la evaluación continua: Durante el examen o prueba final (1ª convocatoria): Durante el examen o prueba final (2ª convocatoria): </p>
<p> Puntuaciones mínimas necesarias para aprobar la Asignatura <i>Minimum passing grade</i> </p>	<p> 1ª convocatoria: 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 different parts (midterm exam, final exam, attendance and class participation, and oral presentation). Those students that DID NOT ATTEND CLASS AND DID NOT TAKE THE MIDTERM EXAM will be able to obtain 100% of the final grade, taking the midterm and the final exam on the same day of the final exam. In that case, the exams will be worth 100%. 2ª convocatoria: 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 different parts (midterm exam, final exam, attendance and class participation, and oral presentation). Those students that DID NOT ATTEND CLASS AND DID NOT TAKE THE MIDTERM EXAM will be able to obtain 100% of the final grade, taking the midterm and the final exam on the same day of the final exam. In that case, the exams will be worth 100%. </p>
<p> Material permitido <i>Materials allowed</i> </p>	Only a pen is allowed.
<p> Identificación en los exámenes <i>Identification during exams</i> </p>	En cualquier momento de la realización de una prueba de evaluación los profesores podrán requerir la acreditación de la identidad de cualquier estudiante, mediante la exhibición de su carnet de estudiante, documento nacional de identidad, pasaporte u otro documento válido a juicio del examinador. Si no lo hiciese, el estudiante podrá continuar la prueba, que será calificada solo si la documentación es presentada en el plazo que el examinador establezca.
<p> Observaciones adicionales <i>Additional remarks</i> </p>	

Los estudiantes inmersos en un programa de movilidad o en un programa de deportistas de alto nivel, así como los afectados por razones laborales, de salud graves o por causas de fuerza mayor debidamente acreditadas, tendrán derecho a que en la convocatoria de curso se les evalúe mediante un sistema de evaluación de prueba única. Para ello, deberán comunicar la circunstancia al profesor responsable de la asignatura antes del fin del periodo docencia presencial.

Students enrolled in a mobility program or a program for high-level athletes, as well as students affected by work or serious health problems or reasons of force majeure duly accredited, will have the right to be evaluated during the first session through a single test evaluation system. To do this, they must report changes in their circumstances to the program coordinator before the end of the teaching period.

8. Bibliografía / Bibliography

Main references	<ul style="list-style-type: none"> • McDowall, D. (2006) "An illustrated history of Britain", <i>Longman: England</i> • O'Callaghan, B. (2006) "An illustrated history of the USA", <i>Longman: England</i>
Other references	

	<ul style="list-style-type: none"> • Basnett, S. (1997) “Studying British culture”, <i>Routledge: London</i> • Bradbury, M & Temperley, H. (1998) “Introduction to American studies”, <i>Longman: Harlow</i> • Breidlid, A. et al. (1996) “American culture: An anthropology of civilization texts”, <i>Routledge: London</i> • Campbell, N. (1997) “American cultural studies: An introduction to American culture”, <i>Routledge: London</i> • Crowther, J. (2000) “Oxford guide to British and American culture”, <i>OUP: Oxford</i> • Delk, C. L. (1997) “Discovering American culture”, <i>The University of Michigan Press: Ann Arbor</i> • Garwood, C. (1992) “Aspects of Britain and the USA”, <i>OUP: Oxford</i> • Gidley, M. (1993) “Modern American culture: An introduction”, <i>Longman: London</i> • Kearny Datesman, M. (2005) “American ways: An introduction to American culture”, <i>Longman: London</i>
<p>Audiovisual materials</p>	<ul style="list-style-type: none"> • PBS_Frontline (2010) “College Inc.” • Al Gore, D. (2006) “An inconvenient truth” • “The presidents” • “America, a story of us” • “Oliver Twist” • “Queen Victoria (Victory and her sisters)” • “Margaret Thatcher (A history of modern Britain)”