

## ANGLOPHONE CULTURE I



SEMESTER	Second semester of 2018
SPECIFICATIONS	Code LI563 Theoretical / 3 credits
INTENSITY	3 hours per week; 48 semester hours
PROFESSOR	Ronald Alan Perry (BA - Kutztown State University / MA – University of Caldas)
SCHEDULE	Group #1: Wednesday 9:00 – 12:00, Group #2: Monday 2:00 – 4:00
E-MAIL	<a href="mailto:ronald@utp.edu.co">ronald@utp.edu.co</a>
OFFICE HOURS	Tuesday, Thursday & Friday 11:00 – 12:00 12- 402
BOX.NET LINK	<a href="https://app.box.com/s/2x7a9p719nfrcg9uvhxxapc6yc0ugm">https://app.box.com/s/2x7a9p719nfrcg9uvhxxapc6yc0ugm</a>
TELEPHONE	3137518 (Eliana Maritza Polanco, Administrative Assistant)

### RATIONALE / COURSE DESCRIPTION

The courses Anglophone Culture I and II aim to familiarize students with the cultural/historical context in which the English language has developed, enabling them to interact meaningfully with a culturally diverse, multinational linguistic community that tends to share, as common points of reference, specific cultural icons, philosophical paradigms, literary references, and historical memories.

Anglophone Culture I examines the origins of Anglophone civilization in the prehistoric migrations of Proto Indo-European speakers and explores the development of Anglophone culture from the birth of the English language in the seventh century of the common (Christian) era to the emergence, during the 17<sup>th</sup> century, of English as a global *lingua franca* with British colonization of America, Africa, Asia and Oceania. The course examines historical and cultural phenomena that have shaped the character of the British people, and varieties of British language and culture which have developed within this context. Special emphasis is given to and works of British music, art and literature that are of outstanding cultural significance.

### COURSE AIMS

Acquire a general familiarity with the early history of English-speaking peoples and with some of their most significant artistic, musical and literary achievements so as to facilitate meaningful communication with English speakers, deepen inter-cultural awareness, and stimulate interest in Anglophone culture.

Develop linguistic competence in the English language by means of reading, writing, listening and speaking activities focused on the study of Anglophone culture.

Construct pedagogical criteria for the selection and adaptation of themes relating to Anglophone history and culture to the practice of teaching/learning of English as a second language.

### COMPETENCES

To achieve these aims the program will develop in students the following competences:

1. Participate meaningfully in discussions concerning the historical and cultural development of English-speaking peoples from the 7<sup>th</sup> to the 17<sup>th</sup> centuries.
2. Contextualize references to early Anglophone culture and history encountered in literature, films, songs, etc. and in interaction with English speakers.

3. Identify some linguistic and non-linguistic behaviors characterizing English speakers as influenced by cultural-historical factors.
4. Articulate important works of early English music, art and literature with their socio-historical context and their impact on the development of the English language.
5. Summarize, critically analyse and/or creatively interpret historical and cultural phenomena associated with anglophone civilization.
6. Apply effective strategies in order to extract meaning and aesthetic pleasure from authentic English texts containing low-frequency vocabulary, idiomatic expressions and complex grammatical structures.
7. Effectively apply pedagogical criteria to the teaching of content related to Anglophone culture and to the selection and use of such content for the teaching of English as a second language.
8. Actively and effectively engage in speaking and writing activities focused on themes concerning Anglophone history, music, art, and literature.

### PROPOSED THEMATIC UNITS

- ✚ Introduction: The United Kingdom
  - Natural and political geography
  - Institutions
  - Cultural icons

- ✚ Origins of the English language

- ✚ Celtic and Roman Britain

- ✚ Anglo-Saxon Britain

- Arthurian legends and literature
- *Beowulf*

**1<sup>st</sup> Partial Evaluation (tentative)**

- ✚ Late Medieval Britain

- The Norman Conquest
- Ballads

- Canterbury Tales
- Old English to Middle English

- ✚ Ireland and Scotland

- Traditional Irish Music
- Political issues with the UK

- ✚ Tudor/Stuart England

- Early Modern English
- Elizabethan Literature
- Authorized (King James) Bible
- English Book of Common Prayer

**2<sup>nd</sup> Partial Evaluation (tentative)**

- ✚ Civil War, Restoration & “Glorious Revolution”

- Milton and *Paradise Lost*
- John Bunyan and *The Pilgrim’s Progress*

**Final Evaluation**

### MATERIALS

The principal course material will be readings and power-point presentations that will be posted on the platform, *Schoology* <https://www.schoology.com/home.php> and on the Box.net in the folder, “*Anglophone Culture I*” available at: <https://app.box.com/s/2x7a9p719nfrclu9uvhhxapc6yc0ugm>.

Audio recordings and clips from significant movies will also be used.

### METHODOLOGY

The methodology of the course incorporates elements of these four **pedagogical models**:

- **Humanistic:** Reading assignments, classroom discussion, written tasks, dramatizations, videos and audio recordings related to selected works of English literature aim to enrich students’ intellectual, aesthetic, spiritual and professional development.
- **Socio-constructivist:** The course aims to engage students’ interest by presenting content that completes, complements and contrasts with previously held concepts relating to English Literature.

- **Critical-reflexive:** Students are expected to read much of the course material outside and then to critically examine and discuss it in class.
- **Content based:** The literary works selected for study serve as valuable practice of the language at the same time as they serve to provide aesthetic formation and promote critical thinking skills.

Classroom activities will include independent and guided reading, discussion, dramatizations, peer-teaching activities, and presentations of films, and audio-recordings.

Out-of-class assignments will be used to reinforce and manipulate concepts while providing opportunities for writing practice and critical exposition.

While time limitations allow for little more than superficial exposure to and analysis of thematic material, the course will establish points of reference which, it is hoped, which will motivate students to independently explore diverse during the remainder of their careers, themes introduced in this course.

## EVALUATION

- **1st Partial Evaluation:** a formal, written test that will represent **25%** of the definitive grade.
- **2nd Partial Evaluation:** a formal, written test that will represent **25%** of the definitive grade
- **Final Evaluation:** a formal, written test that will represent **30%** of the definitive grade. The final evaluation will be comprehensive; in other words, it will test material from the entire course.
- **In-class/out-of-class work I:** quizzes, homework assignments, expositions, etc. presented during the first half of the semester. This will be **10%** of the definitive grade.
- **In-class/out-of-class work II:** quizzes, homework assignments, expositions, etc. presented during the final half of the semester of the semester. This will be **10%** of the definitive grade.

The criteria for assigning numerical grades will be as follows:

0.0	Not presented or not accepted	3.5 – 3.9	Satisfactory (average) in quality
1.0 – 2.9	Presented but below standard	4.0 – 4.4	Above average in quality
3.0 – 3.4	Achieves minimum standards	4.5 – 5.0	Excellent (of the highest quality)

Students will evaluate and reflect upon their own learning and that of their peers, and will evaluate the efficacy of the course and the professor by completing one or more **questionnaires**.

## BIBLIOGRAPHY (texts)

Abraham, M.H. (1998) *The Norton Anthology of English Literature*, Vol. 1, 7<sup>th</sup> Ed.; New York, London, W. W. Norton & Company.

Bolton, W. F. (167) *A Short History of Literary English*. London, Edward Arnold Pub. Ltd. 427 B694

Child, F. J. *The English and Scottish Popular Ballads*. <http://www.sacred-texts.com/neu/eng/child/>

Crossley-Holland, Kevin. (1982) *The Anglo-Saxon World: An Anthology*. Oxford University Press. 829.08

Crystal, David. (1997) *The Cambridge Encyclopedia of Language*. Cambridge: Cambridge University Press. R403 C957

Freeborn, Dennis. (2006) *From Old English to Standard English: A course book in language variation across time*, 3<sup>rd</sup> ed. Palgrave MacMillan. 429 F853

Harley, Heidi. (2006) *English Words: A Linguistic Introduction*. Malden, MA. Blackwell Publishing. H285

Lamb, C.; Lamb, M. (1962) *Tales from Shakespeare*. USA. Bantam. 823 L218

Librarius presents the Canterbury Tales and Other works by Geoffrey Chaucer.  
<http://www.librarius.com/canttran/summtrfs.html>.

Osorio De Parra, Bertha; Hoyos Olier, Enrique and Gómez, Enrique. (2007) *Great Britain in Poetry: A Brief Anthology*. Bogota, Universidad Pedagógica Nacional. 82108

Project Gutenberg Page: From Main Project Gutenberg, the first producer of free electronic books (ebooks)  
Available from the Internet: [http://www.gutenberg.org/wiki/Main\\_Page](http://www.gutenberg.org/wiki/Main_Page)

Symonns, C. (1980) *The Complete Works of William Shakespeare; with a Life of the Poet*. UK. Atlantis Books. 822.33

Tolkien, J.R.R. (1966) *The Hobbit* 3<sup>rd</sup>. UK, Unwin. 823.912

Tolkien, J.R.R. (1977) *The Silmarillion*. Houghton Mifflin.

Tuso, J. F. (1975) *Beowulf: The Donaldson Translation*. New York: W.W. Norton & Company, Inc.

#### BIBLIOGRAPHY(films)

*A Man for All Seasons* (Fred Zinemann) 1966

*King Arthur* (Fuqua, Antoine)2004)791.43

*Braveheart* (Mel Gibson) 1995791.43

*Macbeth* (Roman Polanski) 1971

*Beowulf* (Robert Zemeckis) 2007

*Monty Python and the Holy Grail* (1975)

*Elizabeth* (Shekhar Kapur) 1998791.43

*Richard III* (Sir Laurence Olivier) 1955

*Elizabeth: the Golden Age* (Shekhar Kapur) 791.43

*Romeo and Juliet* (Francis Zefirelli) 1968

*Hamlet* (Branagh, Kenneth) 1990 791.4372

*Shakespeare in Love* (1998) (John Madden) 1998 791.43

*Henry V* (Kenneth Branagh) 1989

*The Lion in Winter* (Anthony Harvey) 1968

#### GENERAL CONSIDERATIONS

- Please arrive punctually and remain until the class finishes. If you miss part of a class session, it is **your responsibility** to find out from your classmates what you must do to prepare for the next class.
- Graded class work that is not presented due to *unexcused* absence will receive a grade of 0.0 (zero). In some cases I may permit you to present such work extemporaneously but only if you do so opportunely (prior to the next class session) during times that I am in the office (do not ask me to schedule an appointments for this).
- If I arrive late to class, please wait *inside* the classroom; this will save valuable time. If you arrive late, please enter the classroom **quietly**.
- Observe respectful, professional conduct toward classmates and professors and abstain from activities that disrupt the normal conduct of the class.
- Take care to use the *Schoology* platform appropriately in order to check for out-of-class assignments and to remit your completed work (e.g. Do not send completed homework assignments as *messages*).

- Use my UTP e-mail account (not Schoology) to send general messages (i.e. messages that are not directly related to specific assignments posted on the platform).
- Visit me in the Language office (12-402) if you need extra help or if you have personal matters to discuss that require my concentrated attention. If you cannot come during my scheduled office hours you can look for me at other times or make a special appointment.
- Partial and final exam papers remain on-file in the Languages office. Students may not keep them or copy them. Exams not returned immediately after they are reviewed in class will receive a grade of 0.0.
- Keep quizzes and other returned work to facilitate correction of errors in computing definitive grades.
- Dishonesty in any form (plagiarism<sup>i</sup>, cheating on tests, giving false information, falsification or misuse of documents, etc.) will result in 0.0 for the assignment and may lead to disciplinary action.

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<sup>i</sup>Students frequently select and copy text and graphics from Internet web pages, paste them onto word files, and present this as homework. ***This is plagiarism.*** If a homework assignment calls for a written investigation, you should consult at least two sources (books, Internet articles, etc.) and then present the most pertinent information *in your own words*. If you take phrases or sentences directly from one of your sources, you must place these within quotation marks and indicate their source. If you cite, in your own words, the opinions or original ideas of an author you will not use quotation marks, but you must give the source and the author(s).

***Copying another text and then changing a few of the words is not acceptable.*** When you report on a topic, read your sources first, and then ***put them aside***. While you are writing your report look at your sources only to check specific facts like names, dates, etc. that may be difficult to remember. In this way can you be sure to use your own words and avoid the serious academic offense of plagiarism.