

1.3. Module/ course form

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| To be completed by Course Team | Module name : | | | | | Module code: | |
| | Course name: Elements of contemporary British and Irish Culture | | | | | Course code: | |
| | Faculty: Instytut Pedagogiczno-Językowy | | | | | | |
| | Field of study: Education | | | | | | |
| | Mode of study : Stationary Studies | | | Learning profile: Practical | | Speciality: | |
| | Year/ semester: | | | Module/ course status: Optional/ elective | | Module/ course language: English | |
| | Type of classes | lecture | lessons | lab | project | tutorial | other (please specify) |
| | Course load | | | | 20 | 10 | |

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| Module / course coordinator | dr Piotr Kallas |
| Lecturer | dr Piotr Kallas |
| Module/ course objectives | <ol style="list-style-type: none"> 1. A general discussion of selected aspects of contemporary British and Irish culture, followed by an in-depth study of the issue/topic chosen by the student and approved by the course supervisor 2. A presentation of a few significant historical figures from the British and Irish past, as well as of a number of modern celebrities and public figures 3. A discussion of certain terms and ideas (notions) – such as ‘culture’, ‘culture shock’ and ‘culture clash’, ‘identity’, ‘multiculturalism’, ‘devolution’, ‘post-modernity’, ‘post-colonialism’, ‘The Troubles’, and the like, in the context of contemporary British and Irish societies and the changes they are undergoing 4. An introduction of culture-related English vocabulary 5. A discussion of the place of British and Irish studies in the EFL classroom |
| Entry requirements | English-language competence, equivalent to the B1 (or higher) level of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) |

| LEARNING OUTCOME | | |
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| Nr | LEARNING OUTCOME DESCRIPTION | Learning outcome reference |
| Knowledge | | |

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| 01 | Students acquire a systematic knowledge of selected aspects of contemporary British and Irish culture (appropriate for use in the EFL classroom), as well as of culture-related English vocabulary. | Ped2P_W01 |
| 02 | Students acquire a basic understanding of the role of people as creators and consumers of foreign-language cultures (specifically, of the cultures of the British Isles). | Ped2P_W05 |
| 03 | Students acquire an in-depth understanding of and skills necessary for the intellectual and linguistic self-development (specifically, for the development of their knowledge of British and Irish cultures). | Ped2P_W16 |
| Skills | | |
| 04 | Students learn to retrieve and make use of information from a variety of sources both written (printed) and oral (lecture, tutorial, course-book, dictionary, encyclopaedia, website, documentary, film, and the like), allowing them to analyse, interpret and explain social phenomena taking place in the contemporary societies of the British Isles. | Ped2P_U01 |
| 05 | Students learn to produce coherent oral and written texts/utterances of diverse character on the basis of theoretical input and source analysis (expositions, speeches, notes, essays, multimedia and other presentations, etc.) in the English language. | Ped2P_U04 Ped2P_U15 |
| Social competences | | |
| 06 | Students acquire an in-depth awareness of their linguistic competence and performance in the contemporary English language as well as of their knowledge of the past and present cultural transformations of the British and Irish societies; they also acquire the ability to engage in self-study and continuous learning, and inspire others to learn in their turn. | Ped2P_K01 |
| 07 | Students learn to communicate fluently in the English language, making use of various media channels and techniques available (conversation, the British and Irish press, radio and television, the Internet and books, and the like). | Ped2P_K07 |

| CURRICULUM CONTENTS | |
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| Tutorials | |
| <ol style="list-style-type: none"> 1. Preliminary lecture: Condition-of-Britain & Ireland, or the British Isles in the early 21st century 2. National and regional identities: the concepts of “Britishness”, “Englishness”, “Irishness”, etc. 3. The symbolic universe: British and Irish icons, symbols, emblems, allegories and personifications 4. English: the <i>lingua franca</i> of the 21st century and its British roots 5. The capital: London, a world city | |
| Projects (suggested topics) | |
| <ol style="list-style-type: none"> 1. A kingdom by the sea: the future of the British monarchy and the British political system 2. A faithful mirror of the present: postcolonial literature(s) in English 3. British historiography in postmodern and post-imperial times 4. British humour: an export commodity | |

5. Multicultural Britain: a unique success story?
6. The pros and cons of Brexit and Scottish independence
7. Migrations to and from the British Isles

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| Basic literature | <ol style="list-style-type: none"> 1. <i>Oxford Guide to British and American Culture</i>. Oxford: OUP, 1999 [and subsequent editions]. 2. <i>Longman Dictionary of English Language and Culture</i>. Harlow, Essex: Longman, 1998 [and subsequent editions]. 3. James O'Discroll, <i>Britain for Learners of English</i>, Harlow, Essex: Longman, 2009. 4. David McDowall, <i>Illustrated History of Britain</i>. Harlow, Essex: Longman, 1989. 5. <i>The Oxford Companion to Irish History</i> (Oxford Quick Reference, 2nd ed.). OUP, 2011. |
| Additional literature | <ol style="list-style-type: none"> 1. Kate Fox. <i>Watching the English. The Hidden Rules of English Behaviour</i>. 2004. 2. Jeremy Paxman. <i>The English. A Portrait of a People</i>. London: Penguin, 1999. 3. Norman Davies, <i>The Isles</i>, 1999. 4. Peter Ackroyd, <i>London. The Biography</i>, 2000. 5. Recommended websites: www.visitbritain.com; https://www.ireland.com/en/; www.bbc.co.uk; https://www.theguardian.com |

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| Teaching methods | PowerPoint multimedia presentation, mini-lecture, discussion and self-study; research and practical project. | |
| | Assessment methods | Learning outcome number |
| | The student participates actively in discussion and analysis of the issues covered during the tutorials. | K_U01, K_K04, K_K07. |
| | The student submits a 'project' (written text: essay, research paper, or PowerPoint presentation) on an aspect (selected by the student and approved by the supervisor) of one of the topics discussed and/or suggested during the tutorials (see the list above). | |
| Form and terms of an exam | Written and/or oral work to be submitted by the end of the semester. | |

| STUDENT WORKLOAD | |
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| | Number of hours |
| Participation in lectures | |
| Independent study of lecture topics | |
| Participation in tutorials, labs, projects and seminars | 10 |
| Independent preparation for tutorials* | 20 |
| Preparation of projects/essays/etc.* | 60 |
| Preparation/ independent study for exams | |
| Participation during consultation hours | 10 |
| Other | |
| TOTAL student workload in hours | 100 |

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| Number of ECTS credit per course unit | 4 |
| Number of ECTS credit associated with practical classes | |
| Number of ECTS for classes that require direct participation of professors | |