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**610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP  
(2019-2023)**

# **SYLLABUS OF THE UPDATED COURSE**



## **COUNTRY LINGUISTICS OF GREAT BRITAIN AND THE USA (BA LEVEL)**

**Prepared by the MultiEd team**

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<b>Summary of the updated course under the umbrella of the MultiEd project # 610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP</b>	
<b>“Country Linguistics of Great Britain and the USA”, BA</b>	
<b>V.O. Sukhomlynskyi National University of Mykolaiv</b>	
<b>Master/bachelor level</b>	Bachelor level
<b>Branch of knowledge</b>	014 Secondary Education
<b>Specialization</b>	014.021 "English Language and Literature"
<b>Qualifications</b>	Teacher of foreign languages
<b>Form of education</b>	Full-time
<b>Status of the discipline</b>	Cycle of professional courses. Elective course
<b>Course prerequisites</b>	Practical Course of the English Language, Grammatical Categories and Practical Grammar of the English Language
<b>Semester of the course</b>	Year 2, semester 1
<b>Course Volume</b>	5 ECTS 150 hours 46 hours of class work 104 hours of self-study and consultations
<b>Form of final control</b>	Exam (passed - A, B, C, D, E, failed - F)
<b>Course language</b>	English
<b>Developers</b>	Barkasi Viktoriya, PhD, V.O. Sukhomlynskyi National University of Mykolaiv
<b>Brief Course Description (up to 2000 symbols)</b>	
<p>The course “Country Linguistics of Great Britain and the USA” is intended for students doing a Bachelor degree. The aim of this course is to introduce students to the main features of the nation and national culture that contribute to the system of ideas and views mastery, which are reflected in the meaning of different language units; the peculiarities of socio-cultural aspects of the English language, which gives an opportunity to orient in complex culturological realities when translating texts of different genres and to understand Great Britain and the USA press. The course "Country Linguistics of Great Britain and the USA " expands the horizons and erudition of students, developing such specific skills as the skill of linguistic and cultural analysis of the text, the ability to use cultural reference books, dictionaries, manuals; it fosters respect and love for the country whose language is being studied. Studying aspects of history and culture, social and political phenomena, comparing them with relevant aspects of life in Ukraine gives students the opportunity to trace the dynamic nature of language processes, to improve understanding and use of English.</p> <p>Method of instruction: the professor will conduct the course through lectures, Power Point presentations, and through students’ active participation (individually, in small groups, and in class discussions).</p> <p>Course requirements: students are expected to attend classes on a regular basis, complete readings before each class, and be fully prepared for class discussion (with presentations, case studies, completed assignments, questions and contributions).</p> <p>The course employs CLIL (Content and Language Integrated Learning) approach where the subject is taught in English with the focus on both the content and the language.</p> <p>The course is updated in terms of the Erasmus+ Project 610427-EE-2019-EPPKA2-CBHE-JP Foreign Language</p>	

Teacher Training Capacity Development as a Way to Ukraine's Multilingual Education and European Integration (MultiEd).

### New, Updated, and Modified Components

- A. Assessment and Feedback Approach
- B. Course Quality Monitoring
- C. Teaching and Learning Methods
- D. Literature and References

### A. Key Terms and Notions

National culture, language units, socio-cultural aspects, linguistic and cultural analysis, social and political phenomena, dynamic nature. feudal relations, invasion, spread of Christianity, Renaissance, Parliament, monarchy, Industrial Revolution, Prime Minister, Brexit, social classes, House of Commons, House of Lords, first settlements, American democracy, president, constitution, congress.

### B. Course Aim

The course aims to form students' ideas about correlations in the development of the English language and cultural systems, the trends of English language development in the global lingua franca; to acquaint them with the system of knowledge about the origin and development of English-speaking countries and the main events in the history of Great Britain and the United States.

### C. Competencies

Generic competencies	ability to communicate in a second language; capacity to learn and stay up-to-date with learning; ability to work in a team; knowledge and understanding of the subject area and understanding of the profession; ability to evaluate and maintain the quality of work produced.
Specific competencies	identify linguistic units, the relations among them and processes affecting them; awareness of the relationship between the theoretical approaches and methodological practice.

### D. Learning Outcomes

LCSEL1	to employ knowledge about history, geography of the countries whose language is studied, their political systems, socio-cultural characteristics, traditions, customs, norms of behavior, speech and business etiquette.
LCSEL 2	to be able to demonstrate an understanding of the peculiarities of socio-cultural aspects of the English language, which gives an opportunity to orient in complex culturological realities
LCSEL 3	to comprehend basic terms, notions and concepts
LCSEL 4	to be able to communicate efficiently in different settings employing various lexical, syntactic and stylistic means
LCSEL 5	to be able to reflect on personal progress, choose learning strategies, apply strategies for self-improvement
LCSEL 6	to improve collaboration skills, to use the acquired skills in order to operate confidently in international and / or multilingual communities

### Assessment and feedback approach

#### Teacher-based approach

Type of work, activity, task	Max points	Extra information
The student's participation in: – class and/or online	Total 15 (5*3)	Feedback is given regularly during the classes

discussions; – independent work – individual work – work in Moodle		
Test	Total 25 (5*5)	During the course at the end of each Module A test online consists of 10 questions with the four variants of the answer. Each correct answer equals 0,5 point. Questions represent theoretical and practical issues introduced within the course. Explanation for every question is embedded in the test automatic feedback.
<b>Peer assessment</b>		
Summary	30 (3x10)	*1 during the course (Module 1,3,5) A comprehensive argumentative essay of up to 250-300 words. Written/oral feedback is given for every essay.
Presentation	20 (2x10)	*1 during the course (Module 2,4) Delivering a 10-minute oral presentation. Can be done in small groups. Written/oral feedback is given after the presentation.
<b>Course Final Assessment</b>		
<b>Type of work, activity, task</b>	<b>Max points</b>	<b>Extra information</b>
Multiple Choice test	10	Comprehensive test online. Test consists of 20 questions with the four variants of the answer. Each correct answer equals 0,5 point. Questions represent theoretical and practical issues introduced within the course. The explanation for every question is embedded in the test automatic feedback.
<b>Total:</b>	100	

<b>Assessment criteria for Summary (max. score – 10)</b>				
Criteria/ Points	Descriptors			
	5	4	3	2
<b>Content</b>	The essence of the topic (the main idea of the text) is revealed and supported with the most important details. Students reserve their opinions of the topic / text.	The essence of the topic (the main idea of the text) is revealed and supported with some minor details. Students give one opinion of the topic / text.	The essence of the topic (the main idea of the text) is revealed and supported with some quotations / examples from the original text. Most of the minor details are superfluous. Students express some opinions of the topic / text.	The essence of the topic (the main idea of the text) is not clearly stated. Students use a lot of quotations / examples from the original text. Students give opinions of the topic / text.
<b>Language</b>	Students use a wide range of advanced grammatical constructions, vocabulary and transition words	Students use advanced grammatical constructions, vocabulary and transition words making some minor mistakes	Students use simple grammatical constructions, vocabulary and some transition words making minor mistakes	Students use simple grammatical constructions, vocabulary and few transition words making major mistakes
<b>Structure</b>	Logical and coherent presentation of the topic / text.	Logical and coherent presentation of the topic / text with minor structural improvements possible.	Summary has a clearly defined structure but lacks logics of presentation.	Lack of logic and structural parts of the summary are not clearly defined.
*1 – the work does not reach a standard described by any of the descriptors given above				
*0 – the work does not reach a standard described by any of the descriptors given above				

Assessment criteria for Presentation (max. score – 10)				
Criteria/ Points	Descriptors			
	5	4	3	2
<b>Content</b>	The content fully meets the objectives of the task. The conclusions are clearly stated.	The presentation is coherent and covers the main tasks, but the conclusions are not clearly stated.	The content of the presentation does not fully cover the task, though it is relevant to the main goal.	The presentation is not coherent, the goals and conclusions are missing.
<b>Language</b>	The presentation is well delivered (clear, accurate and well-organized speech with a wide range of advanced grammatical structures, complex vocabulary and transition words).	Students use a wide range of advanced grammatical structures, complex vocabulary and transition words with some minor grammatical, lexical, pronunciation mistakes.	Students use simple grammatical structures and vocabulary, make grammatical, lexical and phonetic mistakes.	Students use simple grammatical structures, vocabulary and make gross mistakes.
<b>Structure</b>	Logical and coherent presentation of the topic: information is clearly structured, smoothly flows from one section to another, and can be easily followed and understood. Charts, audio, video and visuals are appropriately employed.	The information is logically structured. Charts, audio, video and visuals are appropriately used with minor mistakes.	The information is not well-structured. Charts, audio, video and visuals are employed, but not always appropriately.	The information is poorly structured. Charts, audio, video and visuals are not employed.
<b>Research</b>	The research is profound, relevant to the topic, uses up-to-date resources, follows the principles of academic integrity.	The research is relevant to the topic, uses appropriate resources, follows the principles of academic integrity..	The research is superficial, not always relevant to the topic, uses only basic resources, follows the principles of academic integrity.	The research is superficial, not quite relevant to the topic, uses few resources, follows the principles of academic integrity.
*1 – the work does not reach a standard described by any of the descriptors given above				
*0 – the work has not been done				
<b>Course Quality Monitoring</b>				
<ol style="list-style-type: none"> <li>1. Syllabus feedback from internal and external (peer-)reviewers</li> <li>2. Feedback from enrolled students</li> <li>3. Students' performance in the course</li> </ol>				