





# **TEACHING GUIDE**

Subject: Literature and Culture of English Speaking Countries

Degree: Degree in Early Childhood Education

Character: Optional Language: English

Modality: On-site/Distance

Credits: 6
Course: 4th
Semester: 8th

Professor/ Teaching Staff: Mrs. Elena Bermejo Solera

## 1. COMPETENCES AND LEARNING OUTCOMES

# 1.1. Competencies

# Basic skills

**CB1** Students are able to possess and understand the knowledge in an area of study that is based on general secondary education, and is usually found at a level that, while supported by advanced textbooks, also includes some aspects that involve knowledge from the forefront of their field of study.

**CB2** Ability to apply knowledge professionally to work or vocation, demonstrate argumentation skills, and resolve problems within the field of study.

**CB3** Students should have the ability to gather and interpret relevant data (normally within their area of study) to make judgments that include a reflection on relevant issues of a social, scientific or ethical nature.

**CB4** Students can transmit information, ideas, problems and solutions to both specialized and non-specialized audiences.

**CB5** Students have developed the learning skills necessary to undertake further studies with a high degree of autonomy.

## General skills

**CG3** Understand the complexity of educational processes in general and teaching-learning processes in particular.

CG7 Oral and written communication in the mother tongue and in a second language

#### Specific skills

**CEC1** Know the objectives, curricular contents and evaluation criteria of Early Childhood Education.

**CEC4** Understand the development of language in early childhood, identify possible dysfunctions and ensure its correct development. Effectively address language learning situations in multicultural and multilingual contexts. Express oneself orally and in writing and master the use of different expression techniques.

**CEM41** Know the language and literacy curriculum for this stage, as well as the theories on the acquisition and development of the corresponding learning.

**CEM42** Promote speaking and writing skills.

**CEM47** Deal with language learning situations in multilingual contexts.

**CEM50** Acquire literary training and especially learn about children's literature.

**CEM51** Be able to promote a first approach to a foreign language.

# 1.2. Learning outcomes

Upon completion of this subject, the student must:

[2]



- Be able to express oneself orally and in writing correctly in Spanish and English.
- Ability to recognize, value, and communicate the importance of the literature and culture of the Spanish and English languages.
- Be able to teach content corresponding to the English language.
- Know how to use literacy promotion techniques appropriate to the educational level, considering different multilingual and multicultural realities.
- Deal with language learning situations in multilingual contexts.
- Develop and evaluate curriculum content using appropriate teaching resources and promote corresponding competencies.
- Acquire literary training and learn about children's literature in English.

#### 2. CONTENTS

# 2.1. Prerequisites

None.

# 2.2. Description of contents

- The study of socio-cultural aspects of the foreign language and intercultural communication issues.
- The study of Anglo-Saxon literature.
- Main authors.

# 2.3. Training activities

#### In-person mode:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF PRESENCE
AF1. Synchronous theoretical classes	17	100%
AF3. Practical classes. Seminars and workshops	22	100%
AF4.Tutorials	14	100%
AF5. Working in small groups	7	100%
AF6. Individual study and independent work	85	0%
AF7. Assessment activities	5	100%
TOTAL NUMBER OF HOURS	150	

# Blended learning mode:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF PRESENCE
AF1. Synchronous theoretical classes.	10	100%



AF3. Practical classes. Seminars and workshops	14	100%
AF 4. Tutorials	12	100%
AF6. Individual study and independent work	112	0%
AF7. Assessment activities	2	100%
TOTAL NUMBER OF HOURS		150

# Distance learning mode:

TRAINING ACTIVITY	HOURS	PERCENTAGE OF PRESENCE
AF2. Asynchronous theoretical classes.	10	0%
AF3. Practical classes. Seminars and workshops	14	0%
AF 4. Tutorials	12	0%
AF6. Individual study and independent work	112	0%
AF7. Assessment activities	2	100%
TOTAL NUMBER OF HOURS	150	

# 2.4. Teaching methodologies

The teaching staff may choose between one or more of the following methodologies detailed in the verified degree report:

Code	Teaching methodologies	Description
MD1	Expository method. Master lecture	Structured presentation of the topic by the teacher to facilitate information to students, transmit knowledge and activate cognitive processes.  Active student participation is encouraged through debate, discussion of cases, questions and presentations.
MD2	Individual study	Autonomous and reflective work of the student, to deepen the acquisition of the associated skills (preparation of classes and exams; use of information sources; completion of assignments, presentations; use of ICT; participation in discussion forums, etc.).
MD3	Collaborative learning	Develop active and significant learning in a cooperative way.
MD4	Troubleshooting	Active methodology that allows to exercise, rehearse and put into practice previous knowledge.



MD5	Case studies	Analysis of a real or simulated case to learn about it, interpret it, solve it, generate hypotheses, contrast data, reflect, complete knowledge, etc.
MD6	Project-oriented learning	Carry out a project to solve a problem and apply acquired skills and knowledge.
MD7	Tutoring (individual and/or group)	Methodology based on the teacher as a guide for student learning. Face-to-face or through the use of technological tools such as forums, mail or videoconferences.
MD8	Apprenticeship contract	Develop autonomous learning.
MD9	Self-evaluation	Assessment of one's own knowledge, skills and acquisition of competencies.
MD10	Heteroevaluation	Teacher's evaluation of the student

#### 3. EVALUATION SYSTEM

# 3.1. Grading system

The final grading system will be expressed numerically, in accordance with Article 5 of Royal Decree 1125/2003 of September 5 (BOE, September 18), which establishes the European Credit Transfer System (ECTS) and the official grading scale for university degrees, valid throughout the national territory.

0 - 4.9 Fail (SS)

5.0 - 6.9 Pass (AP)

7.0 - 8.9 Good (NT)

9.0 - 10 Outstanding (SB)

The distinction of "Matrícula de Honor" (Honors) may be awarded to students who achieve a grade of 9.0 or higher. The number of Honors awarded may not exceed 5% of the students enrolled in a given course during the academic year. If fewer than 20 students are enrolled, only one Honors distinction may be granted.

# 3.2. Evaluation criteria

Ordinary call

Modality: In person

Evaluation systems	Percentage
Partial evaluation	20%
Activities	20%
Participation	10%
Final exam	50%

Modality: Distance learning

Evaluation systems	Percentage
Activities	30%
Participation	10%
Final exam	60%



# Extraordinary call

#### Modality: In person

Evaluation systems	Percentage
Activities	40%
Final exam	60%

Modality: Distance learning

Evaluation systems	Percentage
Activities	40%
Final exam	60%

#### 3.3. Restrictions

#### Minimum qualification

To average the above weightings, it is necessary to obtain at least a grade of 5 in the final test.

#### Attendance

The student who, without justification, fails to attend more than 25% of the classes may be deprived of the right to take the exam in the regular exam.

#### Writing standards

Special attention will be paid to the papers, practices and written projects, as well as in the exams to both the presentation and the content, considering grammatical and spelling aspects. Failure to meet the minimum acceptable standards may result in points being deducted on such work.

#### 3.4. Plagiarism warning

Universidad Antonio de Nebrija will not tolerate plagiarism or any form of academic dishonesty under any circumstances. Plagiarism includes the reproduction of text from external sources (internet, books, articles, classmates' papers, etc.) without proper citation of the original source. The use of quotations must be appropriate and not excessive. Plagiarism constitutes a serious offense. If such practices are detected, they will be classified as Serious Misconduct, and the corresponding sanctions established in the Student Regulations may be applied.

# 4. LITERATURE

# Basic bibliography

Baym, N. (2012). The Norton anthology of American literature. Norton.

Cameron, L. (2001). Teaching languages to young learners. Cambridge University Press.

Greenblatt, S., et al. (Eds.). (2006). *The Norton anthology of English literature* (9th ed., Vol. 1). W. W. Norton.

Greenblatt, S., et al. (Eds.). (2006). *The Norton anthology of English literature* (9th ed., Vol. 2). W. W. Norton.

Valera Méndez, R. (2003). *All about teaching English: A course for teachers of English.* Editorial Ramón Areces Study Center, S. A.

# Bibliografía recomendada

Brewster, J., & Ellis, G. (2014). *Tell it again! The storytelling handbook for primary English language teachers* (3rd ed.). British Council.



Coll, C., Martín, E., & Marchesi, A. (2023). *New curriculum, new educational challenges: Your projects, your resources.* SM.

Penhallurick, R. (2010). Studying the English language. Palgrave Macmillan.

Vanspanckeren, K. (1994). Outline of American literature. U.S. Department of State.

# 5. TEACHING STAFF DATA

You can consult the teachers' email and the academic and professional profile of the teaching team at: <a href="https://www.nebrija.com/carreras-universitarias/grado-educacion-infantil/#masInfo#container3">https://www.nebrija.com/carreras-universitarias/grado-educacion-infantil/#masInfo#container3</a>