**SYLLABUS**

**regarding the qualification cycle FROM 2023 TO 2026**

1. Basic Course/Module Information

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| Course/Module title | **History of English-speaking countries** |
| Faculty (name of the unit offering the field of study) | Faculty of Humanities |
| Name of the unit running the course | Department of English Studies |
| Field of study | English Studies |
| Qualification level  | BA Level |
| Profile | General Academic |
| Study mode | Full-time studies |
| Year and semester of studies | I year of studies, winter semester |
| Course type | Major |
| Language of instruction | English |
| Coordinator | Dr Bożena Kochman-Haładyj |
| Course instructor | Dr Bożena Kochman-Haładyj, dr D. Trinder |

\* - as agreed at the faculty

1.1.Learning format – number of hours and ECTS credits

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Semester(n0.) | Lectures | Classes | Colloquia | Lab classes | Seminars | Practical classes | Internships | others | **ECTS credits**  |
| 1 | 30  |  |  |  |  |  |  |  | 2 |

1.2. Course delivery methods

- conducted in a traditional way

- involving distance education methods and techniques

1.3. Course/Module assessment (exam, pass with a grade, pass without a grade)

pass without a grade, written exam

2. Prerequisites

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| The ability to use English at the intermediate/upper-intermediate level and general knowledge of the fundamental geographical and historical European and world issues. |

3. Objectives, Learning Outcomes, Course Content, and Instructional Methods

3.1. Course/Module objectives

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| O1 | The primary aim of the course is to make students familiar with basic historical background of respective English-speaking countries (Great Britain, Northern Ireland, the United States of America, Canada, Australia) which will enable them further understanding of cultural and literary issues of these countries.  |
|  | Acquainting students with essential terminology from historic field and broadening practical knowledge of the English language basing on the learned material. |
| On |  |

3.2. Course/Module Learning Outcomes (to be completed by the coordinator)

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| --- | --- | --- |
| Learning Outcome | The description of the learning outcome defined for the course/module | Relation to the degree programme outcomes |
| LO\_01 | **KNOWLEDGE:** 1. The student identifies the main historical periods of the discussed English-speaking countries;
2. The students describes the major events and historical dates of the given English-speaking country;
3. The student describes and adjusts various historical figures to the proper country and the period.
 | The student knows the extent of the possessed knowledge and skills and is aware of the future perspectives.  |
| LO\_02 | **SKILLS:** 1. The student explains the discussed issues and dates and is able to assign them to the appropriate country and historical period;
2. The student analyses the causes and effects of principal historical events of the given English-speaking countries.
 | The student knows the extent of the possessed knowledge and skills and is aware of the future perspectives.  |
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| LO\_n |  |  |

**3.3. Course content (to be completed by the coordinator)**

1. Lectures

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| Content outline |
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| **Great Britain** - Prehistory, the Roman period (43-410) |
| The Germanic invasions (410-1066), the medieval period (1066-1485) |
| The sixteenth and seventeenth century |
| The eighteenth and nineteenth century |
| The twentieth century |
| **Northern Ireland -** historical overview |
| **The United States of America** - the Colonial Era, a New nation |
| Slavery and the Civil War |
| The late 19th century, the Progressive Movement |
| War and Peace, the Great Depression |
| World War Two, the Cold War, Decades of Change |
| **Canada** - historical overview |
| **Australia** - historical overview |
| **Written exam** |

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1. Classes, tutorials/seminars, colloquia, laboratories, practical classes

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| Content outline  |
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3.4. Methods of Instruction

e.g.

*Lecture: a problem-solving lecture/a lecture supported by a multimedia presentation/ distance learning*

*Classes: text analysis and discussion/project work (research project, implementation project, practical project)/ group work (problem solving, case study, discussion)/didactic games/ distance learning*

*Laboratory classes: designing and conducting experiments*

A lecture supported by a multimedia presentation:

1. Presenting the subject, location on the map, making students familiar with required terminology;
2. Analysis of the problem, specifying the most important historical events, dates and figures;
3. Final remarks, summary and answering the questions.

4. Assessment techniques and criteria

4.1 Methods of evaluating learning outcomes

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| --- | --- | --- |
| Learning outcome | Methods of assessment of learning outcomes (e.g. test, oral exam, written exam, project, report, observation during classes) | Learning format (lectures, classes,…) |
| LO-01 | written exam | lectures |
| LO-o2 | written exam | lectures |

4.2 Course assessment criteria

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| Required attendance in lectures (which is necessary to obtain a pass without a grade) and a positive grade (minimum 60%) of the final semester credits in the form of a written examination. Written exam grading scale:60% satisfactory, 70% +satisfactory, 80% good, 90% +good, 95% very good |

5. Total student workload needed to achieve the intended learning outcomes

– number of hours and ECTS credits

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| --- | --- |
| Activity | Number of hours |
| Scheduled course contact hours | 30 |
| Other contact hours involving the teacher (consultation hours, examinations) | 5 |
| Non-contact hours - student's own work (preparation for classes or examinations, projects, etc.) | 15 |
| Total number of hours | 50 |
| Total number of ECTS credits | 2 |

\* One ECTS point corresponds to 25-30 hours of total student workload

6. Internships related to the course/module

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| --- | --- |
| Number of hours |  |
| Internship regulations and procedures |  |

7. Instructional materials

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| Compulsory literature:- McDowall, D. 2003. *An Illustrated History of Britain.* Edinburgh Gate, Harlow: Longman.- O’Driscoll, J. 1995*. Britain - the country and its people: an introduction for learners of English.* Oxford University Press.**-** O’ Calladhan, B. 1990*. An illustrated history of the USA*. Harlow: Longman. Group UK Limited. |
| Complementary literature: - Grant, R.G. 2011. *History of Britain and Ireland: The definitive visual guide*. London: Dorling Kindersley Limited.**-** Jurczyński, T. 1995*. Dictionary of the United States*. Warszawa: Wydawnictwo Szkolne i Pedagogiczne.- Kirn, E. 1989. *About the USA.* The United States Information Agency.- Sauve, V.L. and M. Sauve. 1997. *Gateway to Canada*. Toronto: Oxford University Press. |

Approved by the Head of the Department or an authorised person