

COURSE OUTLINE

1. Data about the study programme

1.1 Higher education institution	Transilvania University of Braşov
1.2 Faculty	of Letters
1.3 Department	Department of Theoretical and Applied Linguistics
1.4 Field of study ¹⁾	Master
1.5 Study level ²⁾	Master
1.6 Study programme/Qualification	Culture and discourse in the Anglo-American space (IFR)

2. Data about the course

2.1 Name of course	Territorial variants of English							
2.2 Course convenor	Prof.dr. Elena Buja							
2.3 Seminar/ laboratory/ project convenor								
2.4 Study year	2	2.5 Semester	1	2.6 Evaluation type	E	2.7 Course status	Content ³⁾	DAP
							Attendance type ⁴⁾	DI

3. Total estimated time (hours of teaching activities per semester)

3.1 Number of hours per week	2	out of which: 3.2 lecture	1	3.3 seminar/ laboratory/ project	1
3.4 Total number of hours in the curriculum	28	out of which: 3.5 lecture	14	3.6 seminar/ laboratory/ project	14
Time allocation					hours
Study of textbooks, course support, bibliography and notes					14
Additional documentation in libraries, specialized electronic platforms, and field research					54
Preparation of seminars/ laboratories/ projects, homework, papers, portfolios, and essays					12
Tutorial					2
Examinations					2
Other activities					2
3.7 Total number of hours of student activity		86			
3.8 Total number per semester		100			
3.9 Number of credits ⁵⁾		4			

4. Prerequisites (if applicable)

4.1 curriculum-related	<ul style="list-style-type: none"> Thorough knowledge of the subjects in the undergraduate program, especially English phonetics, phonology and lexicology.
4.2 competences-related	<ul style="list-style-type: none"> Ability to identify the differences in pronunciation and vocabulary between different versions of English.

5. Conditions (if applicable)

5.1 for course development	<ul style="list-style-type: none"> -
5.2 for seminar/ laboratory/ project development	<ul style="list-style-type: none"> Access to the internet to watch short interviews with speakers of different versions of English

6. Specific competences and learning outcomes

Professional competences	<p>Cognitive skills - understanding the development of the Anglo-American language, literature and culture and the identity elements of the Anglo-American space</p> <p>Cp2. Knowledge of the typology of the English language and the Anglo-American linguistic diasystem</p> <p>L.O.2. The graduate solves various professional situations that require knowledge of the Anglo-American linguistic diasystem</p> <p>Cp3. Knowledge of the most important and most recent models and trends in English language research</p> <p>L.O.3. The graduate integrates modern research models and trends of the English language in different professional situations</p> <p>Applied-practical skills - the ability to identify and use sources of information needed to solve new problems</p> <p>Cp4. Knowledge of techniques for analyzing different language structures</p> <p>L.O.4. The graduate integrates and pertinently applies the analysis of linguistic structures in various professional situations</p>
Transversal competences	<p>Ct1. knowledge of communication and cooperation strategies in professional and/or intercultural contexts</p> <p>L.O.1. The graduate is able to communicate ideas, values, attitudes in English effectively and appropriately in different contexts.</p> <p>Ct2. know how to apply acquired knowledge in different professional and research situations</p> <p>L.O.2. The graduate is able to organize his/her professional and research work effectively and creatively.</p>

7. Course objectives (resulting from the specific competences to be acquired)

7.1 General course objective	<ul style="list-style-type: none"> - Delineation of the specific research field of dialectology. - Defining the concept of 'new English'/ 'new variants of English' - Presentation of the reasons for the emergence of new variants, the processes through which they have evolved and the characteristic features of each.
7.2 Specific objectives	<ul style="list-style-type: none"> - To develop students' ability to identify common features of several variants, but also specific features of each variant at all levels of the language. - Acquiring an impartial, objective attitude towards 'new English' and tolerance of speakers whose variant of English differs greatly from that spoken by the students. - Develop a high level of interpersonal competence with speakers of New English.

8. Content

8.1 Course	Teaching methods	Number of hours	Remarks
1. Basics: linguistic variation, levels of linguistic variation, classification of new variants of English	exposure in ID technology	2	
2. English on the European continent - British English.	exposure in ID technology	2	
3. English on the American continent - US and Canadian English	exposure in ID technology	2	
4. Southern Hemisphere English - Australian and New Zealand English	exposure in ID technology	2	
5. Asian English - Indian English, Singapore English	exposure in ID technology	2	
6. African English - Cameroonian, Kenyan and South African English	exposure in ID technology	2	
7. Current development of the English language: general overview; English as a foreign language	exposure in ID technology	2	
Bibliography Kachru, Y. & Smith, L. E. (2008), <i>Cultures, Contexts, and World Englishes</i> , New York and London: Routledge Pyles, Th. & Algeo, UJ. (1993), <i>The Origins and Development of the English Language</i> , 4 th edition, New York, Sydney, London: Harcourt Brace Jovanovich College Publishers, Saxena, M & Omoniye, T (eds.) (2010) <i>Contending with Globalization in World Englishes</i> , Bristol, Toronto: Multilingual Matters			

<p>Schreier, D., Trudgill, P., Schneider, E. W., Williams, J. P. (eds), (2010), <i>The Lesser Known Varieties of English</i>, Cambridge: Cambridge University Press</p> <p>Trudgill, P. & Chambers, J. (1994) <i>Dialectology</i>, Cambridge: CUP.</p> <p>Trudgill, P. (1992), <i>The Dialects of England</i>, Oxford UK& Cambridge USA: Blackwell,.</p> <p>Wells, J.C. (1982), <i>Accents of English</i>, Cambridge: CUP</p> <p>Wolfram, W. (1991), <i>Dialects of American English</i>, Englewood Cliff, New York: Prentice Hall,</p> <p>Wolf, H.G., Polzenhagen, F. (2009) <i>World Englishes: A Cognitive Sociolinguistic Approach</i>, Berlin: Mouton de Gruyter</p> <p>Teaching material in ID technology: Elena Buja – <i>Varieties of English</i>, curs în tehnologie ID (format electronic) pentru anul II, sem. I, actualizat în 2016.</p>			
8.2 Seminar/laboratory/project	Teaching-learning methods	Number of hours	Remarks
English on the European continent - British English English on the American continent - US and Canadian English	alternating exposure with interactive method	2	topic in the subject calendar
English on African soil - Cameroonian, Kenyan and South African English	alternating exposure with interactive method	2	topic in the subject calendar
Southern Hemisphere English - Australian and New Zealand English English of the Asian continent - Indian English, Singaporean English English language development: an overview	alternating exposure with interactive method	3	topic in the subject calendar
<p>Bibliography</p> <p>Algeo, J. (2006), <i>British or American English. A Handbook of Word and Grammar Patterns</i>, Cambridge: Cambridge University Press</p> <p>Kachru, Y & Smith, L. E. (2008), <i>Cultures, Contexts, and World Englishes</i>, New York and London: Routledge</p> <p>Hoffmann, Th & Siebers, L. (eds) (2009) <i>World Englishes – Problems, Properties and Prospects</i>. Amsterdam: John Benjamins Publishing Co.</p> <p>Lim, L. (2004), <i>Singapore English</i> Amsterdam: John Benjamins Publishing Co.</p> <p>Sedlatschek, A. (2009), <i>Contemporary Indian English: Variation and Change</i>, Amsterdam: John Benjamins</p> <p>http://khnt.hit.uib.no/icame/manuals/kolhapur/INDEX.HTM</p> <p>http://www.ucl.ac.uk/english-usage/ice/</p> <p>Teaching material in ID technology: Elena Buja – <i>Varieties of English</i>, curs în tehnologie ID (format electronic) pentru anul II, sem. I, actualizat în 2016.</p>			

9. Correlation of course content with the demands of the labour market (epistemic communities, professional associations, potential employers in the field of study)

Students will acquire: a) high communicative competence and the ability to identify different (more familiar or less familiar) variants of English; b) tolerance of linguistic diversity.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of the final grade
10.4 Course	Fit to the requirements, logical argumentation, use of subject-specific metalanguage, writing (correctness of expression, coherence of expression), originality.	Colloquium	50%

10.5 Seminar/ laboratory/ project	Fit to the requirements, logical argumentation, use of subject-specific metalanguage, writing (correctness of expression, coherence of expression), originality.	Checks during the semester	50%
10.6 Minimal performance standard			
<ul style="list-style-type: none"> Identifying new variants of English; Ability to detect specific features of these. 			

This course outline was certified in the Department Board meeting on 23/09/2024 and approved in the Faculty Board meeting on 23/09/2024.

Conf. dr. Adrian LĂCĂTUȘ, Dean	Prof. dr. Răzvan SĂFTOIU, Head of Department
Prof.dr. Elena BUJA, Course holder	Prof.dr. Elena BUJA, Holder of seminar/ laboratory/ project

Note:

- 1) Field of study – select one of the following options: Bachelor / Master / Doctorat (to be filled in according to the forceful classification list for study programmes);
- 2) Study level – choose from among: Bachelor / Master / Doctorat;
- 3) Course status (content) – for the Bachelor level, select one of the following options: **FC** (fundamental course) / **DC** (course in the study domain)/ **SC** (speciality course)/ **CC** (complementary course); for the Master level, select one of the following options: **PC** (proficiency course)/ **SC** (synthesis course)/ **AC** (advanced course);
- 4) Course status (attendance type) – select one of the following options: **CPC** (compulsory course)/ **EC** (elective course)/ **NCPC** (non-compulsory course);
- 5) One credit is the equivalent of 25 study hours (teaching activities and individual study).