Università di Firenze Dipartimento di Formazione, Lingue, Intercultura, Letterature e Psicologia

L-11 Corso di Studio in Lingue, Letterature e Studi Interculturali III anno Lingua Inglese 3 I Sem.

Corso in Lingua e Cultura degli U.S.A. John Gilbert

**Final course evaluation**:

1) **Ellis Island essay**: grade of *insufficiente, sufficiente, discreto, buono* or *ottimo.*

2) **Written examination** (3 hours): **Part I** 3 short answer questions (30 points) **Part II** 2 Short Essays (minimum 350 words each; 60 points): Total of 90 points. Use *fogli protocollo.*

N.B. *Prova scritta in presenza* Tuesday 16.01.24 9.30-12.30  *Aula* 001 Via Santa Reparata.

3) **Oral examination**: for students who do not sit the written exam or who do not wish to accept the exam grade, it will be possible to do an oral examination covering the course program.

**Material to prepare for the written and/or oral examination**

 1) Class lectures, handouts (listed below & available on Moodle) and notes.

 2) Unit 1 [Introduction to Course on Language and Culture of the U.S.A.](https://formstudelearning.unifi.it/mod/resource/view.php?id=13149)

 3) Unit 2 [From Standard English to World English](https://formstudelearning.unifi.it/mod/resource/view.php?id=13148)

 4) [History of English](https://formstudelearning.unifi.it/mod/resource/view.php?id=13413) exercise (adapted from *Oxford English Reference Dictionary,* OUP, 1996).

 5) [Map of World English](https://formstudelearning.unifi.it/mod/resource/view.php?id=13154)

 6) [Unit](https://e-l.unifi.it/mod/resource/view.php?id=502719) 3 [Differences in British and North American English](https://formstudelearning.unifi.it/mod/resource/view.php?id=13147)

 7) [North American ("General American") English vowels & British ("Received Pronunciation"} English Vowels](https://formstudelearning.unifi.it/mod/resource/view.php?id=13451)

 8) [British-North American Spelling Differences](https://formstudelearning.unifi.it/mod/resource/view.php?id=13157)

 9) [British-North American Lexical Differences](https://formstudelearning.unifi.it/mod/resource/view.php?id=13153)

10) Unit 4 [English in the Americas](https://formstudelearning.unifi.it/mod/resource/view.php?id=13143)

11) [Lexical Contributions to North American English](https://formstudelearning.unifi.it/mod/resource/view.php?id=13444)

12) Unit 5 [Regional Varieties of North American English](https://formstudelearning.unifi.it/mod/resource/view.php?id=13146)

13) [Map of Regional North American English](https://formstudelearning.unifi.it/mod/resource/view.php?id=13152)

14) Unit 6 [Afro-American Vernacular English (AAVE)](https://formstudelearning.unifi.it/mod/resource/view.php?id=13145)

15) [Unit 7: Latino/Latin@/Latinx/Hispanic English](https://formstudelearning.unifi.it/mod/resource/view.php?id=13450)

16) [Unit 8: The Multicultural Origins of Halloween](https://formstudelearning.unifi.it/mod/resource/view.php?id=13761)

17) [Halloween paragraph-reordering exercise](https://formstudelearning.unifi.it/mod/resource/view.php?id=13190)

18) ["Christopher Columbus," adapted from Howard Zinn, A People's History of the United States (NY: Harper Collins, 1999).](https://formstudelearning.unifi.it/mod/resource/view.php?id=13831)

19) [”The Invention of Christopher Columbus, American Hero: How the founding fathers turned Christopher Columbus, a mediocre Italian sailor and mass murderer, into a historical icon” by E. Burmila.](https://e-l.unifi.it/mod/resource/view.php?id=437212)

20) [“Columbus Day No Reason to Celebrate” By Mary Annette Pember, 6 October 2006 The Salt Lake Tribune, Salt Lake City, Utah](https://formstudelearning.unifi.it/mod/resource/view.php?id=13834) Paragraph reordering exercise.

21) Handout on [Thanksgiving: Myth and Reality](https://formstudelearning.unifi.it/mod/resource/view.php?id=13424)

22) Exercise on “[Native Americans and Thanksgiving”](https://e-l.unifi.it/mod/resource/view.php?id=437217) (*United American Indians of New England,* 1997).

23) Exercise on [“The Un-Pilgrims” by Russel Shorto, 27 November 2003, The New York Times](https://formstudelearning.unifi.it/mod/resource/view.php?id=13425)

24) Exercise on [The Origins of May Day](https://formstudelearning.unifi.it/mod/resource/view.php?id=13427)

25) [The Origins of 8 March - International Women’s Day (exercise 1)](https://formstudelearning.unifi.it/mod/resource/view.php?id=13433)

26) [The Origins of International Women’s Day (exercise 2)](https://formstudelearning.unifi.it/mod/resource/view.php?id=13460)

27) [1960s background to the Stonewall Rebellion](https://formstudelearning.unifi.it/mod/resource/view.php?id=13835)

28) Exercise on [“Stonewall Rebellion & Origins of Gay Pride Day”.](https://e-l.unifi.it/mod/resource/view.php?id=437221)

29) Dr. Martin Luther King, Jr.’s ["I Have a Dream" Speech](https://e-l.unifi.it/mod/resource/view.php?id=437222) at the 1963 Poor People’s March on

Washington.

**Concepts and subjects to review for the final examination**

language, standard language and process of standardization

language dialects and varieties

culture

identity

multicultural, intercultural

origins and history of English

standardization of English

ENL, ESL, EFL and world English

differences between British and North American English

English in the Americas

historical development of North American English

process of koinéization: dialect contact

language contact

varieties of North American English

Halloween, Columbus Day, Thanksgiving, May Day, International Women’s Day,

The Stonewall Rebellion and Gay Pride Day

The Civil Rights Movement and Martin Luther King’s speech “I Have a Dream”