

**COURSE DATA****Data Subject**

Code	35334
Name	Practical criticism applied to English literature
Cycle	Grade
ECTS Credits	6.0
Academic year	2021 - 2022

Study (s)

Degree	Center	Acad. year	Period
1000 - Degree in English Studies	Faculty of Philology, Translation and Communication	1	Second term

Subject-matter

Degree	Subject-matter	Character
1000 - Degree in English Studies	6 - Introduction to English literature studies	Obligatory

Coordination

Name	Department
ALONSO RECARTE, CLAUDIA	155 - English and German

SUMMARY

This course has two basic components and purposes.

A 'critical' component aims to guide students in the practical application to literary texts in English of a variety of critical approaches and of key concepts in the study of language, literature and culture. Emphasis is placed in helping students develop the critical skills needed to understand and provide a reasoned response to texts in English in relation to issues such as gender relations, social stratification, ideological censure or religious and philosophical questions. Selected literary works in English will be used throughout the course as reference texts on which different approaches will be applied. (See content units 1 to 4).

A 'technical' component aims to guide students in scholarly habits and in the use of resources for English Studies (including new technologies of information and communication) in order to locate and synthesize information (bibliographies, databases) and to present their own ideas (papers, projects, oral and audiovisual presentations) following citation conventions and avoiding plagiarism. (See content units 5 to 6)



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

None.

OUTCOMES

1000 - Degree in English Studies

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Demonstrate, within the field of English Studies, an ethical attitude that focuses on aspects such as gender equality, equal opportunities, the values of the culture of peace and democracy and a sensitiveness regarding environmental problems and sustainability while, at the same time, knowing about and being able to appreciate linguistic diversity and multiculturalism.
- Apply ICT and computer programs, either locally or through a network, in the field of English Studies.
- Demonstrate communicative and social competence in the English language (oral and written comprehension and expression, communicative interaction and mediation that includes correct grammar and style).
- Develop a critical ability to explain literary texts in English and to identify aesthetic conventions, movements, periods, genres, authors and works in English language and their modes of production.
- Know and apply the currents and methodologies of literary theory and criticism.

LEARNING OUTCOMES

Having successfully completed the course, students will be able to

- explain the basic theoretical premises, aims and methods of the types of literary criticism covered in this course,
- synthesize how a literary text seen in class can be variously interpreted from the critical perspectives covered in this course,
- formulate questions on a literary text from several critical approaches
- apply the critical concepts and methods of some of the approaches seen in class to a literary text in



English,

- explain the critical approach(es) used in a given piece of literary criticism,
- write a well-structured essay using conventional academic English at B1 level,
- find reliable sources of information for their work,
- show the origins of the ideas employed in their writing by referencing their sources according to the MLA style,
- organize the list of works cited in their essays using the MLA referencing style,
- apply the information and communication technologies used in class to their own work.

DESCRIPTION OF CONTENTS

1. From the pre-critical response to critical approaches: an overview

2. Contextual approaches: a survey of frameworks through which to criticize a work as representing extrinsic realities (psychological, social, economic, political, cultural), and as reproducing ideological, moral, philosophical and religious world-views.

3. Intertextual approaches: from translation to adaptation theory

4. Reader-response theory and reception-oriented approaches: criticizing a work in relation to readers interpretive strategies, competences, codes, conventions and identity and its reception in home and foreign cultures.

5. A guide to scholarly writing: reading and academic writing conventions, argumentative and structural coherence, conventional words and phrases, documentation (referencing sources of information following standard styles in the Humanities) and avoiding plagiarism. MLA style (comparison with APA and Chicago styles).

6. New technologies of information and communication applied to English Studies: introduction to computational tools such as reference management, databases, accessing and assessing primary and secondary sources.

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	60,00	100
Study and independent work	60,00	0
Preparation of evaluation activities	30,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

The course attempts to give more emphasis to practice than to theory, and to proceed from examining practical cases (of critical methods applied to specific texts, of real academic essays) to understanding theoretical frameworks, critical concepts and guidelines to scholarly writing.

Theory-based classes: lectures and case studies .

Lectures will focus on clarification and discussion of key concepts and techniques rather than on exposition of matter students can find in the dossiers and bibliography. Consequently students are expected to work on assigned tasks (reading sections from course dossiers, answering questions set in advance) before attending class.

Practical classes: problem solving and case studies

Other activities: tutorials for orientation in preparing papers and projects.

EVALUATION

Assessment breakdown in the First and Second Calls:

- A written essay: 50%
- A written exam: 30%
- Activities carried out throughout the course and active participation in class: 20%

In order to pass the subject, students must obtain a minimum of a 5 in both their written essay and their written exam. For the second call, they will only have to repeat the activity that has not reached that 5-point minimum.



The mark obtained in the “activities carried out throughout the course and active participation in class” will be carried over to the second call. This mark shall not be reassessed in the second call, but will remain the same as in the first call.

The ability to communicate at the B2 (CEFR level) is required to pass the course as a whole. Students whose communication (written and/or oral) displays errors that are not consistent with the above level will fail the module regardless of their performance related to the course contents.

Assessment criteria for the paper/essay:

- adequate organization of concepts, argumentation and writing skills
- originality and relevance
- management of delivery terms
- good research for bibliography and information
- proper documentation
- avoidance of plagiarism
- use of correct academic English

Plagiarism will not be tolerated; it is a serious academic offence. Any student who is found to have committed plagiarism in his/her work for the course will face serious consequences which will lead to failing the whole subject.

REFERENCES

Basic

- Guerin, W. L. et al. *A Handbook of Critical Approaches to Literature*. Oxford University Press, 1992. 5th edition, 2005.
- Pope, Rob. *The English Studies Book*. Routledge, 1998.
- Oshima, Alice, and Ann Hogue. *Writing Academic English*. Longman, 2006.
- Murfin, Ross and S. M. Ray. *The Bedford Glossary of Critical and Literary Terms*. 3rd ed., Bedford/St. Martin, 2009.
- McCormack, Joan and John Slaght. *English for Academic Study: Extended Writing & Research Skills*. Garnet, 2009.
- Whitla, William. *The English Handbook. A Guide to Literary Studies*. Wiley-Blackwell, 2010.



Additional

- Complementary references will be detailed in the specific course syllabus for each academic year.

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

HYBRID LEARNING MODE (BLENDED)

1. Contents

Contents remain the same as in the original teaching guide.

2. Workload and teaching schedule

Percentages of the different activities that amount to the totality of the hours / ECTS credits remain the same as in the original teaching guide.

3. Methodology

1. Face-to-face theoretical/practical sessions + synchronous BBC online sessions
2. Face-to-face theoretical/practical sessions + uploading of material and resources onto AV
3. Face-to-face theoretical/practical sessions + presentations with recorded voice-overs
4. Face-to-face theoretical/practical sessions + tasks on AV
5. Other: Face-to-face theoretical/practical sessions + tasks on other digital platforms



4. Assessment

The breakdown for the assessment remains the same: written essay (50%), written exam (30%), and activities carried out throughout the course and active participation in class (20%).

5. Bibliography

The recommended bibliography remains the same because it may be accessed by the student.

DISTANCE (ONLINE) LEARNING

1. Contents

Contents remain the same as in the original teaching guide.

2. Workload and teaching schedule

Percentages of the different activities that amount to the totality of the hours / ECTS credits remain the same as in the original teaching guide.

3. Methodology

1. Synchronous BBC online sessions
2. Presentations with recorded voice-overs
3. Forum debates
4. Uploading of material onto AV



5. Activities carried out through AV
6. Other: activities carried out through other online platforms

4. Assessment

The breakdown for the assessment remains the same: written essay (50%), written exam (30%), and activities carried out throughout the course and active participation in class (20%).

5. Bibliography

The recommended bibliography remains the same because it may be accessed by the student.