



COURSE DATA

Data Subject

Code	35740
Name	Introduction to English literature
Cycle	Grade
ECTS Credits	6.0
Academic year	2019 - 2020

Study (s)

Degree	Center	Acad. year	Period
1001 - Degree in Catalan Studies	Faculty of Philology, Translation and Communication	3	Second term
1002 - Degree in Classical Philology	Faculty of Philology, Translation and Communication	3	Second term
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Faculty of Philology, Translation and Communication	3	Second term
1008 - Degree in Modern Languages and Literatures	Faculty of Philology, Translation and Communication	3	Second term

Subject-matter

Degree	Subject-matter	Character
1001 - Degree in Catalan Studies	24 - Minor in English studies	Optional
1002 - Degree in Classical Philology	26 - Minor in English studies	Optional
1003 - Degree in Hispanic Studies, Spanish Language and Literature	43 - Minor in English	Optional
1008 - Degree in Modern Languages and Literatures	17 - Minor in English studies	Optional

Coordination

Name	Department
COPERIAS AGUILAR, MARIA JOSE	155 - English and German



SUMMARY

The course seeks to provide students with guidelines about how to read and build a critical response to fiction, plays and poems of English literature; and to familiarize them with the main conventions, genres, works and authors in the different periods of English-speaking literatures in Great Britain, Ireland and the Commonwealth. Students are expected to be able to locate individual works and authors in their historical and cultural context, and to gain knowledge of the basic techniques and conventions of playwriting, the writing of poems, and the writing of prose and fiction.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

OUTCOMES

1001 - Degree in Catalan 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 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.
- Be familiar with a literature in a language other than the main Degree language.
- Know the grammar and develop communicative competences in (a) foreign language(s).
- Apply information and communication technologies and computer tools to language studies.

1002 - Degree in Classical Philology

- 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 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.
- Know the grammar and develop communicative competences in (a) foreign language(s).
- Apply information and communication technologies and computer tools to language studies.



1003 - Degree in Hispanic Studies, Spanish Language and Literature

- 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 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.
- Be familiar with a literature in a language other than the main Degree language.
- Know the grammar and develop communicative competences in (a) foreign language(s).
- Apply information and communication technologies and computer tools to language studies.

1008 - Degree in Modern Languages and Literatures

- 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 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.
- Be familiar with a literature in a language other than the main Degree language.
- Know the grammar and develop communicative competences in (a) foreign language(s).
- Apply information and communication technologies and computer tools to modern languages and literatures.

LEARNING OUTCOMES

Having successfully completed the course, students will be able to

- locate individual works and authors in their historical and cultural context
- describe the conventions and techniques used in specific texts as related to genres, periods and movements in English literature,
- identify passages from literary works in English that they have read
- explain the way the meaning and effect of a literary text are conveyed through its linguistic choices in a stylistic commentary 'close reading' or 'practical criticism' essay
- translate a text in English into the official languages of the Valencian Community

DESCRIPTION OF CONTENTS



1. Contexts and definitions. What is English literature? The problems of periodization and of canon formation in English literature. [References: Whitla, chapter 1; Bate, "What is it"; Rainsford, "Canons"]

2. Introduction to reading and analysing English literature. Close reading. How to write a critical and stylistic analysis of short literary texts (explaining the interaction between meaning and linguistic and formal choices) [Ref.: Miller; Peck and Coyle; "Introduction to Practical Criticism"].

3. How to read a poem. Rhythm and metre (accentual and accentual-syllabic systems) in English literature; types of rhyme; verse forms and stanzas; imagery; main genres in the English poetic tradition [Ref.: Lennard; Cavanagh, chapters 5, 6, 7 ; Whitla, ch. 7]. Stylistic analysis of short poems from the early modern, 18th-century, Romantic, Victorian periods, and 20th and 21st centuries.

4. How to read a play. Dramatic text (roles, speeches and dialogue, stage directions) and performance. Main genres in the English dramatic tradition. [Cavanagh, ch. 17 ; Whitla, ch. 7] Close reading of a Shakespeare play and of an illusionistic-mode play. Stylistic analysis of dramatic fragment.

5. How to read fiction. Story and narration; narrators (levels, participation in the story, perceptibility, reliability); focalization (point of view); speech and thought representation. Main narrative genres in English literature. [Ref.: Rimmon-Kenan, ch. 6, 7 and 8; Cavanagh, ch. 12; Whitla, ch. 6] Close reading of a novel or short story. Stylistic analysis of a narrative fragment.

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



In-class activities

Critical evaluation of primary and secondary source material: In-class discussion of the most outstanding and controversial issues relating to the major genres, historical periods, intellectual contexts, literary movements, key authors and works.

Lectures will focus on clarification and discussion of key concepts and techniques for students rather than on exposition of matter they 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.

Close-reading of relevant texts taking into account the texts' specific circumstances of production and reception.

Other activities: Tutorials for individual orientation.

EVALUATION

Assessment breakdown in the First and Second Calls:

- Individual written exam : 40%
- Critical and stylistic analysis : 40%
- Activities carried out during the course : 20%

In order to pass the subject, students must obtain a minimum of a 5 in both their written exam and their critical and stylistic analysis. 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 during the course” 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.

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**

- Abrams, M.H. *A Glossary of Literary Terms*. 7th ed., Heinle & Heinle, 1999.
- Bate, Jonathan. *English Literature: A Very Short Introduction*. Oxford UP, 2016,
- Cavanagh, Dermot et al. *The Edinburgh Introduction to Studying English Literature*. Edinburgh UP, 2010. [UV online access]
- Greenblatt, Stephen, gen. ed. *The Norton Anthology of English Literature*. Norton, 2006.
- *Introduction to Practical Criticism The Virtual Classroom*. University of Cambridge. <https://www.english.cam.ac.uk/classroom/pracrit.htm>
- Lennard, John. *The Poetry Handbook : a Guide to Reading Poetry for Pleasure and Practical Criticism*. 1996. Oxford UP, 2005 [UV online access]
- Mikics, David. *A New Handbook of Literary Terms*. Yale UP, 2007. [UV online access]
- Miller, Lindy. *Mastering Practical Criticism*. Palgrave, 2001.
- Peck, J. and M. Coyle. *Practical Criticism*. Macmillan, 1995.
- Rainsford, Dominic. *Studying Literature in English: An Introduction*. Oxford UP, 2014.
- Rimmon-Kennan, Shlomit. *Narrative Fiction*. 1983. 2nd ed., London, 2002
- Whitla, William. *The English Handbook. A Guide to Literary Studies*. Wiley-Blackwell, 2010.

Additional

- Gómez Lara, Manuel J., and Juan A. Prieto Pablos. *The Ways of the Word: an Advanced Course on Reading and the Analysis of Literary Texts*. Universidad de Huelva, 1994.
- Fraser, G. S. *Metre, Rhyme and Free Verse*. Routledge, 1991
- Harmon, William and C. Hugh Holman. *A Handbook to Literature*. Prentice Hall, 2000.
- Murfin, Ross and Suprya M. Ray. *The Bedford Glossary of Critical and Literary Terms*. Bedford/St. Martin's / Palgrave Macmillan, 2009.
- Peck, John. *How to Study a Poet*. Palgrave, 1988.
- Peck, John, and Martin Coyle. *How to Study a Shakespeare Play*. 2nd ed., Palgrave, 1995.
- Peck, John. *How to Study a Novel*. Palgrave, 1995.
- Wales, Katie. *A Dictionary of Stylistics*. Longman, 1991.
- Widdowson, Peter. *The Palgrave Guide to English Literature and its contexts, 1500-2000*. Palgrave Macmillan, 2004
- Additional bibliography and electronic resources will be indicated during the course.
- HISTORIES OF ENGLISH LITERATURE (SELECTION)
 - Alexander, Michael. *A History of English Literature*. Palgrave Macmillan, 2013.
 - Baugh, Albert, ed. *A Literary History of England*. 2nd ed., Routledge and Kegan Paul, 1967. 4 vols.
 - Burgess, Anthony. *English Literature: A Survey for Students*. Longman, 1974
 - Carter, R. and J. McRae. *The Routledge History of English Literature: Britain and Ireland*. 2nd ed., Routledge, 2001.
 - Daiches, David. *A Critical History of English Literature*. Secker and Warburg, 1972-74. 4 vols.
 - Peck, John and Martin Coyle. *A Brief History of English Literature*. Palgrave, 2002.



ADDENDUM COVID-19

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

1. Contents

Contents are unaffected and thus will remain the same as those described in the Teaching Guide.

2. Workload and planning

There will not be changes in the scheduled planning although the methodology will be adapted.

3. Teaching Methodology

The lecturer will use the following methods:

Method 1: Teaching resources + public forum

Method 3: Live videoconference

On the other hand, she will offer private tutorial support sessions as usual, via email, and through private video conferences.

4. Assessment

CHANGES IN THE ASSESSMENT BREAKDOWN FOR THE FIRST AND SECOND CALL:

-Activities carried out during the course: 20%

There will not be any changes. The mark obtained in the “Activities carried out during the course” 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.

-Critical and stylistic analysis of a chosen poem: 40%

Students will choose a poem from the reading list and will submit a critical and stylistic analysis (750-1200 words). The deadline to upload the task to AULA VIRTUAL will be 20 May 2020.

-A short questionnaire for a guided critical analysis of a dramatic text or narrative excerpt: 40 %.



An exercise with 4 questions including the analysis of an excerpt will be uploaded on 20 May. Students will be given two options and will have to upload their answers to one of them to AULA VIRTUAL.

Deadline: 5 June 2020.

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

Deadline to submit the activities for the second call: 29 June 2020.

Plagiarism is a serious offence and it will not be tolerated in this course. In case of suspected plagiarism the lecturer may require an additional interview by video conference with students to test their knowledge and critical skills.

5. References

Although the basic and complementary bibliographical references are still recommended, the lecturer will prioritise the contents in the teaching resources uploaded to Aula Virtual.