

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

<b>Code</b>	44226
<b>Name</b>	Editing English literary texts
<b>Cycle</b>	Master's degree
<b>ECTS Credits</b>	3.0
<b>Academic year</b>	2023 - 2024

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
2196 - M.D. in Advanced English Studies	Faculty of Philology, Translation and Communication	1	Second term
2243 - M.D. in Advanced English Studies	Faculty of Philology, Translation and Communication	1	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
2196 - M.D. in Advanced English Studies	3 - Editing english literary texts	Obligatory
2243 - M.D. in Advanced English Studies	3 - Editing English literary texts	Obligatory

**Coordination**

<b>Name</b>	<b>Department</b>
RIBES TRAVER, PURIFICACION	155 - English and German

**SUMMARY**

The subject *Editing English literary texts* is a useful tool both for students trying to assess the different editions available in the marketplace and for those interested in making their own contribution to the field of Text Editing.

As the field of Text Editing has been the source of substantial critical debate over the past decades, attention is paid to the most outstanding approaches and their practical application to the assessment and edition of texts.



The course is divided into five units which address the following issues:

1. Methodological approaches to scholarly editing
2. How to deal with substantives and accidentals
3. The annotation of texts
4. How to edit different versions of a work
5. The marketplace and the politics of publication

## 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

### 2196 - M.D. in Advanced English Studies

- Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.
- Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.
- Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.
- Students should demonstrate self-directed learning skills for continued academic growth.
- Students should possess and understand foundational knowledge that enables original thinking and research in the field.
- Advanced ability to understand from a more complex perspective than that of undergraduate studies those concepts, principles, theories, or models related to different areas of English Studies.
- Advanced ability to understand from a more complex perspective than that of undergraduate studies the methodology required for solving problems specific to the field of English Studies.
- Ability to publicly present from an advanced and more complex perspective than that of undergraduate studies experiences, ideas, or reports within the field of English Studies.



- Ability to make informed judgments using established criteria and personal reflections. Achievement of proficiency in academic and scientific-technical English, both in written and oral forms.
- Ability to identify fundamental methodologies, theories, topics, and terminological, theoretical, formal, and ideological principles necessary for initiating linguistic or literary research in English Studies.
- Ability to interpret and analyze texts that represent the linguistic and cultural diversity of contemporary English-speaking societies. Students should be able to reflect on their significance, considering their sociolinguistic, historical, political, and cultural contexts, as well as the impact of globalization on culture, within the field of English Studies.
- Ability to apply theoretical knowledge and skills to conduct critical, rigorous analysis using various tools, including printed and digital formats (ICT), within English Studies.
- Ability to develop autonomy in learning, including resource and information search, and to access bibliographic and documentary sources in different areas of English Studies.
- Ability to organize, structure, and develop ideas in various academic documents, such as essays, technical reports, and advanced research projects masters theses within the field of English Studies.

## LEARNING OUTCOMES

Upon completion of the subject *Editing English Literary Texts*, students will have acquired the competences and skills that enable them to distinguish between different kinds of editions and therefore allow them to choose those that better suit their interests. Moreover, they will have acquired the basic tools that make it possible for them to undertake text editing.

## DESCRIPTION OF CONTENTS

### 1. GENERAL INTRODUCTION TO THE SUBJECT

General Introduction to Editing English Literary Texts: theoretical and practical aspects.

### 2. METHODOLOGICAL APPROACHES TO SCHOLARLY EDITING

2.1 Looking for authorial intention?

2.2 Socially-based editions

2.3 The editor as mediator between the text and its reader

The following texts will be discussed in class: HOLDERNESS, 2003: 158-178; MURPHY, 2007: 93-108; HONIGMAN, 2004: 77-94; WOULDHUYSEN, 2004: 37-49; MARCUS, 2007: 129-144. In-class discussions will be supplemented with practical exercises.



### **3. DEALING WITH SUBSTANTIVES AND ACCIDENTALS**

- 3.1 Omissions and Additions
- 3.2 Spelling
- 3.3 Punctuation
- 3.4 Capitalization
- 3.5 Orthography
- 3.6 Font
- 3.7 Lination
- 3.8 Act and Scene Division
- 3.9 Speech Prefixes
- 3.10 Stage Directions

The following texts will be discussed in class: ERNE, 2003: 131-173; COX, 2004: 178-194; JOWETT, 2008: 115-135 & 136-157. In-class discussions will be supplemented with practical exercises.

### **4. ANNOTATING LITERARY TEXTS**

- 4.1 Textual Notes
- 4.2 Explanatory Notes

The following texts will be discussed in class: BEVINGTON, 2007: 165-185; CORDNER, 2007: 181-198. In-class discussions will be supplemented with practical exercises.

### **5. EDITING DIFFERENT VERSIONS OF A WORK**

- 5.1 Conflated editions
- 5.2 Multiple-version editions

Students will make their own proposals on specific texts with two or more substantial variants.

### **6. THE MARKETPLACE AND THE POLITICS OF PUBLICATION**

- 6.1 Scholarly editions
- 6.2 Editions aimed at the general reader
- 6.3 Performance editions
- 6.4 Electronic editions

The following texts will be discussed in class: JOWETT, 2008: 158-169; SMITH, 2007: 117-31; WEST, 2007: 71-91; SCHAFER, 2006: 198-212; LAVAGNINO, 2004: 194-210; BEST, 2007: 145-163. In-class discussions will be supplemented with practical exercises.



## WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	24,00	100
Study and independent work	10,00	0
Preparing lectures	16,00	0
Preparation of practical classes and problem	10,00	0
Resolution of case studies	15,00	0
<b>TOTAL</b>	<b>75,00</b>	

## TEACHING METHODOLOGY

### TEACHING METHODOLOGY

**Critical evaluation of primary and secondary source material:** In-class discussion of the most outstanding and controversial issues relating to the edition of English literary texts.

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 before attending class.

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

Texts (whether theoretical, practical or a combination of both) to be discussed in class will be announced in advance.

Other activities: Tutorials for individual orientation.

## EVALUATION

### ASSESSMENT BREAKDOWN FOR THE FIRST CALL

Assessment of class attendance and active participation (20%)

Assessment of acquired skills and competences from written and/or oral evidence (30%)

Assessment of acquired skills and competences through written and/or oral assignments (50%)

### ASSESSMENT BREAKDOWN FOR THE SECOND CALL





Assessment of class attendance and active participation (20%)

(This mark will be saved from the first call)

Assessment of acquired skills from written and/or oral evidence (30%)

(Students who have failed these activities in the first call will have to repeat them for the second call)

Assessment of acquired skills through written and/or oral assignments (50%)

(Students who have failed these activities in the first call will have to repeat them for the second call)

Having another person or company do the writing of an assignment for you, which includes using artificial intelligence tools like ChatGPT, is considered plagiarism, thus a violation of academic integrity. It will automatically lead to a failing grade and MAES instructors reserve the right to conduct an investigation and reassess students who are suspected of having resorted to any sort of plagiarism in their work.

## REFERENCES

### Basic

- SCHAFER, Elizabeth. Performance Editions, Editing and Editors. *Shakespeare Survey* 59, 2006, 198-212.
- HOLDERNESS, Graham, Text and Tragedy" A Companion to Shakespeare's Works, Vol.I. The Tragedies. R. Dutton & J.E. Howard, eds. Oxford: Blackwell. 2003,158-178
- MURPHY, Andrew, The Birth of the Editor A Concise Companion to Shakespeare and the Text. Oxford: Blackwell, 2007, 93-108.
- WOULDHUYSEN, H.R. Work of permanent utility: editors and texts, authorities and originals. *Textual Performances. The Modern Reproduction of Shakespeares Drama*. Lukas Erne & Margaret J. Kidnie, eds. Cambridge: Cambridge University Press, 2004, 37-49.
- MARCUS, Leah. "Editing Shakespeare in a Postmodern Age" A Concise Companion to Shakespeare and the Text. Andrew Murphy, ed. Oxford: Blackwell, 2007, 129-144.
- COX, John D. Open stage, open page? Editing stage directions in early dramatic texts. *Textual Performances. The Modern Reproduction of Shakespeares Drama*. Lukas Erne & Margaret J. Kidnie, eds. Cambridge: Cambridge University Press, 2004, 178-194.
- JOWETT, John. Versification and Stage Directions. *Shakespeare and the Text*. Oxford University Press, 2008, pp 136-157.
- JOWETT, John. Emendation and Modernization. *Shakespeare and the Text*. Oxford University Press, 2008, pp 115-135.



- BEVINGTON, David. Working with the Text: Editing in Practice. A Concise Companion to Shakespeare and the Text. A. Murphy, ed. Oxford: Blackwell, 2007, 165-185.
- JOWETT, John. Texts for Readers. Shakespeare and the Text. Oxford University Press, 2008, pp. 158-169.
- SMITH, Helen. The Publishing Trade in Shakespeares Time, in Andrew MURPHY. A Concise Companion to Shakespeare and the Text. Blackwell, 2007, pp. 17-31.
- LAVAGNINO, John. Two varieties of digital commentary. Textual Performances. The Modern Reproduction of Shakespeares Drama. Lukas Erne & Margaret J. Kidnie, eds. Cambridge: Cambridge University Press, 2004, 194-210.
- BEST, Michael. "Shakespeare and the Electronic Text". A Concise Companion to Shakespeare and the Text. A. Murphy, ed. Oxford: Blackwell, 2007, 145-163.
- BLAKE, N.F. A Grammar of Shakespeares Language. Basingstoke: Palgrave, 2002.
- SHAKESPEARE, William. Editions and adaptations of Shakespeare. Cambridge: Chadwyck-Healey, 1995. Fulltext Database.