



Teaching Guide

Identifying Data				2013/14	
Subject (*)	Literatura Norteamericana 1	Code	613G03024		
Study programme	Grao en Inglés: Estudos Lingüísticos e Literarios				
Descriptors					
Cycle	Period	Year	Type	Credits	
Graduate	2nd four-month period	Third	Obligatoria	6	
Language	English				
Prerequisites					
Department	Filoloxía Inglesa				
Coordinador	Liste Noya, Jose	E-mail	jose.listen@udc.es		
Lecturers	Liste Noya, Jose	E-mail	jose.listen@udc.es		
Web					
General description	Introducción y estudio de los autores y textos más representativos de la literatura norteamericana desde sus orígenes coloniales hasta la Guerra Civil norteamericana.				

Study programme competences

Code	Study programme competences
A1	Coñecer e aplicar os métodos e as técnicas de análise lingüística e literaria.
A2	Saber analizar e comentar textos e discursos literarios e non literarios utilizando apropiadamente as técnicas de análise textual.
A3	Coñecer as correntes teóricas da lingüística e da ciencia literaria.
A6	Ter un dominio instrumental avanzado oral e escrito da lingua inglesa.
A9	Elaborar textos orais e escritos de diferente tipo en lingua galega, española e inglesa.
A10	Ter capacidade para avaliar criticamente o estilo dun texto e para formular propostas alternativas e correccións.
A14	Ser capaz para identificar problemas e temas de investigación no ámbito dos estudos lingüísticos e literarios e interrelacionar os distintos aspectos destes estudos.
A15	Ser capaz de aplicar os coñecementos lingüísticos e literarios á práctica.
A16	Ter un coñecemento avanzado das literaturas en lingua inglesa.
A17	Coñecer a historia e a cultura das comunidades anglófonas.
A18	Dominar a gramática da lingua inglesa.
A19	Coñecer a situación sociolingüística da lingua inglesa.
B1	Utilizar os recursos bibliográficos, as bases de datos e as ferramentas de busca de información.
B3	Adquirir capacidade de autoformación.
B4	Ser capaz de comunicarse de maneira efectiva en calquera contorno.
B5	Relacionar os coñecementos cos doutras áreas e disciplinas.
B6	Ter capacidade de organizar o traballo, planificar e xestionar o tempo e resolver problemas de forma efectiva.
B7	Ter capacidade de análise e síntese, de valorar criticamente o coñecemento e de exercer o pensamento crítico.
B8	Apreciar a diversidade.
B10	Comportarse con ética e responsabilidade social como cidadán/a e profesional.
C2	Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.
C4	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.
C7	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.

Learning outcomes

Subject competencies (Learning outcomes)	Study programme competences
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	A1 A2 A6 A10 A14 A15 A16 A18	B1 B3 B4 B5 B6 B7 B8 B10	C2 C4 C7
	A1 A2 A3 A6 A15 A16 A17 A18	B3 B5 B7 B8	C2
	A1 A2 A3 A6 A15 A16 A17 A18 A19	B3 B4 B5 B7 B8 B10	C2
Special attention will be paid for evaluation purposes to the student's ability to read closely and analyse critically, creatively and in an informed manner the set readings. Emphasis is placed on the development of one's writing skills through the articulation of personal and coherent responses to one's reading.	A1 A2 A6 A9 A10 A15 A16 A18	B1 B5 B7	C2

Contents	
Topic	Sub-topic



<p>1. The Literature of the Colonial and Republican periods: 1620-1820</p> <p>Early American Literature 1620-1820.</p> <p>1.1. Encountering (in) the New World</p> <p>John Smith, from The General History of Virginia, New England, and the Summer Isles. William Bradford, from Of Plymouth Plantation.</p> <p>1.2. Puritans and Native-Americans: Inhabiting America</p> <p>Anne Bradstreet, "The Prologue", "The Author to Her Book", "Before the Birth of One of Her Children", "In Memory of My Dear Grandchild Elizabeth Bradstreet", "Here Follows Some Verses upon the Burning of Our House". Edward Taylor, "Prologue (from Preparatory Meditations)", "Upon Wedlock, and Death of Children", "A Fig for Thee, Oh! Death". Mary Rowlandson, A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson.</p> <p>1.3. Becoming American</p> <p>Benjamin Franklin, The Autobiography (Parts One & Two). J. Hector St. Jean de Crèvecoeur, selections from Letters from an American Farmer (Letter III: What Is an American, Letter XII: Distresses of a Frontier Man) Thomas Jefferson, "The Declaration of Independence". Washington Irving, "Rip Van Winkle".</p> <p>All required readings are from the two Norton anthologies. All other secondary readings will be provided either in photocopied format or on the Moodle platform.</p>	<p>1.1. Encountering (in) the New World</p> <p>1.2. Inhabiting "America": colonials and native-americans</p> <p>1.3. Becoming "American";</p>
<p>2. The American "Renaissance": 1820-1865</p>	<p>2.1. Identity and nation</p> <p>2.2. The captive self</p> <p>2.3. The captivated self</p>

Planning			
Methodologies / tests	Ordinary class hours	Student's personal work hours	Total hours
Case study	10	17	27
Workbook	0	34	34
Document analysis	10	20	30
Supervised projects	0	18	18
Collaborative learning	0	10	10



Directed discussion	15	9	24
Personalized attention	7	0	7

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	Description
Case study	Critical reading and analysis of primary texts in class and at home.
Workbook	Reading and analysis by students of primary texts and selected critical bibliography.
Document analysis	Critical analysis of primary texts and brief exploration of bibliographical resources.
Supervised projects	Writing of essays in English in response to reading of primary texts, developing an original argument and analysis on set topics.
Collaborative learning	In-class discussion and comparison of different approaches to primary texts.
Directed discussion	Teacher-guided discussion and debate of primary texts and their problems; class activities of various types that test student's comprehension of set texts and their discussion.

Personalized attention	
Methodologies	Description
Collaborative learning Supervised projects	

Assessment		
Methodologies	Description	Qualification
Supervised projects	One essay requiring an original and critical analysis of selected texts. Essay topic will be chosen in consultation with me. If necessary, the student will be asked to revise his/her essay in order to improve his/her mark. The essay will be worth 50% of your final grade. It must be handed in before the end of the class sessions. The length of the essay is 1500 words. Depth and originality of analysis, as well as consistency and coherence of argumentation, are required. An appropriate level of English is essential. No work will be accepted after the set hand-in date which will be the last day of class.	50
Document analysis	A final exam covering all course work. This will be 35% of your final grade. The exam consists of two short essay questions in which students will be required to analyze selected primary texts on the basis of set topics. Close reading of the texts is essential.	35
Directed discussion	Class participation in discussion of texts with short written exercises in response to set readings, both primary and secondary. Short class activities of this sort will be set every week. All exercises and activities will be graded and will form part cumulatively of the 15% awarded in total for this part of your course work.	15

Assessment comments
All evaluated work must score at least 4/10. You must do at least 50% of the work required to be eligible for a final grade. If you fail to pass either the final exam or your essays, these parts must be repeated in the July exam period. Your final grade will be made up in equal parts of the essay and the final exam (50% each). Students with special leave must hand in and pass all written work (1 essay and final exam). In this case, your final grade will be awarded on the basis of the following percentages: 50% essay and 50% final exam.

Sources of information	
Basic	
Complementary	

Recommendations
Subjects that it is recommended to have taken before



Literatura Norteamericana nos seus Textos/613G03047

Literatura Norteamericana 2/613G03035

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Other comments

The course is conceived in conjunction with "Literatura Norteamericana 2" as a review of the literature of what is now known as the United States from its colonial beginnings to its contemporary writers. Limitations of time naturally restrict the number of works to be treated in class and economic considerations determine the choice of the Norton anthology as the source of the texts analyzed. But within these limits our aim is to survey the variety and diversity of American literature through close analysis of a series of what could be considered representative texts. At the same time, our readings of these texts will include a reflection on what makes these or any texts "representative", in this case, of a body of work considered "American" literature. These texts will be treated, roughly, in chronological order, with attention being paid to their historical contexts and their reflection of the literary and rhetorical concerns of their period. This is especially the case of early American literature (Puritan and colonial writings) where, beside the literary value and rhetorical strategies of these texts, we will be interested in identifying the appearance of characteristic American themes and cultural forms that constantly reappear in the later literature. Focusing on these aspects, we will try to sketch out what is peculiarly "American" about American literature and why it is of interest to non-Americans. Most, if not all, class-work will concentrate on close analysis of the texts themselves. This course is not only an introduction to American literature; it is also an exploration of how texts work, what reading and writing strategies they demand (i.e., both how the reader "reads" and how the writer "writes" in response to other texts), and how this affects the way we respond to them. As we shall see, this is especially pertinent to American literature given its concern with how "America" itself should be read and written.

(*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.