



## Teaching Guide

Teaching Guide				
Identifying Data				2015/16
Subject (*)	Literatura Inglesa 1	Code		613G01010
Study programme	Grao en Galego e Portugués: Estudos Lingüísticos e Literarios			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	First	FB	6
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Filoloxía Inglesa			
Coordinador	Cabarcos Traseira, Maria Jesus	E-mail	maria.jesus.cabarcos@udc.es	
Lecturers	Cabarcos Traseira, Maria Jesus	E-mail	maria.jesus.cabarcos@udc.es	
Web				
General description	This course offers a panoramic and contextualised view of English literature from its origins until late 17th century. It studies literary works of diverse genres and styles in English, analysing different aspects of the selected works and applying basic concepts of literary criticism.			

## Study programme competences

Code	Study programme competences
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## Learning outcomes

Learning outcomes	Study programme competences		
To acquire a diachronic vision of English literature from its origins until the end of the 17th century.	A7	B3 B7 B8	C2
To read in original English literary works of diverse genres and styles.	A6 A7	B6	C2
To analyse different aspects of the works studied applying basic foundations of literary criticism.	A1 A2 A3 A6 A7 A15	B1 B7	C2 C4
To elaborate, individually or in groups, different types of written activities in English.	A1 A6 A9 A10 A11 A15	B2 B4 B5 B6 B7 B10	C2 C4
To present both written and oral ideas, opinions and interpretations.	A2 A6	B4 B6 B7 B8 B10	C2
To handle in a correct way the oral and written activities of the course in English.	A6	B4	C2 C7

## Contents



Topic	Sub-topic
1. What is literature? What is English Literature.	1.1. The 'Canon' of English Literature. 1.2. Periodization.
2. Introduction to the history of English literature previous to the 11th Century.	2.1. Sociocultural context. 2.2. Oral literature and manuscripts. 2.3. Epic and elegiac poetry. 2.4. Prose and translations. Readings: - Excerpts from Beowulf - Excerpts from 'The Dream of the Rood'.
3. Medieval English Literature.	3.1. Sociocultural context. 3.2. Authorship. 3.3. Cultural institutions. 3.4. Linguistic conflict. Readings: - A selection of Medieval Lyrics.
4. Chaucer and his contemporaries.	4.1. Gower and Gawain. 4.2. Geoffrey Chaucer and his work. Readings: - Excerpts from the 'Prologue' in The Canterbury Tales, by Geoffrey Chaucer.
5. English religious drama.	5.1. The origins of English drama. 5.2. Medieval Mystery and Morality Plays. Readings: - Excerpts from Everyman.
6. XIV and XV Century English lyrics.	6.1. Medieval lyrics. 6.2. Courtly Love. 6.3. Medieval Romance.
7. XVI Century English poetry.	7.1. Introduction: Humanism, patronage and the court. 7.2. The English sonnet. 7.3. Wyatt and Surrey. 7.4. Sidney, Spenser and Shakespeare. Readings: - A selection of sonnets by Sidney, Spenser and Shakespeare.
8. Elizabethan Theatre.	8.1. Elizabethan Theatre: architecture, conventions and plays. 8.2. Christopher Marlowe and William Shakespeare. Readings: - William Shakespeare, Hamlet.
9. Metaphysical Poetry.	9.1. Metaphysical poets and 'cavalier' poets. 9.2. John Donne and Andrew Marvell. Readings: - A selection of poems by John Donne and Andrew Marvell.
10. XVII Century prose.	10.1. Religious prose. 10.2. Autobiography and diaries. 10.3. Travel books. Readings: - Excerpts from the Diary of Samuel Pepys.



Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Directed discussion	A2 A6 A7 A9 A11 A15 B4 B5 B7 B8 B10 C2 C4 C7	14	0	14
Workbook	A6 A7 B1 B2 B3 B6 B7 B8 B10 C2 C4 C7	0	45	45
Guest lecture / keynote speech	A1 A3 A6 A7 B7 B8 B10 C2 C4 C7	21	10	31
Supervised projects	A1 A2 A3 A6 A7 A9 A10 A11 A15 B1 B2 B4 B5 B6 B7 B8 B10 C2 C4 C7	0	30	30
Mixed objective/subjective test	A1 A2 A3 A6 A7 A9 A11 A15 B3 B4 B7 B10	2	10	12
Seminar	A7 A9 A10 A11 A15 B2 B4 B5 B7 B8 B10 C2	7	7	14
Personalized attention		4	0	4
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Directed discussion	When dealing with literature, the debate is an essential tool to go in depth and assimilate the contents, as well as to exchange ideas and interpretations. It can take place occasionally in the general sessions, D.E. hours (classic teaching) or in small groups, T.G.R. hours (reduced groups). This will be the methodology on which the hours assigned to D.I. will be structured (Interactive teaching).
Workbook	In an English course, it is essential for each student to have read the daily readings before entering the classroom. In English Literature I, the time-table for the study of documents and the reading of texts (basically literary texts) will be shown through the Moodle platform. It is also important that the student be aware of the possible modifications both in the program of the subject and in the development of the course.
Guest lecture / keynote speech	In the D.E. sessions, the professor will expose the theoretical contents related to English literature from its origins until the end of the 17th century, as well as the basic concepts with which they will be analysed. All these contents will be developed later in the D.I. and T.G.R sessions.
Supervised projects	Individually and/or in small groups, students will have to carry out works of diverse type (summaries, analyses, etc.) that will be done in class. At home, each student will have to accomplish additional tasks, such as for instance, the readings, but he/she may also carry out review and edition activities, etc.
Mixed objective/subjective test	Students will take a final exam in which they will need to demonstrate that they are competent with the theoretical contents introduced in the D.E. classes (large groups) as well as with the skills practised in every class, particularly D.I. (mid-size group) and T.G.R. (small group). This exam will consist of two parts (each worth 50% of the grade): I) short questions (definitions of critical terms and periods, identification of excerpts from the texts studied, etc); II) well-structured written analysis/interpretation of a text (from the reading list) following the guidelines studied throughout the semester.
Seminar	In T.G.R. sessions, oral and written presentations will be debated, as it corresponds to this academic field, by paying attention to the interpretations generated by the readings and the resultant learning of D. I. sessions.

Personalized attention	
Methodologies	Description



Seminar Supervised projects	<p>In the seminars, activities will be developed in reduced groups and/or individually. Professors will supervise the work of each student, especially during these activities.</p> <p>It will be of high importance for each student to use the tutorials to deepen in any question related to the program and to attend an individual tutorial during the course to make a reflection upon his or her progress.</p>
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Assessment			
Methodologies	Competencies	Description	Qualification
Directed discussion	A2 A6 A7 A9 A11 A15 B4 B5 B7 B8 B10 C2 C4 C7	Regular attendance will be worth up to 5%, but the student's daily commitment to her/his learning will be valued up to 20%. To this end, the student's active contribution to and performance in both oral and written, individual and group assignments will be taken into account, as well as the attention given to professors' and other students' explanations.	20
Supervised projects	A1 A2 A3 A6 A7 A9 A10 A11 A15 B1 B2 B4 B5 B6 B7 B8 B10 C2 C4 C7	In this category we include all those activities of individual character or developed in groups both in class and at home which are susceptible of being evaluated for the final mark: summaries, analyses of texts, reviews, etc. They will take place, mainly, in the classes of T.G.R., and will be carefully supervised.	30
Mixed objective/subjective test	A1 A2 A3 A6 A7 A9 A11 A15 B3 B4 B7 B10	<p>Students will take a final exam in which they will need to demonstrate that they are competent with the theoretical contents introduced in the D.E. classes (large groups) as well as with the skills practised in every class, particularly D.I. (mid-size group) and T.G.R. (small group). This exam will consist of two parts (each worth 50% of the grade): I) short questions (definitions of critical terms and periods, identification of excerpts from the texts studied, etc); II) well-structured written analysis/interpretation of a text (from the reading list) following the guidelines studied throughout the semester.</p> <p>In order to pass the subject, students must obtain a minimum of 4 points out of 10 (1.75 or more out of 5 in each of the two parts). No other grade from any other assessment component in the course will be added to the exam grade unless these minimum requirements are met.</p>	50

Assessment comments
<p>A grade of "Non Presentado" (Absent) will be obtained by not attending the exam and/or by completing less than 50% of the coursework. The second opportunity of assessment (in July) will consist of two sections: 1) a written exam (with identical design and criteria to those in the first opportunity) that will evaluate the command over the contents seen throughout the course and that will be worth 50% of the grade; 2) written activities (to be specified after the first opportunity) which will be worth the remaining 50% of the grade and are due by the beginning of the final exam. Students officially enrolled part-time who have been granted an official dispensation from attending classes, as stipulated in the regulations of this University, will need to contact the teachers at the beginning of the semester in order to plan, in each specific, individual situation, the necessary adjustments with regards to the assessment of "Directed discussion" and "Supervised projects". Plagiarism in any activity will translate into a grade of "0" in this activity. Every assignment has to be returned in time and in the specified format in order to avoid a penalty of 25% on the grade obtained. For a student to opt to the first opportunity of evaluation (continuous evaluation), he/she will need to have accomplished a minimum of 50% of the compulsory activities (participation and works). A qualification of "non presented" will be obtained by not attending the exam and/or by not accomplishing the works of the course that represent an inferior percentage to 50%. The opportunity of evaluation in July will consist of two sections: 1) a written exam (with the same design and applying identical criteria than that in the opportunity of June) that will evaluate the command of the contents given along the course and that will compute 50% of the mark; 2) the activities to deliver in due time, or at the moment of the final exam, and that will compute the remaining 50% of the mark. Those who are officially registered as part-time students, and have been granted permission not to attend classes, as stipulated in the regulations of this University, will be assessed in either of the opportunities according to the same criteria specified for the second opportunity. Plagiarism in any activity will translate into a qualification of "0" in this activity. All the works and activities have to be delivered in time and form so as to avoid a penalty of 25% on the obtained mark.</p>



## Sources of information

<b>Basic</b>	<p>Lecturas obrigatorias: - Fragmentos de Beowulf.- Fragmentos de ?The Dream of the Rood?. - Selección de lírica medieval. - Fragmentos do ?Prólogo? a The Canterbury Tales de Geoffrey Chaucer.- Fragmentos de Everyman. - Sonetos de Sidney, Spenser e Shakespeare. - William Shakespeare, Hamlet. - Selección de poemas de John Donne e Andrew Marvell.- Fragmentos do Diary de Samuel Pepys. Ao comezo de curso porase ao dispor do alumnado unha copia das lecturas obrigatorias (en Reprografía, en Moodle, ou na clase), coa excepción da obra Hamlet de Shakespeare, que cada estudante deberá conseguir pola súa conta. Esta copia deberá ser na súa versión orixinal e completa, e calquera edición que cumpra estas características (ex., Oxford University Press, Penguin, Longman, Cambridge UP, entre outras). Pódese utilizar unha edición bilingüe para a lectura, mais todas as alusións feitas á obra en discusións orais / escritas deberanse referir á versión inglesa.</p>
<b>Complementary</b>	<p><b>Recursos impresos:</b> Abrams, M. H., et. al., gen. ed., &lt;i&gt;The Norton Anthology of English Literature. &lt;/i&gt;2 vols. 7<sup>th</sup> ed. New York: Norton, 2000. Alexander, Michael. &lt;i&gt;A History of English Literature. &lt;/i&gt;London: Macmillan, 2000. Blamires, Harry. &lt;i&gt;A Short History of English Literature. &lt;/i&gt;London: Routledge, 1984. Beadle, Richard, ed. &lt;i&gt;The Cambridge Companion to Medieval English Theatre. &lt;/i&gt;Cambridge: Cambridge University Press, 1994. Burrow, J. A. &lt;i&gt;Middle English Literature. &lt;/i&gt;Oxford: Blackwell, 2004. Carter, Ronald and John McRae, &lt;i&gt;The Routledge History of Literature in English. Britain and Ireland. &lt;/i&gt;London &amp; New York: Routledge, 1998. Clanchy, M. T. &lt;i&gt;From Memory to Written Record: England 1066-1307. &lt;/i&gt;Oxford: Blackwell, 1992. Ford, Boris, ed. &lt;i&gt;The Pelican Guide to English Literature. &lt;/i&gt; 8 vols. Harmondsworth: Penguin, 1988. Godden, Malcolm, and Michael Lapidge, eds. &lt;i&gt;The Cambridge Companion to Old English Literature. &lt;/i&gt;Cambridge: Cambridge University Press, 1991. MacLean, Gerald, ed. &lt;i&gt;Culture and Society in the Stuart Restoration: Literature, Drama, History. &lt;/i&gt;Cambridge: Cambridge University Press, 2008. Ousby, Ian. &lt;i&gt;The Cambridge Guide to Literature in English. &lt;/i&gt;Cambridge: Cambridge University Press, 1983. Rogers, Pat, ed., &lt;i&gt;The Oxford Illustrated History of English Literature. &lt;/i&gt; Oxford: Oxford University Press, 1994. Sanders, Andrew. &lt;i&gt;The Short Oxford History of English Literature. &lt;/i&gt; Oxford: Oxford University Press, 1994.</p> <p><b>Recursos na rede:</b> - English Literature: &lt;u&gt;<a href="http://www.lang.nagoya-u.ac.jp/~matsuoka/EngLit.html#Medieval">http://www.lang.nagoya-u.ac.jp/~matsuoka/EngLit.html#Medieval</a> &lt;/u&gt;- Luminarium. Anthology of English Literature: &lt;u&gt;<a href="http://www.luminarium.org/lumina.htm">http://www.luminarium.org/lumina.htm</a>&lt;/u&gt; - Medieval England: &lt;u&gt;<a href="http://www8.georgetown.edu/departments/medieval/labyrinth/subjects/british_isles/england/england.html">http://www8.georgetown.edu/departments/medieval/labyrinth/subjects/british_isles/england/england.html</a>&lt;/u&gt;- The Cambridge History of English and American Literature: &lt;u&gt;<a href="http://www.bartleby.com/cambridge/">http://www.bartleby.com/cambridge/</a>&lt;/u&gt; - The Norton Anthology of English Literature: &lt;u&gt;<a href="http://www.norton.com/nael/">www.norton.com/nael/</a>&lt;/u&gt;</p> <p>Recursos impresos: Abrams, M. H., et. al., gen. ed., The Norton Anthology of English Literature. 2 vols. 7th ed. New York: Norton, 2000. Alexander, Michael. A History of English Literature. London: Macmillan, 2000. Blamires, Harry. A Short History of English Literature. London: Routledge, 1984. Beadle, Richard, ed. The Cambridge Companion to Medieval English Theatre. Cambridge: Cambridge University Press, 1994. Burrow, J. A. Middle English Literature. Oxford: Blackwell, 2004. Carter, Ronald and John McRae, The Routledge History of Literature in English. Britain and Ireland. London &amp; New York: Routledge, 1998. Clanchy, M. T. From Memory to Written Record: England 1066-1307. Oxford: Blackwell, 1992. Ford, Boris, ed. The Pelican Guide to English Literature. 8 vols. Harmondsworth: Penguin, 1988. Godden, Malcolm, and Michael Lapidge, eds. The Cambridge Companion to Old English Literature. Cambridge: Cambridge University Press, 1991. MacLean, Gerald, ed. Culture and Society in the Stuart Restoration: Literature, Drama, History. Cambridge: Cambridge University Press, 2008. Ousby, Ian. The Cambridge Guide to Literature in English. Cambridge: Cambridge University Press, 1983. Rogers, Pat, ed., The Oxford Illustrated History of English Literature. Oxford: Oxford University Press, 1994. Sanders, Andrew. The Short Oxford History of English Literature. Oxford: Oxford University Press, 1994.</p> <p>Recursos na rede: - English Literature: <a href="http://www.lang.nagoya-u.ac.jp/~matsuoka/EngLit.html#Medieval">http://www.lang.nagoya-u.ac.jp/~matsuoka/EngLit.html#Medieval</a> - Luminarium. Anthology of English Literature: <a href="http://www.luminarium.org/lumina.htm">http://www.luminarium.org/lumina.htm</a> - Medieval England: <a href="http://www8.georgetown.edu/departments/medieval/labyrinth/subjects/british_isles/england/england.html">http://www8.georgetown.edu/departments/medieval/labyrinth/subjects/british_isles/england/england.html</a>- The Cambridge History of English and American Literature: <a href="http://www.bartleby.com/cambridge/">http://www.bartleby.com/cambridge/</a> - The Norton Anthology of English Literature: <a href="http://www.norton.com/nael/">www.norton.com/nael/</a></p>

## Recommendations

Subjects that it is recommended to have taken before



Lingua Inglesa 1/613G01003
Subjects that are recommended to be taken simultaneously
Introdución aos Estudos Literarios/613G01005 Lingua Inglesa 2/613G01008
Subjects that continue the syllabus
Literatura Inglesa 2/613G01017
Other comments

(\*)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.