



Teaching Guide

| Identifying Data | | | | 2015/16 |
|----------------------------|---|---------------|---------------------|----------------|
| Subject (*) | A Literatura Inglesa e a súa Crítica | Code | 613G03032 | |
| Study programme | Grao en Inglés: Estudos Lingüísticos e Literarios | | | |
| Descriptors | | | | |
| Cycle | Period | Year | Type | Credits |
| Graduate | 2nd four-month period | Third | Optativa | 4.5 |
| Language | English | | | |
| Teaching method | Face-to-face | | | |
| Prerequisites | | | | |
| Department | Filoloxía Inglesa | | | |
| Coordinador | Gomez Blanco, Carlos Juan | E-mail | carlos.gomez@udc.es | |
| Lecturers | Gomez Blanco, Carlos Juan | E-mail | carlos.gomez@udc.es | |
| Web | | | | |
| General description | Study of the most important schools of literary theory in relation with English literary texts. | | | |

Study programme competences / results

| Code | Study programme competences / results |
|------|---|
| 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. |
| A10 | Ter capacidade para avaliar criticamente o estilo dun texto e para formular propostas alternativas e correccións. |
| A11 | Ter capacidade para avaliar, analizar e sintetizar criticamente información especializada. |
| 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. |
| B1 | Utilizar os recursos bibliográficos, as bases de datos e as ferramentas de busca de información. |
| B3 | Adquirir capacidade de autoformación. |
| B5 | Relacionar os coñecementos cos doutras áreas e disciplinas. |
| B7 | Ter capacidade de análise e síntese, de valorar criticamente o coñecemento e de exercer o pensamento crítico. |
| B8 | Apreciar a diversidade. |
| B9 | Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade. |
| B10 | Comportarse con ética e responsabilidade social como cidadán/á e profesional. |
| C2 | Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro. |
| C3 | Utilizar as ferramentas básicas das tecnoloxías da información e as comunicacións (TIC) necesarias para o exercicio da súa profesión e para a aprendizaxe ao longo da súa vida. |

Learning outcomes

| Learning outcomes | Study programme competences / results | | |
|--|---------------------------------------|--|--|
| To know and apply the methods and techniques of linguistic and literary analysis | A1 | | |
| | A11 | | |
| | A15 | | |



| | | | |
|---|-------------------------------|-----------------|----|
| Learn to analyse and comment on literary and nonliterary discourse using literary analysis techniques properly. | A1 A2 A3 A15 A16 | | |
| Learn linguistic and literary theory tendencies. | A1 A2 A3 A10 A15 | | |
| Learn to evaluate critically the style of a text and question issues. | A1 A2 A3 A10 | B8 B9 B10 | |
| Learn literary theory both diachronically and synchronically. | A1 A2 A10 A11 A14 | | |
| Learn more about English Literature. | A16 | | |
| Learn to use literary competence skills with texts. | | B1 | |
| Be more critical and aware concerning discourse. | | B7 | |
| Value diversity | | B8 | |
| Improve selfteaching skills. | | B3 | |
| Learn to relate sources of different kinds | | B5 | |
| Be aware of the importance of research | | B9 | |
| Be aware of the importance of behaving fairly and correctly. | | B10 | |
| Improve Spoken and Written English skills | A6 | | C2 |
| use of information assets with this subject. | | | C3 |

| Contents | |
|----------------------------|---|
| Topic | Sub-topic |
| 1. Concepts | 1.1 What is literature? And English literature? 1.2 What is Literary Theory? What is it for? 1.3 Writers and critics: who does the text belong to? 1.4 Validation: the literary canon. 1.5 Mediation agents (audiences, publicity, translators, critics, scholars, etc). 1.6 Centre and periphery: standards y alternatives. 1.7 A brief view of the history of literary theory: from Matthew Arnold, the Cambridge critics and the New Critics up to ecocriticism. |
| 2. Text, author and reader | 2.1 "Meaning" and "significance" (Hirsch) 2.2 Objectivity: authorial intention and reception. Is the author dead? 2.3 Open / closed (Eco). 2.4 Related sources: I. A Richards, Hirsch, Roland Barthes, Umberto Eco, W. Iser, Wayne C. Booth, Estructuralismo, Stanley Fish. |



| | |
|---|--|
| 3. The authorial persona | <p>3.1 Implied authors and narrators. A study of the processes of communication. Tellability. Identity. Narrators and narratees. Voice and point of view.</p> <p>3.2 Poetic voice and alter ego.</p> <p>3.3 Playwrights and their characters (the problem of satire in the theatre)</p> <p>3.4 Drama and the theatre: performance texts.</p> <p>3.5 Sources: E. M. Forster and E. Muir on the novel; Wayne C. Booth and the Chicago School; Speech Act theories (Grice and M- L- Pratt in particular); Chatman's and Genette's studies on narratology.</p> |
| 4. Form and content. The literary language | <p>4.1 Does a literary language exist?</p> <p>4.2 Does form mean? Is literature useful? Fiction/Non fiction.</p> <p>4.3 Semiotics: Saussure and Peirce.</p> <p>4.4 Metaphor, metonymy: a structuralist explanation of modernism and realism.</p> <p>4.5 Phonocentrism: from Structuralism to Poststructuralism. Text as communication or pleasure.</p> <p>4.6 Sources: Liberal humanists, Formalists and Marxists, Fowler, Lodge, Deconstruction, Barthes.</p> |
| 5. Text, history, culture and nature | <p>5.1 Historiography and the historical novel.</p> <p>5.2 The universal versus the contextual.</p> <p>5.3 The concepts of culture and ideology.</p> <p>5.4 Gender: theories and evolution. Gay studies.</p> <p>5.6 Power and subversion: Foucault and the discursive surveillance of the State. Historicism and Cultural Materialism.</p> <p>5.7 National/linguistic identity. The &quot;other&quot;; postcolonialism versus Eurocentrism.</p> <p>5.8 Nature: ecocriticism.</p> <p>5.9 Hayden White, Eagleton, Dollimore, Bakhtin, Said.</p> |
| 6. Literary analysis from different perspectives. | <p>6.1 Reading Aphra Behn's The Rover</p> <p>6.3 Reading Conrad's Heart of Daknness</p> |

| Planning | | | | |
|---------------------------------|--|--------------------------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies / Results | Teaching hours (in-person & virtual) | Student?s personal work hours | Total hours |
| Guest lecture / keynote speech | A1 A2 A3 A10 A14 A16 B8 | 12 | 11 | 23 |
| Workbook | A1 A2 A3 A10 A14 A16 B1 B3 B5 B7 B8 B9 B10 | 0 | 35 | 35 |
| Supervised projects | A1 A2 A3 A10 A14 A15 A16 B1 B3 B7 B8 B10 C2 C3 | 1 | 11 | 12 |
| Oral presentation | A1 A2 A10 A16 B8 B9 C2 | 4 | 10 | 14 |
| Mixed objective/subjective test | A1 A2 A3 A6 A10 A11 | 0 | 4 | 4 |
| Document analysis | A1 A2 A3 A10 B5 B7 B8 | 10 | 7 | 17 |
| Directed discussion | A1 A2 A3 A10 B7 B9 B10 C2 C3 | 2.5 | 3 | 5.5 |
| Personalized attention | | 2 | 0 | 2 |

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



Methodologies

| Methodologies | Description |
|---------------------------------|---|
| Guest lecture / keynote speech | The teacher will introduce basic concepts, and data about Schools and authors. |
| Workbook | Reading primary sources through photocopies, website pages and books from the library. As far as the two literary texts (Behn e Conrad), there exist copies in the library. |
| Supervised projects | An academic essay in between 5 and 7 pages long (double spaced, works cited list included). The subjects will be indicated during the course. |
| Oral presentation | A a brief oral presentation done by one-three students concerning a) the two main literary texts, b) a literary theory question or source |
| Mixed objective/subjective test | An evaluatory test that may include two or three different kinds of exam such as a multiple choice test, a textual commentary and a brief essay on one of the two literary texts. |
| Document analysis | The students work with sources of different kinds. |
| Directed discussion | Debate in class. Always after an oral presentation. Often done when analysing texts in class. |

Personalized attention

| Methodologies | Description |
|--|--|
| Supervised projects Oral presentation | The students will be guided in order to write or present orally an essay. They'll be in touch by EMail or UDC Moodle when necessary. |

Assessment

| Methodologies | Competencies / Results | Description | Qualification |
|---------------------------------|--|--|---------------|
| Document analysis | A1 A2 A3 A10 B5 B7 B8 | Commentaries done in class (1.5 points) | 15 |
| Supervised projects | A1 A2 A3 A10 A14 A15 A16 B1 B3 B7 B8 B10 C2 C3 | An essay done individually. It must be original and personal, and any borrowings quoted correctly. 2 points | 20 |
| Mixed objective/subjective test | A1 A2 A3 A6 A10 A11 | Evaluation at the end of the course. 50 per cent (5 points). Students must obtain a minimum of two points in the exam to pass (and the average must be 5). | 50 |
| Oral presentation | A1 A2 A10 A16 B8 B9 C2 | Oral presentation done alone or in a small group (2 or three people) 1.5 points. | 15 |

Assessment comments



In this subject, what is evaluated is the student's literary competence at analysing texts using various literary perspectives. A general knowledge of the literary schools is also valued, but to a lesser degree. The final mark must be 5 or more to pass. Also 2 out of 5 in the exam, and 2 out of 5 in the continuous evaluation are required. Those students that do not do commentaries in class, essays etc, have no continuous evaluation marks, so they will have to recover at least two out of 5 points in the second opportunity examination. They may obtain 5 out of 5 in the first opportunity exam (not easy to do), but they would not pass the subject yet. English is the only language used in class and exams. Mistakes must be avoided. Plagiarism is also forbidden. Borrowing ideas from the teacher and books is understandable, but students must try to do their own research. Their input is essential. When a student for whatever justified reason (illness, etc) cannot do the continuous evaluation practices he or she must tell the teacher in advance, otherwise he or she will have to wait for the second opportunity evaluation to make up for such parts. Those students who attend and participate in the continuous assessment activities will be eventually considered "No Presentados" (absent from examination) only if they have done less than 25% of the required activities.

Those students that have been given a dispensation must tell the teacher in advance, during the first two weeks of the course. In July the second opportunity evaluation takes place. Those students that have not done or passed the continuous evaluation parts will be given the chance to do so by doing the essays or commentaries necessary. A second 5 point exam is also done at that time for those that failed it earlier or did not take it. That is, the second (July) opportunity will consist of a 50% final exam and 50% activities repeating or replacing the continuous assessment work. Such activities will be specified once the marks for the first opportunity have been published.

Sources of information

| | |
|----------------------|---|
| Basic | Esta bibliografía é de fontes teóricas de consulta. Se facilitarán fotocopias varias durante o curso para traballar con elas. Ademáis, se deben leer dúas fontes literarias para explorar as aproximacións críticas explicadas: Aphra Behn, The Rover. Joseph Conrad, Heart of Darkness. |
| Complementary | Guerin, Wilfred L., et al. (1992). A Handbook of Critical Approaches to Literature. 3rd ed. New York: Oxford University Press Barry, Peter (2002). Beginning Theory: An Introduction to Literary and Cultural Theory. Manchester: Manchester University Press, 1995 (2002). Cullers, Jonathan (2000). Breve introducción a la teoría literaria. Barcelona: Crítica Elam, Keir. The Semiotics of Theatre and Drama. London: Routledge. Tyson, Lois (2006). Critical Theory Today: A User-Friendly Guide. London: Routledge Ryan, Michael (2010). Cultural Studies: A Practical Introduction. UK: Wiley-Blackwell, 2010. Eagleton, Terry (1996). Literary Theory. Oxford: Blackwell Bertens, Hans (2008). Literary Theory: The Basics. . London: Routledge. Second edition. Lodge David, ed. (2000). Modern Criticism and Theory: A Reader . London: Longman Belsey, Catherine (2002). Post-Structuralism: A Very Short Introduction.. Oxford: OUP, 2002. Peck, John, and Martin Coyle, eds (1995). Practical Criticism. (How to Study Literature series). Basingstoke: Macmillan Selden, Raman, Peter Brooker and Peter Widdowson (1997). Practising Theory and Reading Literature. Hempstead: Prentice Hall Europe Pearce, Lynne (1994). Reading Dialogics . London: Edward Arnold Eagleton, Terry (1998). The Eagleton Reader . Oxford: Blackwell Glotfelty, Cheryl and Harold Fromm (1996). The Ecocriticism Reader: Landmarks in Literary Ecology.. Athens: The U of Georgia P. Leich, Vincent B. ed., et al (). The Norton Anthology of Theory and Criticism. New York: Norton Kermode, Frank & John Hollander eds. (1973). The Oxford Anthology of English Literature. London: OUP. Said, Edward W (1983). The World, the Text, and the Critic. Cambridge (MA): Harvard UP Gates, Henry Louis, ed. (1986). ?Race,? Writing and Difference. Chicago: The U of Chicago P |

Recommendations

Subjects that it is recommended to have taken before

Introducción aos Estudos Literarios/613G03005
Literatura Inglesa (XVI-XVII)/613G03021

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus



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.