



Teaching Guide				
Identifying Data				2015/16
Subject (*)	Literatura Inglesa (Séculos XVIII e XIX	Code	613G03036	
Study programme	Grao en Inglés: Estudos Lingüísticos e Literarios			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	Fourth	Obligatoria	6
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Filoloxía Inglesa			
Coordinador	Lorenzo Modia, María Jesus	E-mail	maria.lorenzo.modia@udc.es	
Lecturers	Lorenzo Modia, María Jesus Perez Janeiro, Purificacion	E-mail	maria.lorenzo.modia@udc.es purificacion.pjaneiro@udc.es	
Web				
General description	Panoramic view of English Literature in the eighteenth and nineteenth century.			

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.
A7	Coñecer as literaturas en lingua galega, española e inglesa.
A8	Ter dominio instrumental oral e escrito dunha segunda lingua estranxeira.
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.
A11	Ter capacidade para avaliar, analizar e sintetizar criticamente información especializada.
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.
B1	Utilizar os recursos bibliográficos, as bases de datos e as ferramentas de busca de información.
B2	Manexar ferramentas, programas e aplicacións informáticas específicas.
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.

Learning outcomes	
Learning outcomes	Study programme competences / results



To be familiar with the evolution of English literature	A1 A3 A6 A8 A9 A15	B1 B3 B7 B8	C2 C4
To learn how to use literary analysis techniques	A1 A2 A3 A7 A10 A11 A15 A16	B6 B7	C2
To be familiar with various aspects of the history and culture of Great Britain	A1 A2 A3 A7 A15 A17	B1 B2 B4 B10	C4
To be able to recognize and analyze ideology in texts	A1 A2 A7 A17	B1 B3 B5 B8 B10	C4

Contents	
Topic	Sub-topic
1. The Novel in the 18th Century.	1.1.Introduction to realism. Narrative technique. 1.2 The Birth of the Novel in the English Language. Periodicals 1.2. Swift, Defoe and Sterne. 1.3. Charlotte Lennox Readings: Robinson Crusoe, Swift's Poems, Tristram Shandy, The Female Quixote.
2. The novel in the 19th century.Poetry.	2.1.The Regency Period.Jane Austen 2.2. Maria Edgeworth. 2.2. The Brontës. 2.3. George Eliot. Readings: Pride and Prejudice, Wuthering Heights, Vilette, The Mill on the Floss 2.4.Poetry. Characteristics. 2.5 Gothic Romance.
3. The novel in the late 19th century. High Victorianism.	3.1 Introduction to Victorianism.Context. 3.2. Charles Dickens. Hard Times 3.3. The Problem novel. 3.4. The fin de siècle:The New Woman.Decadentism. 3.5. Popular culture. Detective, mystery, adventure fiction. R.L. Stevenson, H.G. Wells, Rider Haggard. 3.6. Drama. Readings: Short fiction by George Egerton, George Gissing, Sarah Grand.



## Planning

Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Directed discussion	A2 A3 A8 B4 B10	18	18	36
Supervised projects	A1 A6 A7 B1 B2 B5 B6 B7	0	30	30
Guest lecture / keynote speech	A9 A10 A11	10	10	20
Seminar	A15 A16 A17	10	5	15
Workbook	B3 B8 C2 C4	0	45	45
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	Discussion in the classroom. It requires previous readings of texts.
Supervised projects	Projects in groups or individually.
Guest lecture / keynote speech	Explanation of literary topics.
Seminar	Discussion of topics in small groups to encourage participation.
Workbook	Reading list(complete works or fragments).

## Personalized attention

Methodologies	Description
Supervised projects	Students, in groups or individually, will work on the different literary topics of the contents of this guide. There will be an oral or written presentation .

## Assessment

Methodologies	Competencies / Results	Description	Qualification
Guest lecture / keynote speech	A9 A10 A11	Two tests (Mid November and the official date of the exam) to assess the students' understanding of the contents of the subjectc. All aspects included in the methodology will be taken into account. A minimum of 4 over 10 in each of both tests must be obtained in order to be assessed with the rest of the activities included in the assessment (step 7)	50
Supervised projects	A1 A6 A7 B1 B2 B5 B6 B7	Written and oral projects will be highly assessed	40
Directed discussion	A2 A3 A8 B4 B10	Students' participation and daily work and attention will be taken into account.	10

## Assessment comments

In July, students will have to work on one of the topics included in the contents of this guide( 6-10 pages and 50% of the final grade) and the exam ( 50% of the final grade).

Students who do not show up at any of the exam opportunities available(two) will be deemed' absent from assessment(np)' if they have not presented more than 50% of the assessable activities. According to the Academic and Titles Deputy Vicechancellor regulation(VOAT), students who fail the first exam opportunity and do not take the second exam opportunity in July,will appear as "Not passed the exam". 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 as the second opportunity.

## Sources of information



<p><b>Basic</b></p>	<ul style="list-style-type: none"> <li>- Copeland, E. &amp; Mc Master, J. (eds) (2001). The Cambridge Companion to Jane Austen. Cambridge: CUP</li> <li>- Greenblatt, Stephen et al (eds) (2005). The Norton Anthology of English Literature: The Victorian Age. New York: Norton</li> <li>- Chris, Carol T. et al (Eds) (2006). The Norton Anthology of English Literature, vol 2. New York &amp; London: Norton</li> <li>- Ledger, Sally (1997). Fiction and Feminism at the fin de siècle. Manchester: Manchester UP</li> <li>- Butler, Marilyn (1981). Rebels and Revolutionaries: English Literature and its Background, 1760-1830 . Londres y Oxford: O.U.P.</li> <li>- Brantlinger, P. y Thesing, W. (eds) (2005). A Companion to the Victorian Novel . Oxford:Blackwell</li> <li>- Álvarez Amorós et al (1998). Historia crítica de la novela inglesa . Salamanca:Ediciones Colegio de España</li> <li>- Gilbert, S. and Gubar, S. (2000). The Madwoman in the Attic. Yale UP</li> <li>- Liggins, Emma; Maunder, A.; Robins, R. (eds) (2011). The British Short Story. London: Palgrave</li> <li>- Lorenzo Modia, M.J. (1998). Literatura inglesa del siglo XVIII. A Coruña: Universidade da Coruña</li> <li>- Miles, Rosalind (1987). The Female Form. Women Writers and the Conquest of the Novel. London: Routledge</li> <li>- Rogers, P. (ed.) (1978). The Eighteenth Century. The Context of English Literature. London: Methuen</li> <li>- Ruthven, K.K. (1984). Feminist Literary Studies. An Introduction. Cambridge: CUP</li> <li>- Sanders, Andrew (1994). The Short Oxford History of English Literature. Oxford: Clarendon</li> <li>- Showalter, Elaine (1989). A Literature of their Own. From Brontë to Lessing. London: Routledge</li> <li>- Stone, Lawrence (1990). The Family, Sex and Marriage in England 1500-1800. Harmondsworth: Penguin</li> <li>- Wollstonecraft, Mary (2004). Vindicacion dos dereitos da muller. Santiago de Compostela: Sotelo Blanco</li> <li>- Spencer, Jane (1986). The Rise of the Woman Novelist: From Aphra Behn to Jane Austen. Oxford: Blackwell</li> <li>- Todd, Janet (1992). The Sign of Angellica. Women, Writing and Fiction 1600-1800. Columbia UP</li> </ul>
<p><b>Complementary</b></p>	<ul style="list-style-type: none"> <li>- Bell, Michael (1980). The Context of English Literature. London: Methuen</li> <li>- Eagleton, Mary (1998). Feminist Literary Criticism. London: Longman</li> <li>- Hanson, Clare (1987). Short Stories, Short Fiction 1880-1980. London: MacMillan</li> <li>- Todd, Janet (1988). Feminist Literary History. London: Polity Press</li> </ul> <p>&lt;br /&gt;Reading list: Robinson Crusoe. Pride and Prejudice. Wuthering Heights. Hard Times. Short Fiction: George Egerton. Sarah Grand. George Gissing.</p>

## Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

Introdución aos Estudos Literarios/613G03005  
 Literatura Inglesa 1/613G03010  
 Literatura Inglesa (Séculos XX e XXI)/613G03040  
 Literatura Inglesa e Xénero/613G03043

## Other comments

Recommended:  
 Introduction to Literary Studies 613G03005  
 English Literature 1 613G03010  
 English Literature(XX and XXI) 613G03040  
 English Literature and Gender 613G03043



(\*)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.