



## Teaching Guide

Identifying Data				2016/17
<b>Subject (*)</b>	Literatura Inglesa (Séculos XX e XXI)	<b>Code</b>	613G03040	
<b>Study programme</b>	Grao en Inglés: Estudos Lingüísticos e Literarios			
Descriptors				
<b>Cycle</b>	<b>Period</b>	<b>Year</b>	<b>Type</b>	<b>Credits</b>
Graduate	2nd four-month period	Fourth	Obligatoria	6
<b>Language</b>	English			
<b>Teaching method</b>	Face-to-face			
<b>Prerequisites</b>				
<b>Department</b>	Filoloxía Inglesa			
<b>Coordinador</b>	Toro Santos, Antonio Raul de	<b>E-mail</b>	antonio.toro.santos@udc.es	
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<b>Web</b>				
<b>General description</b>	Historical study of the main stages, movements, authors and works of English literature in the twentieth and twenty-first century. Analysis of some proposed works, or parts of them.			

## 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.
A8	Ter dominio instrumental oral e escrito dunha segunda lingua estranxeira.
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.
A12	Coñecer os principios teóricos básicos da tradución directa e inversa e ser capaz de poñelos en práctica.
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.
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.
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/a 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.
C5	Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.

## Learning outcomes



Learning outcomes	Study programme competences		
Coñecemento xeral da historia da literatura inglesa.	A1	B1	C2
Coñecemento dos principais movementos literarios.	A2	B2	C3
Coñecemento da influencia entre Inglaterra e Irlanda e viceversa.	A6	B3	C5
Coñecementos dos autores principais.	A10	B4	C6
Coñecemento das obras máis importantes.	A11	B5	
Coñecemento conxunto e razoado da importancia e das características fundamentais da literatura inglesa dos séculos XX e XXI.	A12	B6	
	A14	B7	
	A15	B8	
	A16	B9	
	A17	B10	
Estratexias de análise na clase e pola conta do alumno.			
Exposición de traballos relacionados cos temas.			
Comentarios e estudos sobre obras e autores: estudo das técnicas de análise.			
Desenvolver instrumentos para o estudo literario, histórico, etc.			
Desenvolver técnicas de lectura e interpretación.			
Desenvolver hábitos de lectura como parte fundamental da construción integral do individuo.			
- Desenvolvemento dos hábitos de lectura, e de lectura crítica e analítica.Fomentar el interés por la literatura.	A1	B1	C2
- Valoración duha obra literaria e da importancia dun autor nun contexto espacio-temporal.	A2	B2	C3
- Desenvolvemento do traballo en equipa, colaboración e investigación.	A3	B3	C5
- Desenvolvemento do traballo online e con novas tecnoloxías.	A6	B5	C6
- Subliñara importancia das consultas e as titorías co profesor.	A8	B8	
	A15	B9	
	A16		

Contents	
Topic	Sub-topic



<p>Theoretical programme and Reading proposals</p>	<p>1 - Transition to XX century                  2 - Modernism as a literary movement. Poetry and novel. T. S. Eliot. James Joyce, etc..                  . 3 - Virginia Woolf and the Bloomsbury Group                  . 4 - Contemporary English Literature before 1945: poetry, plays, novels                  5 - Contemporary English literature after 1945.</p> <p><b>REQUIRED READINGS</b></p> <p><b>POETRY:</b></p> <p>T. S. Eliot, <i>The Waste Land</i> (1922) (Full text)                  A choice of poems by W. B. Yeats, Rupert Brook, W. H. Auden, Dylan Thomas, P. Larkin, Ted Hughes, Seamus Heaney and others, will be provided by the teacher.</p> <p><b>NOVEL:</b></p> <p>James Joyce, <i>Ulysses</i> (first chapter) (1922)                  Virginia Woolf, <i>To the Lighthouse</i> (full reading) (1927)</p> <p><b>THEATRE:</b> (Full text. The student must select ONE play of the following list)</p> <p>Harold Pinter, <i>The Caretaker</i> (1960)                  Samuel Beckett: <i>Waiting for Godot</i></p> <p><b>CONTEMPORARY NOVELS (TO BE ANALYSED IN SMALL GROUP SESSIONS)</b></p> <p>Novels (The student must select ONE of the following list)</p> <p>William Golding: <i>The Lord of the Flies</i>                  Kazuo Ishiguro, <i>The Remains of the Day</i>                  John B Aldous Huxley: <i>Brave New World</i>.                  Doris Lessing, <i>The Golden Notebook</i>.                  Julian Barnes, <i>Flaubert's Parrot</i>.                  Zadie Smith: <i>White Teeth</i>.                  Hanif Kureshei: <i>The Buddha of Suburbia</i>.</p>
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Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours



Mixed objective/subjective test	A1 A6 A10 A11 A12 A16 A17 B1 B5 B10 C2	2	0	2
Seminar	A2 A3 A8 B4 B7	20	0	20
Document analysis	A1 A2 A3 A6 A10 A15 B2 B3 B6	14	20	34
Workbook	A1 A2 A3 A6 A10 A11 A12 A16 B2 B3 B5 B7 B8 C2 C3	0	43	43
Supervised projects	A1 A2 A3 A6 A14 A15 A16 A17 B2 B5 B8 B9 B10 C5 C6	0	30	30
Directed discussion	A1 A3 A6 A11 A16 B4 B7 B10 C2 C6	10	10	20
Personalized attention		1	0	1

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

Methodologies	
Methodologies	Description
Mixed objective/subjective test	Final exam worth 50 percent of the subject, consisting of about 20 theoretical short questions and a long essay (2 pages), with reference to the authors studied in class.
Seminar	Theoretical sessions.
Document analysis	Students will be asked to analyse papers and articles about theoretical aspects of the course.
Workbook	Reading control.
Supervised projects	Several short written Works collected during the course and an Important work strictly individual at the end. Between 7 and 10 pages length, in English. Please, Avoid plagiarism!
Directed discussion	Participation and direct discussion, in written and verbal form, will be taken into account for the final grade.

Personalized attention	
Methodologies	Description
Supervised projects	Works related to different aspects of the course monitored and guided by the teachers.

Assessment			
Methodologies	Competencies	Description	Qualification
Directed discussion	A1 A3 A6 A11 A16 B4 B7 B10 C2 C6	Students will be encouraged to elaborate orally on the different literary works. Written essays will be collected each week at the end of the 'small group' classes.	20
Mixed objective/subjective test	A1 A6 A10 A11 A12 A16 A17 B1 B5 B10 C2	The final written exam will consist of a TEST (about 10-15 questions, 60% out of the final grade) and a two-page essay (40 %) on any of the authors and works included in the programme.	50
Supervised projects	A1 A2 A3 A6 A14 A15 A16 A17 B2 B5 B8 B9 B10 C5 C6	The teacher will assess the students' work, sometimes by means of written essays (to be done exclusively in the classroom) on a weekly basis. Active participation and the interest shown will be taken into consideration.	30

Assessment comments



VERY IMPORTANT REMARKS. Prior conditions. In general, it is necessary to achieve 4 points out of 10, in any of the tests, to be taken into account. If the final test does not reach the specified grade in June, it has to be taken again in July. As a result, the average grade for the course to appear in June, for those who don't pass the exam or part of it, may not in any case exceed 4.9 points. However, the rest of the marks obtained will be retained until July. Students who do not attend the objective test, known here as "proba mixta" (test and an essay, in which the test is worth 60 percent and the essay 40 percent), in either opportunity, and / or those students whose course work (written work and class participation) represents a percentage below 50%, will receive the mark of NON PRESENTADO (NP). Students who have done the test and have not passed, will be rated SUSPENSO (D, or below average).

The opportunity of July, or second chance, also consists of a written, mixed test, as above, with theoretical and practical contents. In any case and circumstance, this test will be worth a maximum of 50 percent of the final grade. The other 50% of the July opportunity will be specified at the time, though, in general, will consist of a 5-7 page essay to be supplied by the examinee on the day of objective test. Students who have been granted exemption from attendance, as specified in the university regulations, will be assessed according to the criteria applied to the July opportunity. Students enrolled part-time, and who have obtained exemption should contact teachers at the very beginning of the course (never half-way through, nor at the end) to clarify their situation. Testing conditions will not be modified for those students, in general, who have not previously certified their impossibility to attend regular classes or, in any case, those who have chosen to apply for the academic dispensation. Teachers will adapt the educational programme for these students, with reference to both the objective evidence and to the work they have to deliver or evaluative activities to be carried out. Also, teachers will establish rules to replace the percentages of activities resulting from the regular class attendance. Students taking the course without an academic dispensation or justification must attend at least 90% of the sessions of the course, otherwise they will be directed to the July opportunity. The teacher can not arbitrate the opportunity to examine at the earliest opportunity to a student without dispensation that has not reached the aforementioned 90 percent attendance. The essays, or the rest of written activities, that the teacher considers affected by the existence of plagiarism (copying), of any total or partial sources, will be rated invariably with the grade of 0.0 points, with no possibility of this mark to be changed by writing a similar exercise. The evaluation of the written work of any kind is understood according to the following scale. A properly written test, though lacking contextualization or a mature literary background can not be considered sufficient to pass. a) Depth of analysis, maturity and consistency ... 4 points b) Comprehension and literary contextualization .. 3 points c) Style, originality and creativity .....2 points d) Speech and Grammar Correction ..... 1 point

Reading the actual texts does not sum points: it is a prerequisite of the course in order for students to be assessed. Oral activities for this subject are reduced to class participation and discussion, representing a maximum of 20 percent of the final grade, as stated. No specific oral exercises or oral presentations on this subject, either individually or collectively, will be taken. The basic tests will be always written tests.

Sources of information

<b>Basic</b>	- Kazuo Ishiguro (1991). The Remains of the Day. London: Vintage International - Doris Lessing (). The Golden Notebook. London: Harper Collins - William Golding (). The Lord of the Flies. London: Picador - Aldous Huxley (1998). Brave New World. London: Harper Collins (Garper Perennial) - Zadie Smith (2000). White Teeth. London: Vintage International - James Joyce (). Ulysses. London: Penguin - Virginia Woolf (). To the Lighthouse. London: Penguin - Julian Barnes (1984). Flaubert's Parrot. London: Vintage International - Hanif Kureishi (). The Buddha of Suburbia. London: Faber and Faber - Samuel Beckett (1982). Waiting for Godot. London: Grove Press - Harold Pinter (2000). The Caretaker. London: Faber and Faber Michael Alexander, A History of English Literature (2000) Anthony Burgess, English Literature (repr. 1993) The Oxford Companion to Twentieth-Century Literature in English (1996) Paul Poplawski (Gen. Edit.), English Literature in Context (2008) Lecturas obligatorias: (muy importante) Poesía: T.S. Eliot, The Waste Land (1922) Se facilitará una selección de poemas de W.B. Yeats, Rupert Brook, W.H. Auden, Dylan Thomas, P. Larkin, Ted Hughes, Seamus Heaney y otros, al comienzo del curso. Novela: James Joyce, "The Dead" (Dubliners) (1914) James Joyce, Ulysses (primer capítulo) (1922) Virginia Woolf, To the Lighthouse (1927) Kazuo Ishiguro, The Remains of the Day , Teatro: Harold Pinter, The Caretaker (1960) Samuel Beckett, Waiting for Godot. , ETC.
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Complementary	
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## Recommendations

Subjects that it is recommended to have taken before

Subjects that are recommended to be taken simultaneously

Subjects that continue the syllabus

## Other comments

Text reading, which should be prior to class, is essential for this course. Autonomous learning will be necessary as well, because students are supposed to prepare practical work and text analysis beforehand.

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