



Teaching Guide

| Identifying Data | | | | | 2020/21 |
|----------------------------|--|---------------|--|----------------|---------|
| Subject (*) | Literatura Inglesa 2 | Code | 613G02017 | | |
| Study programme | Grao en Galego e Portugués: Estudos Lingüísticos e Literarios | | | | |
| Descriptors | | | | | |
| Cycle | Period | Year | Type | Credits | |
| Graduate | 2nd four-month period | Second | Obligatory | 6 | |
| Language | English | | | | |
| Teaching method | Face-to-face | | | | |
| Prerequisites | | | | | |
| Department | Letras | | | | |
| Coordinador | Alonso Giraldez, Jose Miguel | E-mail | miguel.giraldez@udc.es | | |
| Lecturers | Alonso Giraldez, Jose Miguel Clark Mitchell, David Mitchell | E-mail | miguel.giraldez@udc.es david.clark@udc.es | | |
| Web | | | | | |
| General description | Overview of English Literature in the 18th, 19th, 20th and 21st centuries. | | | | |
| Contingency plan | <p>1. Modifications to the contents: They are not modified</p> <p>2. Methodologies</p> <p>*Teaching methodologies that are maintained:</p> <p>Readings and tutored works. The seminars, if applicable, may be held online, or through recordings, including written or oral exercises.</p> <p>*Teaching methodologies that are modified:</p> <p>Presential sessions that become telematic on the same time schedule, via Email, Moodle and Teams, according to the teacher's decision.</p> <p>3. Mechanisms for personalized attention to students</p> <p>Moodle, Teams and Email.</p> <p>4. Modifications in the evaluation system:</p> <p>Continuous Evaluation 100%. Tutored works, reading tasks, exercises and proposed activities (online). The teacher will be able to carry out online sessions to complete the evaluation of the different tasks</p> <p>*Evaluation observations:</p> <p>Participation evaluated via Teams and through written or, where appropriate, oral contributions to the discussion.</p> <p>5. Modifications to the bibliography or webgraphy:</p> <p>It is not modified. Texts and notes will be provided in electronic format whenever possible.</p> | | | | |

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. |
| A7 | Coñecer as literaturas en lingua galega, española e inglesa. |
| A8 | Ter dominio instrumental oral e escrito dunha segunda lingua estranxeira. |
| A16 | Coñecer a crítica textual e a edición de textos. |
| A17 | Ter un coñecemento avanzado da literatura galega. |
| B1 | Utilizar os recursos bibliográficos, as bases de datos e as ferramentas de busca de información. |
| 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. |
| C1 | Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma. |
| C2 | Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro. |
| C8 | Valorar a importancia que ten a investigación, a innovación e o desenvolvemento tecnolóxico no avance socioeconómico e cultural da sociedade. |



| Learning outcomes | | | |
|--|------------------------------------|----------------------|----|
| Learning outcomes | Study programme competences | | |
| To learn and apply techniques of literary criticism. | A1 A2 A7 A8 A16 A17 | B5 B7 B8 | |
| To understand the differing aspects of British society and culture. | A1 A2 A7 A8 A16 | B1 B5 B7 B8 | |
| To be able to recognise and analyse the ideological contents of texts. | A1 A2 | | |
| To understand aspects of the evolution of English literature. | A2 | B1 | |
| To understand aspects of the evolution of English literature. | A7 | B1 | |
| To understand aspects of the evolution of English literature. | A2 A17 | | |
| To learn and apply techniques of literary criticism. | A2 | B5 | C1 |
| To learn and apply techniques of literary criticism. | A7 A8 | | |
| To understand the differing aspects of British society and culture. | A2 | B8 | C8 |
| To understand the differing aspects of British society and culture. | A1 A2 | | |
| To be able to recognise and analyse the ideological contents of texts. | A7 A8 | B1 | C8 |
| To be able to recognise and analyse the ideological contents of texts. | A1 A2 | B5 | C2 |

| Contents | |
|--|--|
| Topic | Sub-topic |
| 1. The novel in the 18th century. | 1.1. Introducción. 1.2. Daniel Defoe: A Journal of the Plague Year (novela completa) 1.3 Other relevant authors of the 18th century (excerpts): Walpole, Swift, Defoe (Moll), Fielding, Richardson, Sterne, Sarah Fielding, etc. |
| 2. Romanticism | 2.1 Introduction 2.2 Poetry: Wordsworth, Keats and Coleridge. 2.3. Introduction to the Gothic Novel 2.4 Frankenstein Mary Shelley (full text) |
| 3.- Novel and short story in the 19th century. | 3.1 Introduction 3.2 Jane Austen Pride and Prejudice (full text) 3.3 Dickens. Hard Times (novela completa). 3.4 Thomas Hardy The Mayor of Casterbridge (Chapters 1-10) |

| Planning | | | | |
|-----------------------|--------------|----------------------|-------------------------------|-------------|
| Methodologies / tests | Competencies | Ordinary class hours | Student?s personal work hours | Total hours |
| Supervised projects | A1 A8 | 0 | 30 | 30 |



| | | | | |
|---------------------------------|-----------------------------|----|----|----|
| Guest lecture / keynote speech | A7 A17 B1 B5 B7 B8 C2 C8 | 20 | 0 | 20 |
| Seminar | A1 A2 | 28 | 5 | 33 |
| Mixed objective/subjective test | A1 A2 A8 A16 B5 B7 C1 C2 | 0 | 18 | 18 |
| Workbook | A16 | 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 |
| Supervised projects | Individual work. |
| Guest lecture / keynote speech | Explanation of topics. |
| Seminar | In-depth discussion on topics. Small groups to allow greater individual participation. |
| Mixed objective/subjective test | Written exam with theoretical and practical contents, |
| Workbook | Reading of texts supplied (fragments or complete works). |

| Personalized attention | |
|------------------------|---|
| Methodologies | Description |
| Supervised projects | Oral and written, individual work based on texts and topics from this course. |

| Assessment | | | |
|---------------------------------|-----------------------------|---|---------------|
| Methodologies | Competencies | Description | Qualification |
| Supervised projects | A1 A8 | One essay (6 pages) in English, based on readings and programme contents .The teacher may require students to defend their written work in an oral test. Individual work. | 25 |
| Seminar | A1 A2 | Participation and activities: work carried out in seminars. in-class written exercises. Tests on course readings. | 25 |
| Mixed objective/subjective test | A1 A2 A8 A16 B5 B7 C1 C2 | Exams will include theoretical questions about the contents of the course and also some texts to be analysed by the students. | 50 |

| Assessment comments |
|---------------------|
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Students must complete the proposed readings (see list of contents) always before they are analyzed or commented in class, so that interactivity and debate are possible. Likewise, the teacher may establish a test or a reading test, which will always be done in class, on each of the readings in progress, either at that time or later than those works had been analysed in the classroom. The readings are obligatory and all of them will be evaluated individually. The readings and their respective tests are part of the evaluation of the subject, in the Seminar section, as indicated above. The supervised essay will have a length of 6 pages, and will be written in English. Unless otherwise indicated, it will be presented orally by the students, when applicable, in an individual way. The individual essay must be delivered in a timely manner before being presented orally, if applicable, along with the presentation (PPT).

The written exam will complete the evaluation of the subject.

In the July evaluation students will present an essay on the texts studied (50%) and sit an examination (50%). Students who satisfactorily presented work throughout the course do not need to hand in any additional essay, unless otherwise indicated. Students who do not attend either of the two exams will be given the grade of "non presentado". Part-time and students with special dispensation must contact the teachers at the beginning of the course in order to plan each individual situation and the changes needed to compensate the percentages of the grade arising from directed discussion, reading and supervise projects.

Students who have been granted exemption, as specified in the university regulations, will be assessed according to the criteria applied in the July opportunity. Students sitting the December exam (final exam brought forward) will be assessed according to the criteria specified for the July opportunity.

Plagiarism

Written work may be tested through Turnitin in order to detect wrong citations, plagiarism or any other type of fraud. Should this occur, the rules for plagiarism will be applied. (Normas de avaliación, revisión e reclamación das cualificacións dos estudos de grao e mestrado universitario). Turnitin recognises papers previously turned in by other people (or the student him/herself) at this university or other universities, as well as other material found on Internet.

Sources of information

| | |
|----------------------|---|
| Basic | <ul style="list-style-type: none"> - Álvarez Amorós et al (1998). Historia crítica de la novela inglesa . Salamanca:Ediciones Colegio de España - Brantlinger, P. y Thesing, W. (eds) (2005). A Companion to the Victorian Novel . Oxford:Blackwell - Butler, Marilyn (1981). Rebels and Revolutionaries: English Literature and its Background, 1760-1830 . Londres y Oxford: O.U.P. - Copeland, E. & Mc Master, J. (eds) (2001). The Cambridge Companion to Jane Austen. Cambridge: CUP - Chris, Carol T. et al (Eds) (2006). The Norton Anthology of English Literature, vol 2. New York &&&&&&& London: Norton - Damrosch , D y Dettmar, K (eds) (2009). The Longman Anthology of British Literature, Volume 2C: The Twentieth Century and Beyond (4th Edition). Londres: Longman - Gilbert, S. and Gubar, S. (2000). The Madwoman in the Attic. Yale UP - Greenblatt, Stephen et al (eds) (2005). The Norton Anthology of English Literature: The Victorian Age. New York: Norton - Head, Dominic (2002). The Cambridge Introduction to Modern British Fiction 1950-2000. Cambridge: CUP - Ledger, Sally (1997). Fiction and Feminism at the fin de siècle. Manchester: Manchester UP - Liggins, Emma; Maunder, A.; Robins, R. (eds) (2011). The British Short Story. London: Palgrave - Lorenzo Modia, M.J. (1998). Literatura inglesa del siglo XVIII. A Coruña: Universidade da Coruña - Marcus,L. and Nicholls (2005). The Cambridge History of Twentieth Century English Literature. Cambridge: CUP - Miles, Rosalind (1987). The Female Form. Women Writers and the Conquest of the Novel. London: Routledge - Rogers, P. (ed.) (1978). The Eighteenth Century. The Context of English Literature. London: Methuen - Ruthven, K.K. (1984). Feminist Literary Studies. An Introduction. Cambridge: CUP - Sanders, Andrew (1994). The Short Oxford History of English Literature. Oxford: Clarendon - Stevenson, Randall (1993). A Reader`s Guide to the 20th Century Novel in Britain. London: Harvester - Showalter, Elaine (1989). A Literature of their Own. From Brontë to Lessing. London: Routledge - Stone, Lawrence (1990). The Family, Sex and Marriage in England 1500-1800. Harmondsworth: Penguin - Spencer, Jane (1986). The Rise of the Woman Novelist: From Aphra Behn to Jane Austen. Oxford: Blackwell - Todd, Janet (1992). The Sign of Angellica. Women, Writing and Fiction 1600-1800. Columbia UP - Thomson, D. (1981). The Pelican History of England in the Twentieth Century. Harmondsworth: Penguin - Wollstonecraft, Mary (2004). Vindicacion dos dereitos da muller. Santiago de Compostela: Sotelo Blanco <p>Listaxe de lecturas: Na maioría dos casos se empregarán fragmentos das obras, agás as que se sinalan concretamente.XVIII Daniel Defoe: A Journal of the Plague Year (completo)Gulliver`s Travels, de Jonathan Swift (Primeiro libro, A Voyage to Lilliput). Pride and Prejudice, Jane Austen, (texto completo)XIX Poetas románticos (poemas de Keats, Wordsworth e Coleridge)Frankenstein, de Mary Shelley. (texto completo)Charles Dickens. Hard Times.Thomas Hardy: The Mayor of Casterbridge.</p> |
| Complementary | <ul style="list-style-type: none"> - Bell, Michael (1980). The Context of English Literature. London: Methuen - Eagleton, Mary (1998). Feminist Literary Criticism. London: Longman - Hanson, Clare (1987). Short Stories, Short Fiction 1880-1980. London: MacMillan - Pyckett, Lynn (1995). Engendering Fictions. The English Novel in the Early 20th Century. London: Arnold - Todd, Janet (1988). Feminist Literary History. London: Polity Press |

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

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.