



## Teaching Guide

Identifying Data				2022/23
Subject (*)	English Literature (16th and 17th Centuries)	Code	613G03021	
Study programme	Grao en Inglés: Estudos Lingüísticos e Literarios			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	Third	Obligatory	6
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Letras			
Coordinador	Gomez Blanco, Carlos Juan	E-mail	carlos.gomezb@udc.es	
Lecturers	Gomez Blanco, Carlos Juan	E-mail	carlos.gomezb@udc.es	
Web				
General description	Analysis of the main movements, works and authors in English literature of the 16th and 17th centuries, from the Elizabethan age to the Restoration.			

## 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.
A6	Ter un dominio instrumental avanzado oral e escrito da lingua inglesa.
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.
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/á e profesional.
C2	Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.
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
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- Have proficiency in English Literature from the 16th and 17th centuries.	A1 A2 A6 A9 A10 A11 A16 A17	B1 B2 B3 B5 B8	
- Improve literary competence and analytical skills.	A1 A2 A6 A9 A10 A11	B1 B2 B3 B4 B5 B6 B7 B8 B10	C6 C8
- Be able to present and write good academic essays in English.	A1 A2 A6 A10 A16	B4 B5 B7 B8	C2 C6 C8
- Learn about the society and culture of England at a time of important changes.	A16 A17		C2 C6 C8

Contents	
Topic	Sub-topic
Basics	From the Renaissance to the Enlightenment. Historical data (economic facts, politics, religion, expansionism, the birth of the two parties, the fall of the Stuarts) and society.
1. Introduction: Society, culture, politics and literature from the Middle Ages to the 17th, 1.1 Elizabethan and Jacobean periods 1.2. The Restoration	Individualism and mercantilism. The social contract.
2. The origins of the theatre	Religious and pagan. System of production.
3. Theatre during Elizabeth I's and James I's reign. 3.1: Production: companies, actors, playhouses. 3.2. Before Shakespeare: Kyd and Marlowe 3.3. Shakespeare 3. 4. Ben Jonson	Compulsory readings: 3.3 Shakespeare. The Merchant of Venice Twelfth Night. Othello Macbeth 3.4 Ben Jonson. Volpone
4. Caroline theatre 4. 1. Middleton y Dekker 4.2 Webster	Compulsory text: 4.2 John Webster. The Duchess of Malfi
5. The Restoration, 1660-1700 5.1 Scenography. Actresses 5.2 Dryden's Essay 5.3 Comedy 5.4 Wycherley 5.5. Congreve	Required readings: 5.4 William Wycherley. The Country Wife 5.5 William Congreve. The Way of the World



6. Basic aspects of poetry: Shakespeare, Donne, Dryden e Milton	Photocopies. Only if there is some time left.
7. Basic aspects of prose: Behn e Congreve.	The origins of the English novel. Photocopies. Only if there is some time left.

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A1 A2 A16 A17 B7 B8 C6 C8	21	12	33
Workbook	A1 A2 A16 A17 B3	0	59	59
Seminar	A7 B1 B6 B7 B8 B9	2	6	8
Objective test	A1 A2 A6 A7 A9 C2	2	4	6
Document analysis	A1 A2 A11 A16 B5 B7 B8 B10 C6 C8	18	2	20
Oral presentation	A1 A6 A9 A10 A11 A16 B1 B2 B3 B4 B5 B6 B7 C2 C8	5	1	6
Multiple-choice questions	A16 A17	1	2	3
Directed discussion	A2 A6 A7 B8 C2	2	10	12
Personalized attention		3	0	3

(\*)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 explain aspects of the literature, society, and culture of the times. A general overview. But also aspects of the texts the students must read, often through textual analysis. Some information will be panoramic, some more focused on the compulsory readings. But there will be an introduction to authors and texts the students will not have to read (Marlowe, Donne, Milton, etc).
Workbook	Reading the mandatory primary sources at home. Such readings should take place before or during the study of such texts in the classroom.
Seminar	A general view of the 16th and 17th centuries is replaced by the analysis of particular texts. The students must have an active participation.
Objective test	There will be a written exam all students must take, which is 50 per cent of the final evaluation. It consists of a textual commentary, an essay (both concerning the compulsory readings) and a brief multiple choice test (about historical data, etc explained in the lectures). The students must obtain 2 out of 5 points at least.
Document analysis	Textual commentaries done primarily during the group classes, either the "middle" or the "small" groups.
Oral presentation	A few students may, if possible, present a brief orally in class so that a debate may be established later. The subject will be some aspect of the 8 texts that are to be read. The oral presentation should take about 8-10 minutes.
Multiple-choice questions	During the course, on dates that will be fixed a few days earlier and communicated in class and through Moodle, there will be 4 multiple-choice tests on the texts the students must read. The objective is to make the students' read in a continuous way. Each test is worth 0.5 points (2 points total, 20% of the subject).
Directed discussion	Debate over topics or the oral presentations. The students may be asked to write notes and deliver them to the teacher.

Personalized attention	
Methodologies	Description
Document analysis Seminar Oral presentation	The teacher will supervise the students' oral presentations, essays and literary commentaries when necessary, and help the students to solve problems that may arise.



## Assessment

Methodologies	Competencies	Description	Qualification
Document analysis	A1 A2 A11 A16 B5 B7 B8 B10 C6 C8	Textual analysis done in class. A few will be marked by the teacher. 2.5 points.	25
Guest lecture / keynote speech	A1 A2 A16 A17 B7 B8 C6 C8	Active attendance. The student must attend at least to 10 lectures and 18 group classes to get 0.4. He or she will sign on sheets provided. Active participation will add 0.1 (see Directed Discussion below).	4
Directed discussion	A2 A6 A7 B8 C2	Debate over topics or the oral presentations. Attendance and active participation. The students may be asked to hand out their notes now and then.	1
Objective test	A1 A2 A6 A7 A9 C2	Final exam: an essay, a textual commentary (both on any of the 8 texts) and a short multiple choice test on data provided in the lectures or seminars through the course, including historical data. (50%; that is, 5 points out of 10). NOTE: you need to get a minimum of 2 out of 5 (4 out of 10) to sum this mark to the continuous evaluation mark.	50
Multiple-choice questions	A16 A17	4 multiple-choice tests on the 8 texts the students must read. Each test is worth 0.5 points (2 points total, 20% of the subject).	20
Oral presentation	A1 A6 A9 A10 A11 A16 B1 B2 B3 B4 B5 B6 B7 C2 C8	Students may present a brief essay orally in class so that a debate may be established later. The subject will be some aspect of the 8 texts that are to be read. The oral presentation should take about 8-10 minutes. The presentation, if possible (obviously there is not time enough for all students to do it), is voluntary, and the mark will replace the worst commentary or textual analysis done in class.	0
Others			

## Assessment comments



In this subject, what is evaluated is the student's knowledge of the history of English literature and his/her literary competence at analysing the 8 texts of the corpus using basic literary skills. Analysis is NOT paraphrasing. The final average 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 and/or the tests have no continuous evaluation marks, so they will have to recover at least two out of 5 points in the second opportunity examination in July. 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. We may use "Turnitin" to check essays, exams, whatever, 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 emestrado 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. Those students that cannot or do not wish to do an oral presentation should not worry. It will not affect the assessment. 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 30% of the required activities and have not taken the exam. Otherwise, they will figure as fail even if they do not do the first opportunity exam. The same criteria for July. Those students that have been given a dispensation must tell the teacher in advance, during the first two weeks of the course. Students who have been granted exemption, as specified in the university regulations, will be assessed according to the criteria applied to the July opportunity. Students sitting the December exam (final exam brought forward) will be assessed according to the criteria specified for the July opportunity. 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, 20% the tests (when not done or failed earlier) and 30% activities repeating or replacing (in the case of class attendance) the continuous assessment work. Such activities will be specified once the marks for the first opportunity have been published. For instance, four tests similar to those done during the course will be done on the day of the exam, and a textual commentary or analysis similar to those done during the course.

**Diversity:** This module can be adapted to students who need support for their particular situation (physical, visual, auditory, cognitive, learning process, or related to mental health). If necessary, students should contact the services available in UDC/in their school or faculty, or the Unidad de Atención a la Diversidad (ADI) at the beginning of each academic semester in the timeframe officially established (<https://www.udc.es/cufie/adi/apoioalumnado/>); alternatively, they can contact the ADI tutor in the Faculty of Philology at the following address: [pat.filoloxia@udc.gal](mailto:pat.filoloxia@udc.gal) ).

## Sources of information



<p><b>Basic</b></p>	<p>Fontes primarias de lectura obrigatoria (orde cronolóxico utilizado nas clases) William Shakespeare. The Merchant of Venice (edición Arden Shakespeare recomendada) Shakespeare. Twelfth Night. (edición Arden Shakespeare recomendada) Shakespeare. Othello (edición Arden Shakespeare recomendada) Shakespeare. Macbeth (edición Arden Shakespeare recomendada) Ben Jonson. Volpone John Webster. The Duchess of Malfi William Wycherley. The Country Wife William Congreve. The Way of the World Consulta (fontes secundarias): --Beadle, Richard, ed. The Cambridge Companion to Medieval English Theatre. Cambridge: Cambridge University Press, 1994. --Braunmuller, A. R. and Michael Hattaway, eds. The Cambridge Companion to English Renaissance Drama. Cambridge: Cambridge University Press, 1997- --Canfield, John Douglas. Tricksters &amp; Estates: On The Ideology of Restoration Comedy. Lexington, Ky. : Univ. Press of Kentucky, 1997. --Demetriou, Eroulla. Get thee to the Playhouse: An Introduction to Elizabethan and Shakespearean Drama for Young Students. Univ. de Jaen, 2009. --Dollimore, Jonathan &amp; Sinfield, A. eds., Political Shakespeare: Essays in Cultural Materialism. Ithaca: Cornell Univ Press, 1994. --Elam, Keir. The Semiotics of Theatre and Drama. Londres: Routledge, 1980. --Fisk, Deborah Payne, ed. The Cambridge Companion to English Restoration Theatre. Cambridge Univ. Press. 2000. --Garber, Marjorie. Shakespeare and Modern Culture. Anchor Books, 2009. --Gay, Penny. The Cambridge Introduction to Shakespeare's Comedies. Cambridge U. P., 2008. --Hughes, Derek. English Drama, 1660-1700. Oxford: Clarendon Press, 1996. --Leggatt, Alexander. English Drama: Shakespeare to the Restoration, 1590-1660. Londres: Longman, 1988. --MacLean, Gerald, ed. Culture and Society in the Stuart Restoration: Literature, Drama, History. Cambridge: Cambridge University Press, 2008. --Owen, Susan J., ed. A Companion to Restoration Drama. Oxford: Blackwell, 2001. Shaughnessy, R. (ed). The Cambridge Companion to Shakespeare and Popular Culture. Cambridge U.P., 2007. --VV.AA. Historia crítica del teatro ingles. Alcoy: Marfil, 1988. --Wallace, David, ed. The Cambridge History of Medieval English Literature. New York: Cambridge UP, 1999. --Waller, Gary. English Poetry of the Sixteenth Century. London and New York: Longman, 1993. --Wells, Stanley &amp; L. Cowen Orlin eds. Shakespeare: An Oxford Guide. Oxford U P., 2003.</p>
<p><b>Complementary</b></p>	

**Recommendations**

**Subjects that it is recommended to have taken before**

Literatura Inglesa 1/613G03010

Literatura Inglesa 2/613G03017

**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.