



## Teaching Guide

Identifying Data				2022/23
<b>Subject (*)</b>	English Literature (18th and 19th Centuries)	<b>Code</b>	613G03036	
<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	1st four-month period	Fourth	Obligatory	6
<b>Language</b>	English			
<b>Teaching method</b>	Face-to-face			
<b>Prerequisites</b>				
<b>Department</b>	Letras			
<b>Coordinador</b>	Lorenzo Modia, María Jesus	<b>E-mail</b>	maria.lorenzo.modia@udc.es	
<b>Lecturers</b>	Lorenzo Modia, María Jesus	<b>E-mail</b>	maria.lorenzo.modia@udc.es	
<b>Web</b>				
<b>General description</b>	Panoramic view of English Literature in the eighteenth and nineteenth centuries.			

## 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/á 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. Periodicals and the Birth of the Novel in the English Language 1.2. Swift, Defoe and Sterne. 1.3. Charlotte Lennox Readings: "Robinson Crusoe", Swift's Poems; "Tristram Shandy", and "The Female Quixote" (chapters).
2. The novel in the early 19th century. Romantic Poetry.	2.1. The Regency Period 2.2. Jane Austen 2.3. Romantic Poetry Readings: "Pride and Prejudice", Selection of Poems.
3. The novel in the mid- and late-19th century. High Victorianism. Fin de siècle.	3.1. Victorianism 3.2. Charles Dickens, Elizabeth Gaskell 3.3. The Brontës 3.4. George Eliot 3.5. The fin de siècle: the New Woman. 3.6. Joseph Conrad Readings: "Wuthering Heights", "The Mill on the Floss", "Middlemarch" (chapters) "Hard Times", "The Secret Agent".

**Planning**



Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Directed discussion	A2 A3 A8 B4 B10	14	0	14
Supervised projects	A1 A6 A7 B1 B2 B5 B6 B7	0	30	30
Guest lecture / keynote speech	A9 A10 A11	21	21	42
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	Classroom discussion of previously read texts.
Supervised projects	Individual or small group projects.
Guest lecture / keynote speech	Introduction to each of the units.
Seminar	In-depth discussion of topics and readings.
Workbook	The Complementary Bibliography section includes a list of mandatory literary readings (4 full novels + a selection of poems). Additional excerpts will be seen in class in order to widen the overall view of the period.

Personalized attention	
Methodologies	Description
Supervised projects	Students, in small groups or individually, will prepare an oral presentation about different literary topics from the syllabus.

Assessment			
Methodologies	Competencies / Results	Description	Qualification
Guest lecture / keynote speech	A9 A10 A11	Two tests (a mid-term and on the official final exam date) to assess the students' understanding of the course's contents and skills practised in the large-, mid- and small- group sessions. A minimum of 4 out of 10 in each of the two tests must be obtained in order for the rest of the course grades to be computed.	40
Supervised projects	A1 A6 A7 B1 B2 B5 B6 B7	Individual and / or in small groups. Written and oral. All relevant information will be provided at the beginning of the course in Moodle and in the classroom.	40
Directed discussion	A2 A3 A8 B4 B10	Active and continued student participation will be taken into account.	20

Assessment comments
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In the second opportunity, in July, students will have to write an essay about the texts studied (4-6 pages, 60% of the final grade) and the exam (40% of the final grade). Students who have submitted satisfactory work during the course will not be required to submit any additional work in the second opportunity.

Turnitin may be used to check the originality of work completed outside of the classroom, including wrong citations, plagiarism or any other type of academic fraud. Should this occur, penalties for plagiarism will be applied (Normas de avaliación, revisión e reclamación das cualificacións dos estudos de grao e mestrado universitario).

Students who do not show up at either of the tests will be marked "Absent" ("Non presentado") if they have not turned in more than 50% of the gradeable activities.

Students officially registered as part time students and who have been granted permission not to attend classes (academic exemption), as stipulated in the regulations of this University, will be assessed in either of the opportunities according to the same criteria specified for the second opportunity.

Students sitting the December exam will be assessed according to the criteria specified for the July opportunity.

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 ala 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 ).

## 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: &lt;i&gt;Robinson Crusoe&lt;/i&gt;. &lt;i&gt;Pride and Prejudice&lt;/i&gt;. &lt;i&gt;Wuthering Heights&lt;/i&gt;. &lt;i&gt;Hard Times&lt;/i&gt;. Selection of Poems            Reading list: Robinson Crusoe. Pride and Prejudice. Wuthering Heights. Hard Times. Selection of Poems</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

English Literature (20th and 21st Centuries)/613G03040

English Literature and Gender/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.