UNIVERSIDADE DA CORUÑA

Teaching Guide

	Identifying Data			**2023/24**
Subject (*)	English Literature and Literary Criticism		**Code**	613G03032
Study programme	Grao en Inglés: Estudos Lingüísticos e Literarios			

		Descriptors		
Cycle	**Period**	**Year**	**Type**	**Credits**
Graduate	2nd four-month period	Third	Optional	4.5

Language	English
Teaching method	Face-to-face
Prerequisites	
Department	Letras

Coordinador	Simal Gonzalez, Begoña	**E-mail**	begona.simal@udc.es	
Lecturers	Simal Gonzalez, Begoña	**E-mail**	begona.simal@udc.es	

Web	
General description	Study of the most important schools of literary theory in relation with English literary texts.

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.
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.
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.
B1	Utilizar os recursos bibliográficos, as bases de datos e as ferramentas de busca de información.
B3	Adquirir capacidade de autoformación.
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.
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/á e profesional.

Learning outcomes			
Learning outcomes	**Study programme competences / results**		
Be acquainted with the basic schools of literary theory	A1 A2 A3	B8	C6
Be aware of the importance of behaving fairly and correctly.		B8 B9 B10	C6 C7 C8
Improve Spoken and Written English skills	A6		
Be aware of the importance of research			C6 C7 C8

Learn to relate sources of different kinds	A1 A2 A3 A10 A11		
Improve selfteaching skills.	A15	B3	
Value diversity	A15		
Be more critical and aware concerning discourse.	A2 A10 A11 A15 A16		
Learn to use literary competence skills with texts.		B1 B2 B3 B7	
Learn more about English Literature.	A16	B5 B8	
Learn to analyse and comment on literary and nonliterary discourse using literary analysis techniques properly.	A1 A2 A15	B7	
To know and apply the methods and techniques of linguistic and literary analysis	A1 A2 A15		
Be aware of the importance of behaving fairly and correctly.		B10	
use of information assets with this subject.	A14	B1 B3 B7 B9	

Contents	
Topic	**Sub-topic**
1. ?Theory before theory?	1.1. Introduction to literary theory. 1.2. Literary theory in the 20th century 1.3. Practical criticism 1.4. The New Critics
2. From meaning to form	2.1. Formalism 2.2. Structuralism
3. Sociopolitical reading I	3.1. Race 3.2. Class 3.3. Gender
4. The poststructuralist revolution	4.1. Derrida 4.2. Foucault 4.3. Lacan
5. Sociopolitical reading II: after poststructuralism	5.1. Critical Race Theory 5.2. Gender and Sexuality 5.3. Intersectionality 5.4. Ecocriticism

6. Postcolonial theory and criticism	6.1. Said
	6.2. Bhabha
	6.3. Spivak
	6.4. Globalization Studies
7. New directions in literary and cultural studies	7.1. New directions in literary studies.
	7.2. New directions in cultural and film studies.

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A1 A2 A3 A15 A1 A2 A3 A10 A11 A14 A15 A16 B8 B9 B10 B1 B3 B5 B7 B8 B9 B10 C6 C8	12	12	24
Workbook	A1 A2 A3 B3 B7 C6 C7 C8	0	36	36
Supervised projects	A1 A2 A3 A6 A15 A1 A2 A3 B1 B2 B3 B7 B8 B9 C6 C7 C8	3	6	9
Oral presentation	A1 A2 A3 A6 A15 B1 B2 B3 B7 B8 B9 B10	4	10	14
Mixed objective/subjective test	A1 A2 A3 A6	0	5	5
Document analysis	A1 A2 A3 A6 A7 A15	10	7	17
Directed discussion	A1 A2 A3 A6 A7 A15 B5 B7	2.5	3	5.5
Personalized attention		2	0	2
(*)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 introduce basic concepts, and data about the main schools and their applicability to literary texts.
Workbook	Reading primary sources and a selection of secondary sources (from repositories, Moodle, website pages and books from the library) prior to class.
Supervised projects	Brief individual presentation on one of the units in the syllabus. The specific units/texts will be announced at the beginning of the course.
Oral presentation	A a brief oral presentation done by one-three students concerning a) the two main literary texts, b) a literary theory question or source
Mixed objective/subjective test	An evaluatory test that may include two or three different kinds of exam such as a multiple choice test, a textual commentary and a brief essay on one of the two literary texts.
Document analysis	The students work with sources of different kinds.
Directed discussion	Debate in class. Always after an oral presentation. Often done when analysing texts in class.

Personalized attention	
Methodologies	Description
Oral presentation Supervised projects	The students will be guided in their elaboration of their oral presentation. The teacher will be reached via the Campus Virtual UDC (Moodle).

Assessment

Methodologies	Competencies / Results	Description	Qualification
Mixed objective/subjective test	A1 A2 A3 A6	This type of test will assess the student's ability to understand and approach a literary text critically by asking questions about those texts analyzed in class. In addition, students will have to prove that they have grasped the main concepts, and that they can apply such concepts and critical tools to literary texts. When assessing and marking these exams, the teachers will also take into account the student's linguistic competence in English. These tests can include short-answer questions as well as longer exercises.	50
Document analysis	A1 A2 A3 A6 A7 A15	Short exercises and critical analysis of texts carried out in class (between 3 and 5). Critical thinking will be especially valued, as well as appropriate use of textual evidence to prove a certain point. The teacher will also take into account the ability to apply certain concepts and theories to the text being analysed. Last but not least, students are expected to comply with the linguistic requirements in this degree, namely, an advanced level of competence in the English language.	30
Supervised projects	A1 A2 A3 A6 A15 A1 A2 A3 B1 B2 B3 B7 B8 B9 C6 C7 C8	Individual presentation on one of the units in the syllabus (up to 2 points). The specific units/texts will be announced at the beginning of the course (first sessions). The final presentation will be uploaded onto Moodle.	20

Assessment comments

In this subject, the teacher will assess each student's ability to analyse literary texts using various critical perspectives. A general knowledge of the main critical schools will also be valued. English will be the only language used in class, exams and presentations. An advanced linguistic competence is required, so special attention should be paid when using both oral and written English.To pass the subject, students should obtain 5 points out of 10, after adding up each part of the assessment procedure. In addition, the student needs to have at least 4 out of 10 in each of the three assessment sections or categories. Active participation in the different class activities, as well as additional "extra-credit" activities carried out by the students during the course, at the teacher?s request, could be awarded up to an extra 5% of the final mark.Grade "NON PRESENTADO": Only those students who do not sit for the June or the July finals, and/or have not completed the 50% will obtain the NP grade.

SECOND OPPORTUNITY (JULY) : Those students who have not reached 4 out of 10 points in each of the three assessment sections, even if the overall addition is 5 or higher, will have to go to the finals in July in order to pass the subject. In this opportunity, students will have to prove they have acquired the required skills by doing the following: 1) a written exam similar to that of the first opportunity (50% of the final mark); 2) extra exercises of analysis and close reading (30%); 3) an oral test (20%).

EXEMPTION (DISPENSA ACADÉMICA): 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, should contact the teacher at the beginning of the course. These students will be assessed in either of the opportunities according to the same criteria specified for the second opportunity

CONVOCATORIA ADIANTADA: Those students sitting the November/December exam (final exam brought forward) will be assessed according to the criteria for the July opportunity.

PLAGIARISM: When assessing the students' essays, the teacher will pay attention to possible cases of plagiarism; to that effect, she can interview the students about their written work or use tools like TURNITIN. Consequences of plagiarism (UDC regulations): "cualificación de suspenso na convocatoria en que se cometa a falta e respecto da materia en que se cometese. O/a estudante será cualificado con ?suspenso? (nota numérica 0) na convocatoria correspondente do curso académico, tanto se a comisión da falta se produce na primeira oportunidade como na segunda. Para isto, procederase a modificar a súa cualificación na acta de primeira oportunidade, se fose necesario.?

GENDER: In accordance with the various regulations governing university teaching, it is necessary to incorporate a gender perspective into this subject. This includes, among other measures, the use of non-sexist language, bibliographies that are inclusive from a gender perspective, and encouraging participation from all students in class, regardless of their gender. We will pay particular attention to identifying and addressing sexist prejudices and attitudes. We will actively work towards the modification of this environment and the promotion of values of respect and equality. Our efforts will focus on detecting cases of gender discrimination and implementing appropriate actions to rectify such cases.

DIVERSITY: This module can be adapted for 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 faculty, or the Unidad e 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).

Sources of information	
Basic	FONTES PRIMARIAS Poemas, relatos cortos e máis extractos de obras máis longas, entre elas: Helena Maria VIRAMONTES: ?The Cariboo Cafe?Margaret ATWOOD: selección de poemas e relatos; Oryx and Crake (extractos da novela) George SAUNDERS: ?The Semplika Girl Diaries?Merlinda BOBIS: ?The Long Siesta as a Language Primer?William SANDERS: ?The Undiscovered?Maxine Hong Kingston: China Men (extractos)Salman RUSHDIE: Midnight Children (extractos)Karen Tei YAMASHITA: selección de narrativa breve ou extractos de novelas Toni MORRISON: selección de narrativa ou extractos de novelas Caryl CHURCHILL: Top Girls (extractos)

| Complementary | FONTE SECUNDARIA RECOMENDADA:Bertens, Hans (2014). Literary Theory: The Basics. London: Routledge. Third edition.BIBLIOGRAFÍA ADICIONAL (FONTES SECUNDARIAS) Guerin, Wilfred L., et al. (1992). A Handbook of Critical Approaches to Literature. 3rd ed. New York: Oxford University Press Barry, Peter (2017). Beginning Theory: An Introduction to Literary and Cultural Theory. Manchester: Manchester University Press. Culler, Jonathan (2000). Breve introducción a la teoría literaria. Barcelona: Crítica. (Literary Theory: A Very Short Introduction).Elam, Keir. The Semiotics of Theatre and Drama. London: Routledge. Tyson, Lois (2006). Critical Theory Today: A User-Friendly Guide. London: Routledge Ryan, Michael (2010). Cultural Studies: A Practical Introduction. UK: Wiley-Blackwell, 2010. Eagleton, Terry (1996). Literary Theory. Oxford: Blackwell Lodge David, ed. (2000). Modern Criticism and Theory: A Reader . London: Longman Belsey, Catherine (2002). Post-Structuralism: A Very Short Introduction.. Oxford: OUP, 2002. Peck, John, and Martin Coyle, eds (1995). Practical Criticism. (How to Study Literature series). Basingstoke: Macmillan Selden, Raman, Peter Brooker and Peter Widdowson (1997). Practising Theory and Reading Literature. Hempstead: Prentice Hall Europe Pearce, Lynne (1994). Reading Dialogics . London: Edward Arnold Eagleton, Terry (1998). The Eagleton Reader . Oxford: Blackwell Glotfelty, Cheryll and Harold Fromm (1996). The Ecocriticism Reader: Landmarks in Literary Ecology.. Athens: The U of Georgia P. Leich, Vincent B. ed., et al (). The Norton Anthology of Theory and Criticism. New York: Norton   Kermode, Frank & John Hollander eds. (1973). The Oxford Anthology of English Literature. London: OUP. Said, Edward W (1983). The World, the Text, and the Critic. Cambridge (MA): Harvard UP Gates, Henry Louis, ed. (1986). ?Race,? Writing and Difference. Chicago: The U of Chicago P |

| Recommendations |
| Subjects that it is recommended to have taken before |
| Introdución aos Estudos Literarios/613G03005 |
| Subjects that are recommended to be taken simultaneously |
| |
| Subjects that continue the syllabus |
| |
| Other comments |
| C1 level in English (Advanced). |

(*)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.