



## Teaching Guide

Identifying Data					2023/24
Subject (*)	English Literature (20th and 21st Centuries)		Code	613G03040	
Study programme	Grao en Inglés: Estudos Lingüísticos e Literarios				
Descriptors					
Cycle	Period	Year	Type	Credits	
Graduate	2nd four-month period	Fourth	Obligatory	6	
Language	English				
Teaching method	Face-to-face				
Prerequisites					
Department	Letras				
Coordinador	Clark Mitchell, David Mitchell	E-mail	david.clark@udc.es		
Lecturers	Clark Mitchell, David Mitchell	E-mail	david.clark@udc.es		
Web					
General description	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 / 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.
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.
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.
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.
C1	Expresarse correctamente, tanto de forma oral coma escrita, nas linguas oficiais da comunidade autónoma.
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.
C7	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.

## Learning outcomes

Learning outcomes	Study programme competences / results



<p>Coñecemento xeral da historia da literatura inglesa.</p> <p>Coñecemento dos principais movementos literarios.</p> <p>Coñecemento da influencia entre Inglaterra e Irlanda e viceversa.</p> <p>Coñecementos dos autores principais.</p> <p>Coñecemento das obras máis importantes.</p> <p>Coñecemento conxunto e razoado da importancia e das características fundamentais da literatura inglesa dos séculos XX e XXI.</p> <p>Estratexias de análise na clase e pola conta do alumno.</p> <p>Exposición de traballos relacionados cos temas.</p> <p>Comentarios e estudos sobre obras e autores: estudo das técnicas de análise.</p> <p>Desenvolver instrumentos para o estudo literario, histórico, etc.</p> <p>Desenvolver técnicas de lectura e interpretación.</p> <p>Desenvolver hábitos de lectura como parte fundamental da construción integral do individuo.</p>	<p>A1</p> <p>A2</p> <p>A3</p> <p>A10</p> <p>A11</p> <p>A14</p>		
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<p>- Desenvolvemento dos hábitos de lectura, e de lectura crítica e analítica. Fomentar el interés por la literatura.</p> <p>- Valoración duha obra literaria e da importancia dun autor nun contexto espacio-temporal.</p> <p>- Desenvolvemento do traballo en equipa, colaboración e investigación.</p> <p>- Desenvolvemento do traballo online e con novas tecnoloxías.</p> <p>- Subliñara importancia das consultas e as titorías co profesor.</p>	<p>A1</p> <p>A2</p> <p>A14</p> <p>A15</p>	<p>B6</p> <p>B7</p>	<p>C3</p> <p>C7</p>



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Contents	
Topic	Sub-topic



Theoretical programme and Reading proposals

Syllabus and required reading:

- 1.- Poetry at the beginning of the century 20. Housman, Hardy, Kipling; &quot;Georgian&quot; (De la Mare, Brooke etc).
- 2.- Poetry of the First World War.
- 3.- The modernism like literary movement: poetry and novel. T.S. Eliot. James Joyce, etc.
- 4.- The novel: Virginia Woolf, D.H. Lawrence, Neil M. Gunn And George Orwell
- 5.- Poetry of the 30s to the present.
6. - Postwar to the 70s: The theatre of the absurd, the &quot;Angry&quot; generation, popular music. The generation post-Windrush and multiculturalism.
- 7.- End of century and 21st century

COMPULSORY READING

Poetry:

T.S. Eliot, The Waste Land (1922) (&quot;The Burial of the Dead&quot;)

Anthology of poetry

Novel:

James Joyce, Ulysses (first chapter)

One of the following novels:

Virginia Woolf, To the Lighthouse

D.H. Lawrence, Sons and Lovers

Neil M. Gunn Highland River

George Orwell, 1984

Theatre (two of the following works):

Samuel Beckett, Waiting for Godot

Harold Pinter, The

Caretaker Tom Stoppard, Rosencratz and Guildenstern Plough Dead

Shelagh Delaney A Taste of Honey

John Osborne Look Back in Anger

After the Windrush Generation:

Bernardine Evaristo Girl, Woman, Other (2019), novel 8fragment).

Linton Kwesi Johnson, poems.

Poetry:

Selection of poems from the 30s to the present: Auden, Spender, Larkin, Smith, Paulin, Heaney, Duffy, Lochhead etc.

Novel

One of the following novels:



Kazuo Ishiguro, Never Let Me Go,

Monica Ali, Love Marriage

Gail Honeyman: Eleanor Oliphant is Completely Fine

Iain Banks The Wasp Factory

Anthony J. Quinn Murder Memoir Murder

Ian McEwan, Atonement

Sally Rooney Conversations with Friends

John Banville, The Singularities

Popular culture:

J.K. Rowling, Harry Potter and the Philosopher's Stone

Anthology letters songs of David Bowie, Sex Pistols, The Clash, The Smiths, The Cure, Arlo Parks.



Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Mixed objective/subjective test	A1 A2 A3 A6 A10 A11	2	0	2
Seminar	A1 A2 A3 A6 A10 A14 A15 A16 A17 B1	21	0	21
Document analysis	A16 B1 B3 B4 B5 B6 B7	20	14	34
Workbook	A15 A16 A17 B8 B9 B10 C1 C3 C7	0	47	47
Supervised projects	A1 A2 A3 A6 A10 A11 B7 B8 B9 C7	0	30	30
Directed discussion	A10 A16 A17 B4	10	0	10
Personalized attention		6	0	6

(\*)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 / Results	Description	Qualification
Supervised projects	A1 A2 A3 A6 A10 A11 B7 B8 B9 C7	The teacher will assess the students' work on a weekly basis. Special attention will be paid to oral presentation sin class. There may also be reading and comprehension tests within class time.	30
Mixed objective/subjective test	A1 A2 A3 A6 A10 A11	Final written exam.	60
Directed discussion	A10 A16 A17 B4	Students will be encouraged to elaborate orally on the different literary works. Continuous non-participation or the inability to respond to possible questions will be interpreted as negative in 20 per cent of the grade. In this way, a student who does not get any points in this part will not be able to exceed a grade of 8.	10

Assessment comments



## VERY IMPORTANT REMARKS.

In general, it is necessary to reach a 4 in any of the tests for this to be taken into account and thus be computed with other points. Except for class participation, the test that does not reach the grade specified in June will be retaken in July, so the average grade of the subject that appears in June may not exceed 4.9 points in any case, until that part of the matter is resat and passed. The rest of the grades obtained will be kept until July. Students who do not take the objective test, known here as the "final theoretical exam" in any of the two opportunities, and/or those students whose course work (work and participation) represents a percentage less than 50%, they will receive the grade of Not Presented (NP). The students who did take the mixed test and did not pass it, will receive the corresponding numerical grade and the grade of Fail. The July opportunity, the second opportunity, will also consist of a written, mixed test, like the previous one, with theoretical and practical contents of the subject. This test will count for a maximum of 60 percent of the final grade. The other 40% of the opportunity in July will be obtained through specific assignments that will be specified at the time and that the examiner must deliver (a paper of 5-7 pages) no later than 72 hours before the day of the mixed test the objective to which we refer. The teachers reserve the right to check the level, veracity and originality of the work with a short oral test which, as a general rule, will be carried out on the same day of the exam. 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 being changed by writing a similar exercise. To detect plagiarism, the application Turnitin could be used. This application recognises papers previously turned in by other people (or the student him/herself) at this university or other universities.

Any plagiarized exercise or test will result in a failing grade (0) in this subject in accord with article 11, section 4b, of the "Regulamento disciplinar do estudantado da UDC":

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, procederá a modificar a súa cualificación na acta de primeira oportunidade, se fose necesario. 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. Full-time students and part-time students can be examined according to the criteria for the July opportunity in either of the two opportunities.

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.filoxia@udc.gal](mailto:pat.filoxia@udc.gal) ).

-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.



## Sources of information

<b>Basic</b>	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: Ver obras en sección "Contidos"
<b>Complementary</b>	

## 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.

(\*)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.