



Teaching Guide

Teaching Guide				
Identifying Data				2018/19
Subject (*)	Literary Genres in English		Code	613505019
Study programme	Mestrado Universitario en Estudos Ingleses Avanzados e as súas Aplicacións (2013)			
Descriptors				
Cycle	Period	Year	Type	Credits
Official Master's Degree	2nd four-month period	First	Optional	3
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	www.imaes.eu/?page_id=31			
General description	Toda la información relativa tanto a esta materia como al resto del Máster la pueden encontrar en la dirección Web arriba señalada.			

Study programme competences / results

Code	Study programme competences / results
A7	E07 ? Ability to analyse different types of discourse and discursive genres, both oral and written, in the English language
A9	E09 ? Familiarity with the main models and resources in literary/cultural research in the English-speaking domain.
A11	E11 ? Ability to identify and analyse the most relevant characteristics of culture and institutions in the English-speaking world through the study of different types of texts belonging to different historical periods.
A12	E12 ? Understanding of different theoretical and critical approaches, as well as their application to the analysis of literary and cultural texts in the English-speaking domain.
B6	G01 ? The capacity to delve into those concepts, principles, theories or models related with the different fields of English Studies is a necessary skill, as is the ability to solve specific problems in a particular field of study via appropriate methodology.
B7	G02 ? Students must be capable of applying the knowledge acquired in the multidisciplinary and multifaceted area of English Studies
B9	G04 ? Students must be able to publicly present their ideas, reports or experiences, as well as give informed opinions based on criteria, external norms or personal reflection. All of this implies having sufficient command of both oral and written academic and scientific language
B10	G05 ? Skills related to research and the handling of new knowledge and information in the context of English Studies are to be acquired by students
B11	G06 ? Students should be able to develop a critical sense in order to assess the relevance of both existing research in the fields of English Studies, and their own research.

Learning outcomes

Learning outcomes	Study programme competences / results		
--Learning to handle literary typology derived from the concepts of ?genre? and ?mode?	AR7	BR6	
-Engaging in theoretical discussions around the concepts of genre and mode	AR9	BR7	
-Learning about and analysing theoretical and literary texts in English from different historical periods within the conceptual framework of genre and mode.	AR11	BR9	
	AR12	BR10	
		BR11	

Contents

Topic	Sub-topic
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Contents	Estudo de fontes (Dryden, Fielding, etc)
1. The concepts of genre and mode: definition, similarities and differences	
2. Generic and modal formulation in literary theory in English	
3. From comedy and the comic to tragedy and the tragic: genres and modes in a selection of works from the literary tradition in English	

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student's personal work hours	Total hours
Guest lecture / keynote speech	A7 A9 A11 A12 B6 B7 B9 B10 B11	5	11	16
Seminar	A7 A9 A11 A12 B6	7	20	27
Supervised projects	A7 A9 B6	2	18	20
Online forum	A7 A9 A11 A12	0	10	10
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	Lectures on the concepts of literary genre and mode.
Seminar	Practical cases, examples from literary sources.
Supervised projects	10-double spaced-page essay plus an oral presentation
Online forum	Virtual tutorials: queries, essay revision. Debate over issues.

Personalized attention	
Methodologies	Description
Supervised projects	Guidance

Assessment			
Methodologies	Competencies / Results	Description	Qualification
Supervised projects	A7 A9 B6	Orally presented essay (40%) and a written essay (50%)	90
Seminar	A7 A9 A11 A12 B6	Commentaries and analyses made during the course.	10

Assessment comments



ASSESSMENT: ADDITIONAL INFORMATION

Given that this degree programme is part distance learning, part actual attendance, students are required to attend the compulsory sessions, unless they have applied for exemption within the time period specified by the Academic Commission of the degree, and this exemption has been granted. This exemption will be valid provided students comply with the rules on attendance in force in the three universities participating in the programme, and provided they comply with the assessment systems which are specified in the teaching guides for each module. Students should be aware, however, that not attending certain classroom sessions may affect their final grades.

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

who do not submit a supervised project, or who fail to submit at least 50% of the other tasks for assessment, will be graded as absent from assessment (NP: no presentado).

The essays must be original. The turnitin program may be used.

Students

who do not pass in the first opportunity will be able to re-sit in July, when they will be required to demonstrate that they have acquired the skills for each module via two types of assessment: a supervised project with the same percentage value and characteristics as in the first opportunity, plus the exercises agreed upon with the lecturer(s) as a substitute for the other activities of the module.

Sources of information

Basic	Basic and complementary bibliography Aristotle. Poetics. Trans. Gerald F. Else. Michigan: The University Press, 1977. Bushnell, Rebeca, ed. A Companion to Tragedy. Malden, MA: Blackwell, 2005. Derrida, Jacques. ?The Law of Genre?. Trans. A. Ronell. Critical Inquiry 7/1 (1980): 55-81. Available at: http://eng1020.pbworks.com/f/DerridaLawofGenre.pdf Fowler, Alastair. Kinds of Literature: An Introduction to the Theory of Genres and Modes. Oxford: Oxford University Press, 1982. Genette, Gérard. The Architext: An Introduction. Trans. Jane A. Lewin. Berkeley, CA: University of California Press, 1992. Lodge, David. The Modes of Modern Writing: Metaphor, Metonymy, and the Typology of Modern Literature. Cornell University Press, 1977. Stott, Andrew. Comedy. New York: Routledge, 2005. Todorov, Tzvetan. Genres in Discourse. Trans. Catherine Porter. Cambridge: Cambridge University Press, 1990. Wallace, Jennifer. The Cambridge Introduction to Tragedy. Cambridge: Cambridge University Press, 2007. Weitz, Eric. The Cambridge Introduction to Comedy. Cambridge: Cambridge University Press, 2009.
Complementary	

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



(*)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.