



Teaching Guide

Teaching Guide				
Identifying Data				2020/21
Subject (*)	English Literature through its Texts		Code	613G01029
Study programme	Grao en Español: Estudos Lingüísticos e Literarios			
Descriptors				
Cycle	Period	Year	Type	Credits
Graduate	1st four-month period	Third	Optional	4.5
Language	English			
Teaching method	Face-to-face			
Prerequisites				
Department	Letras			
Coordinador		E-mail		
Lecturers		E-mail		
Web				
General description				
Contingency plan	1. Modifications to the contents 2. Methodologies *Teaching methodologies that are maintained *Teaching methodologies that are modified 3. Mechanisms for personalized attention to students 4. Modifications in the evaluation *Evaluation observations: 5. Modifications to the bibliography or webgraphy			

Study programme competences / results

Code	Study programme competences / results
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.
A7	Coñecer as literaturas en lingua galega, española e inglesa.
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.
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.
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.
C5	Entender a importancia da cultura emprendedora e coñecer os medios ao alcance das persoas emprendedoras.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.
C7	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.

Learning outcomes



Learning outcomes	Study programme competences / results		
Know how to analyse and comment on literary texts in English	A2 A6 A7 A14 A15	B6 B7	C5 C6 C7
Know how to analyse and comment on literary texts in English	A2 A6 A7 A14 A15		C1 C3 C6
Learn about English literature	A7		C5 C6
Learn about English literature	A7		C5 C6
Learn to write scholarly essays on English literary texts	A2 A6 A7 A15	B6 B7	C5 C6
Learn to write scholarly essays on English literary texts	A2 A6 A7	B7	C3 C5

Contents	
Topic	Sub-topic
1. The English Theatre in the 16th and 17th centuries	1.1 A brief history of the theatre
2. Comedy novels and narrative satirain the 18th c.	1.2 Theatrical production in the 16th and 17th centuries.
3. 19th century English novels	1.3 Shakespeare. The Merchant of Venice
4. Modern narrative	1.4 William Wycherley. The Country Wife
5. PRACTICAS: More often than not, passages from the corpus, but also from modern texts.	2. 1. Jonathan Swift. Gulliver's Travels. 2.2. Fielding and Sterne 3.1 Jane Austen. Pride and Prejudice 4.1 Modernist Stream of Consciousness. Woolf, Joyce, Faulkner

Planning				
Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student's personal work hours	Total hours
Document analysis	A2 A6 A7 A14 A15 B6 B7 C1 C3 C5 C6 C7	11	11	22
Directed discussion	A7 A14 A15 B7 C5 C6 C7	5	5	10
Oral presentation	A2 A6 A7 A15 B6 B7 C3	1	1.5	2.5
Supervised projects	A2 A6 A7 A14 A15 B6 B7 C5 C6	0	14	14
Guest lecture / keynote speech	A7 A14 A15 C6 C7	14	7	21



Mixed objective/subjective test	A2 A6 A7 A14 A15 B6	2	15	17
Workbook	A2 A6 A7	0	25	25
Personalized attention		1	0	1
(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.				

Methodologies	
Methodologies	Description
Document analysis	Textual analysis
Directed discussion	Debate
Oral presentation	Presentation of an essay
Supervised projects	Written essay
Guest lecture / keynote speech	Lectures
Mixed objective/subjective test	Exam
Workbook	Reading of primary sources

Personalized attention	
Methodologies	Description
Supervised projects	Every student must write an essay and present another project in "prácticas" classes too.

Assessment			
Methodologies	Competencies / Results	Description	Qualification
Mixed objective/subjective test	A2 A6 A7 A14 A15 B6	Final exam that includes an essay and/or a commentary .	40
Supervised projects	A2 A6 A7 A14 A15 B6 B7 C5 C6	A final paper in which students will discuss a novel from the syllabus. 6-7 double-spaced pages. Assessment will be based on critical thinking, scholarly work, and expression. Paper must be submitted by the end of the term.	10
Oral presentation	A2 A6 A7 A15 B6 B7 C3	Oral presentation of the final paper (to be delivered during the last two weeks of classes).	20
Directed discussion	A7 A14 A15 B7 C5 C6 C7	Active participation in practice classes.	5
Document analysis	A2 A6 A7 A14 A15 B6 B7 C1 C3 C5 C6 C7	Several essays will be assigned to be written during class time over the semester. Five of them will be submitted and marked (5 points each).	25

Assessment comments



The final mark must be 5 or more to pass. Also 1.6 out of 4 in the exam, and 2.4 out of 6 in the continuous evaluation (textual analyses, written essay and oral presentation) are required. Those students that do not do commentaries in class, essays etc, will not have continuous evaluation marks enough even though they may do the essay, so they will have to recover at least 2.4 out of 6 points in the second opportunity examination. They may obtain 5 out of 5 in between the first opportunity exam (4) and the written essay (1), which is not easy to do, but they would not pass the subject yet because the minimum in continuous evaluation must be met. 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. Their input is essential. 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 25% of the required activities.

Those students that have been given a dispensation must tell the teacher in advance, during the first two weeks of the course. They must write two essays (60 %) and then take the exam. 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 4-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 40% final exam and 60% activities or tests repeating or replacing the continuous assessment work. Such activities will be specified once the marks for the first opportunity have been published.

Sources of information

Basic	Primary sources: Shakespeare. <i>The Merchant of Venice</i> William Wycherley. <i>The Country Wife</i> Jonathan Swift. <i>Gulliver's Travels</i> . (1st and 4th parts or travels) Jane Austen. <i>Pride and Prejudice</i> Photocopies or powerpoint of pages from other sources. For instance, from <i>Tristram Shandy</i> or from <i>The Sound and the Fury</i> Primary sources: Shakespeare. <i>The Merchant of Venice</i> William Wycherley. <i>The Country Wife</i> Jonathan Swift. <i>Gulliver's Travels</i> . (1st and 4th parts or travels) Jane Austen. <i>Pride and Prejudice</i> Photocopies or powerpoint of pages from other sources. For instance, from <i>Tristram Shandy</i> or from <i>The Sound and the Fury</i>
Complementary	--VV.AA. <i>Historia crítica del teatro inglés</i> . Alcoy: Marfil, 1988.-- The Cambridge Companion series for the different periods. (Cambridge University Press).--Hughes, Derek. <i>English Drama, 1660-1700</i> . Oxford: Clarendon Press, 1996. Patea, Viorica, ed. <i>Short Story Theories: A Twenty-first-century Perspective</i> . Amsterdam: Rodopi, 2012. Schmidt, Michael. <i>Reading Modern Poetry</i> . London: Routledge, 1989

Recommendations

Subjects that it is recommended to have taken before

English Literature 1/613G01010

English Literature 2/613G01017

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.