



## Teaching Guide

| Teaching Guide      |  |        |                                |           |
|---------------------|--|--------|--------------------------------|-----------|
| Identifying Data    |  |        |                                | 2018/19   |
| Subject (*)         | Literatura Inglesa 1   |        | Code                           | 613G02010 |
| Study programme     | Grao en Galego e Portugués: Estudos Lingüísticos e Literarios  |        |                                |           |
| Descriptors         |  |        |                                |           |
| Cycle               | Period   | Year   | Type                           | Credits   |
| Graduate            | 2nd four-month period  | First  | Basic training                 | 6         |
| Language            | English  |        |                                |           |
| Teaching method     | Face-to-face   |        |                                |           |
| Prerequisites       |  |        |                                |           |
| Department          | Letras   |        |                                |           |
| Coordinador         | Estévez Saa, José Manuel   | E-mail | jose.manuel.estevez.saa@udc.es |           |
| Lecturers           | Cabarcos Traseira, Maria Jesus   | E-mail | maria.jesus.cabarcos@udc.es    |           |
|                     | Estévez Saa, José Manuel   |        | jose.manuel.estevez.saa@udc.es |           |
| Web                 |  |        |                                |           |
| General description | This course offers a panoramic and contextualised view of English literature from its origins until late 17th century. It studies literary works of diverse genres and styles in English, analysing different aspects of the selected works and applying basic concepts of literary criticism. |        |                                |           |

## Study programme competences

| Code | Study programme competences  |
|------|--|
| 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.   |
| 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.   |
| 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/a e profesional.  |
| C2   | Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.  |

## Learning outcomes

| Learning outcomes  | Study programme competences |  |  |
|--|-----------------------------|--|--|
| To acquire a diachronic vision of English literature from its origins until the end of the 17th century. | A2                          |  |  |
|  | A3                          |  |  |
|  | A7                          |  |  |
|  | A10                         |  |  |
|  | A15                         |  |  |



|  |                                    |                            |    |
|--|------------------------------------|----------------------------|----|
| To present, both in writing and orally, well-argued ideas, opinions and interpretations.         | A1<br>A6<br>A7<br>A9<br>A15        | B10                        |    |
| To elaborate, individually or in groups, different types of written activities in English.       | A1<br>A6<br>A9                     | B1<br>B2<br>B4<br>B6<br>B7 | C2 |
| To use the English language correctly in written and oral activities.                            | A6<br>A7                           | B3                         |    |
| To analyse different aspects of the works studied applying basic concepts of literary criticism. | A1<br>A2<br>A3<br>A9<br>A10<br>A11 | B1<br>B5<br>B8             |    |
| To read literary works of diverse genres and styles in English.                                  | A6<br>A7<br>A9                     |                            |    |

| Contents  |   |
|---|---|
| Topic   | Sub-topic   |
| 1. What Is literature? What Is English Literature?                          | 1.1. The 'canon' of English literature<br>1.2. Periodization  |
| 2. The Anglo-Saxon or Old-English Period in English Literature (450 ? 1066) | 2.1. Introduction to English literature previous to the 11th Century<br>2.2. Oral literature and manuscripts<br>2.3. Epic and elegiac poetry<br>Readings: Excerpts from Beowulf & 'The Dream of the Rood'   |
| 3. Medieval English Literature or Middle English Period (1066-1500)         | 3.1. Introduction: historical, social and cultural context<br>3.2. English religious drama<br>a) The origins of English drama<br>b) Mystery, miracle and morality plays<br>Readings: Excerpts from Everyman<br>3.3. Geoffrey Chaucer and his contemporaries<br>a) Gower and the Gawain poet<br>b) Chaucer and his work<br>Readings: Excerpts from the 'General Prologue' in Chaucer's The Canterbury Tales<br>3.4. 14th- and 15th-century English lyrics<br>a) Medieval lyrics<br>b) Courtly love<br>c) Medieval romance<br>Readings: 'In praise of women,' 'Syng We, Syng We,' 'Gentilesse,' from 'Merciless Beauty' |



|   |  |
|---|--|
| 4. English Renaissance Literature (1500-1660)           | <p>4.1. Introduction: historical, social and cultural context</p> <p>4.2. 16th-century English poetry: the English sonnet</p> <p>a) Wyatt and Surrey</p> <p>b) Sidney, Spenser and Shakespeare</p> <p>Readings: A selection of sonnets</p> <p>4.3. Renaissance English theatre</p> <p>a) Architecture, conventions and plays</p> <p>b) Elizabethan and Jacobean drama: Marlowe and Shakespeare</p> <p>Reading: Hamlet</p> <p>4.4. Early 17th-century metaphysical poetry</p> <p>a) Metaphysical poets and 'cavalier' poets</p> <p>b) John Donne and Andrew Marvell</p> <p>Readings: A selection of poems</p> |
| 5. The Restoration (1660-1700): Late 17th-Century Prose | <p>5.1. Religious prose</p> <p>5.2. Autobiography and diaries</p> <p>5.3. Travel books</p> <p>Readings: Excerpts from Samuel Pepys' Diary</p>  |

| Planning  |  |                      |                               |             |
|---|--|----------------------|-------------------------------|-------------|
| Methodologies / tests   | Competencies                                   | Ordinary class hours | Student's personal work hours | Total hours |
| Directed discussion   | A2 A6 A7 A9 A11 A15<br>B4 B5 B7 B8 B10 C2      | 14                   | 0                             | 14          |
| Workbook  | A1 A3 A8 A10 B2 B3                             | 0                    | 45                            | 45          |
| Guest lecture / keynote speech  | A1 A3 A11 A16 B1 B5<br>B8                      | 21                   | 10                            | 31          |
| Supervised projects   | A1 A2 A3 A4 A11 A15<br>B1 B5 B6 C2             | 0                    | 30                            | 30          |
| Mixed objective/subjective test   | A3 A6 A10 A11 A16<br>B1 B3 B6                  | 2                    | 10                            | 12          |
| Seminar   | A7 A9 A10 A11 A15<br>A16 B4 B5 B7 B8 B10<br>C2 | 7                    | 7                             | 14          |
| 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 | When dealing with literature, debating is essential for in-depth analysis and to assimilate contents, as well as to exchange ideas and interpretations. It may take place in the general sessions (D.E. hours, 'docencia expositiva' or lecture hours) or in small groups (T.G.R., 'titoría grupo reducido'), and it will be the main methodology in the hours assigned to D.I. ('docencia interactiva', Interactive teaching). |
| Workbook            | In a literature course, it is essential for each student to take on the responsibility to complete the assigned readings before entering the classroom. In English Literature I, the schedule of readings will be made available both in the classroom and the Moodle platform. It is also each student's responsibility to be up to date on possible changes in the schedule.  |



|                                 |   |
|---------------------------------|---|
| Guest lecture / keynote speech  | In the lecture sessions, the professor will present the theoretical contents related to English literature and its context from its origins until the end of the 17th century. Basic concepts for the analysis of literary texts will also be introduced in these classes. All these contents will frame and feed the work later developed in the mid-size and small groups sessions. |
| Supervised projects             | Students will complete various written assignments (eg., literary analyses) mostly during class time. Out of the classroom, students will undertake additional tasks, such as reading, reviewing and editing.   |
| Mixed objective/subjective test | Students will take a final exam in which they will need to demonstrate their mastery of the theoretical contents as well as the skills practised in every class. This exam will consist of short questions (definitions of critical terms and periods, identification of excerpts from the texts studied, analysis, etc).   |
| Seminar                         | In T.G.R. sessions, work will focus on the written exposition of well-structured interpretations, as it befits this academic environment, of the interpretations inspired by the readings.  |

| Personalized attention         |   |
|--------------------------------|---|
| Methodologies                  | Description   |
| Supervised projects<br>Seminar | <p>In the seminars, activities will be developed in reduced groups and/or individually. Professors will supervise the work of each student, especially during these activities.</p> <p>Students are strongly recommended to make use of the office hours in order to ensure their understanding of any program-related question, as well as to attend at least one individual tutorial during the course to discuss their progress.</p> |

| Assessment                      |   |  |               |
|---------------------------------|---|--|---------------|
| Methodologies                   | Competencies                              | Description  | Qualification |
| Mixed objective/subjective test | A3 A6 A10 A11 A16<br>B1 B3 B6             | Students will take a final exam in which they will need to demonstrate their mastery of the theoretical contents and the skills practiced in class. This exam will consist of short questions (definitions of critical terms and periods, identification of excerpts from the texts studied, analysis, etc).   | 50            |
| Directed discussion             | A2 A6 A7 A9 A11 A15<br>B4 B5 B7 B8 B10 C2 | <p>Reading the materials assigned for each day, and solving potential vocabulary difficulties, before coming to class is a must.</p> <p>Any student who has not fulfilled this pre-requisite will be encouraged to use class time to do so and will not be able to take part in any of the class activities until s/he does--missing therefore the possibility to obtain points for participation for that day. Class activities may consist of oral and written, individual and group assignments such as summarizing, analyzing, debating, interpreting, identifying, etc.</p> | 20            |
| Supervised projects             | A1 A2 A3 A4 A11 A15<br>B1 B5 B6 C2        | These will consist of two argumentative pieces written in class in which students will demonstrate their ability to interpret literary texts independently and to write well-organized, coherent and cohesive essays--as well as their command of the English language.  | 30            |

| Assessment comments |
|---------------------|
|---------------------|



? The second opportunity of assesment (in July) will consist of a WRITTEN EXAM with the following sections: 1) part I will have identical design and criteria to the final exam in the first opportunity, and it will also be worth 50% of the grade; 2) part II will consist of a different set of short questions that will compensate for the work done in class ("Directed discussion" above) for the first, ongoing, assesment opportunity, and which will be worth 20% of the grade;3) and an argumentative essay about the readings done during the semester for the supervised projects, which will be worth 30% of the grade. Students will need to complete whichever part(s) they have not passed in the first opportunity.? A grade of "Non Presentado" (Absent) will be obtained by not attending the exam and/or by completing less than 50% of the coursework.? In the first opportunity of assessment, a minimum grade of 3.5 out of 10 must be obtained both in the section ?Supervised projects? and in the ?Mixed test? in order for these grades to be computed towards the course grade. In the second opportunity, this same minimum grade must be obtained in sections 1 and 3 in the exam.? Students officially enrolled part-time who have been granted an official dispensation from attending classes will need to contact the teachers at the beginning of the semester and they will be assessed according to the criteria applied in the July opportunity.? Students sitting the December exam (final exam brought forward) will be assessed according to the criteria specified for the July opportunity.? Instructors may use the plagiarism-detection service "Turnitin" to check students' work. Plagiarism in any activity will translate into a grade of "0" in this activity. ? Every assignment has to be turned in in time and in the specified format in order to avoid a penalty of 25% on the grade obtained.

## Sources of information

|              |  |
|--------------|--|
| <b>Basic</b> | Lecturas obrigatorias: - Fragmentos de Beowulf. - Fragmentos de ?The Dream of the Rood.? - Selección de lírica medieval. - Fragmentos do ?Prólogo? a The Canterbury Tales de Geoffrey Chaucer.- Fragmentos de Everyman.- Sonetos de Sidney, Spenser e Shakespeare. - William Shakespeare, Hamlet. - Selección de poemas de John Donne e Andrew Marvell.- Fragmentos do Diary de Samuel Pepys. Ao comezo de curso porase ao dispor do alumnado unha copia das lecturas obrigatorias (en Reprografía, en Moodle, ou na clase), coa excepción da obra Hamlet de Shakespeare, que cada estudante deberá conseguir pola súa conta. Esta copia deberá ser na súa versión orixinal e completa, e calquera edición que cumpra estas características (ex., Oxford University Press, Penguin, Longman, Cambridge UP, entre outras). Pode usarse unha edición bilingüe para realizar as lecturas, mais calquera referencia ás obras en discusións orais ou escritas deberá referirse á versión inglesa. |
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|---------------|--|
| Complementary | <p><b>Recursos impresos:</b> Abrams, M. H., et. al., gen. ed., <i>The Norton Anthology of English Literature</i>. 2 vols. 7<sup>th</sup> ed. New York: Norton, 2000. Alexander, Michael. <i>A History of English Literature</i>. London: Macmillan, 2000. Blamires, Harry. <i>A Short History of English Literature</i>. London: Routledge, 1984. Beadle, Richard, ed. <i>The Cambridge Companion to Medieval English Theatre</i>. Cambridge: Cambridge University Press, 1994. Burrow, J. A. <i>Middle English Literature</i>. Oxford: Blackwell, 2004. Carter, Ronald and John McRae, <i>The Routledge History of Literature in English. Britain and Ireland</i>. London &amp; New York: Routledge, 1998. Clanchy, M. T. <i>From Memory to Written Record: England 1066-1307</i>. Oxford: Blackwell, 1992. Ford, Boris, ed. <i>The Pelican Guide to English Literature</i>. 8 vols. Harmondsworth: Penguin, 1988. Godden, Malcolm, and Michael Lapidge, eds. <i>The Cambridge Companion to Old English Literature</i>. Cambridge: Cambridge University Press, 1991. MacLean, Gerald, ed. <i>Culture and Society in the Stuart Restoration: Literature, Drama, History</i>. Cambridge: Cambridge University Press, 2008. Ousby, Ian. <i>The Cambridge Guide to Literature in English</i>. Cambridge: Cambridge University Press, 1983. Rogers, Pat, ed., <i>The Oxford Illustrated History of English Literature</i>. Oxford: Oxford University Press, 1994. Sanders, Andrew. <i>The Short Oxford History of English Literature</i>. Oxford: Oxford University Press, 1994.</p> <p><b>Recursos na rede:</b> English Literature: <a href="http://www.lang.nagoya-u.ac.jp/~matsuoka/EngLit.html#Medieval">http://www.lang.nagoya-u.ac.jp/~matsuoka/EngLit.html#Medieval</a> - Luminarium. Anthology of English Literature: <a href="http://www.luminarium.org/lumina.htm">http://www.luminarium.org/lumina.htm</a> - Medieval England: <a href="http://www8.georgetown.edu/departments/medieval/labyrinth/subjects/british_isles/england/england.html">http://www8.georgetown.edu/departments/medieval/labyrinth/subjects/british_isles/england/england.html</a> - The Cambridge History of English and American Literature: <a href="http://www.bartleby.com/cambridge/">http://www.bartleby.com/cambridge/</a> - The Norton Anthology of English Literature: <a href="http://www.wwnorton.com/nael/">www.wwnorton.com/nael/</a></p> <p>Recursos impresos: Abrams, M. H., et. al., gen. ed., <i>The Norton Anthology of English Literature</i>. 2 vols. 7th ed. New York: Norton, 2000. Alexander, Michael. <i>A History of English Literature</i>. London: Macmillan, 2000. Blamires, Harry. <i>A Short History of English Literature</i>. London: Routledge, 1984. Beadle, Richard, ed. <i>The Cambridge Companion to Medieval English Theatre</i>. Cambridge: Cambridge University Press, 1994. Burrow, J. A. <i>Middle English Literature</i>. Oxford: Blackwell, 2004. Carter, Ronald and John McRae, <i>The Routledge History of Literature in English. Britain and Ireland</i>. London &amp; New York: Routledge, 1998. Clanchy, M. T. <i>From Memory to Written Record: England 1066-1307</i>. Oxford: Blackwell, 1992. Ford, Boris, ed. <i>The Pelican Guide to English Literature</i>. 8 vols. Harmondsworth: Penguin, 1988. Godden, Malcolm, and Michael Lapidge, eds. <i>The Cambridge Companion to Old English Literature</i>. Cambridge: Cambridge University Press, 1991. MacLean, Gerald, ed. <i>Culture and Society in the Stuart Restoration: Literature, Drama, History</i>. Cambridge: Cambridge University Press, 2008. Ousby, Ian. <i>The Cambridge Guide to Literature in English</i>. Cambridge: Cambridge University Press, 1983. Rogers, Pat, ed., <i>The Oxford Illustrated History of English Literature</i>. Oxford: Oxford University Press, 1994. Sanders, Andrew. <i>The Short Oxford History of English Literature</i>. Oxford: Oxford University Press, 1994.</p> <p>Recursos na rede: English Literature: <a href="http://www.lang.nagoya-u.ac.jp/~matsuoka/EngLit.html#Medieval">http://www.lang.nagoya-u.ac.jp/~matsuoka/EngLit.html#Medieval</a> - Luminarium. Anthology of English Literature: <a href="http://www.luminarium.org/lumina.htm">http://www.luminarium.org/lumina.htm</a> - Medieval England: <a href="http://www8.georgetown.edu/departments/medieval/labyrinth/subjects/british_isles/england/england.html">http://www8.georgetown.edu/departments/medieval/labyrinth/subjects/british_isles/england/england.html</a> - The Cambridge History of English and American Literature: <a href="http://www.bartleby.com/cambridge/">http://www.bartleby.com/cambridge/</a> - The Norton Anthology of English Literature: <a href="http://www.wwnorton.com/nael/">www.wwnorton.com/nael/</a></p> |
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## Recommendations

### Subjects that it is recommended to have taken before

English Language 1/613G01003

### Subjects that are recommended to be taken simultaneously

Introduction to Literary Studies /613G01005

English Language 2/613G01008

### Subjects that continue the syllabus

English Literature 2/613G01017

### Other comments



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