



Teaching Guide

| Teaching Guide | | | | |
|---------------------|--|--------|-----------------------------|-----------|
| Identifying Data | | | | 2023/24 |
| Subject (*) | Literatura Inglesa 1 | | Code | 613G03010 |
| Study programme | Grao en Inglés: 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 | Cabarcos Traseira, Maria Jesus | E-mail | maria.jesus.cabarcos@udc.es | |
| Lecturers | Cabarcos Traseira, Maria Jesus | E-mail | maria.jesus.cabarcos@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. |
| 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. |
| 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. |
| C4 | Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común. |

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. | A7 A17 | B3 B7 B8 | C2 |



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|--|-------------------------------------|-----------------------------------|----------|
| To read literary works of diverse genres and styles in English. | A6 A7 | B6 | C2 |
| To analyse different aspects of the works studied applying basic concepts of literary criticism. | A1 A2 A3 A6 A7 A15 | B1 B7 | C2 C4 |
| To elaborate, individually or in groups, different types of written activities in English. | A1 A6 A9 A10 A11 A15 | B2 B4 B5 B6 B7 B10 | C2 C4 |
| To present, both in writing and orally, well-argued ideas, opinions and interpretations. | A2 A6 | B4 B6 B7 B8 B10 | C2 |
| To use the English language correctly in written and oral activities. | A1 A6 A7 A9 A15 | B10 | |

| Contents | |
|---|---|
| Topic | Sub-topic |
| 1. Introduction | 1.1. What Is literature? What Is English Literature? 1.2. The "canon" of English literature 1.3. Periodization |
| 2. The Anglo-Saxon or Old-English Period in English Literature (450 ? 1066) | 2.1. Introduction to English literature prior to the 11th Century 2.2. Epic and elegiac poetry Readings: Excerpts from "The Battle of Maldon," "The Wife's Lament," "Beowulf" and "The Dream of the Rood" |



| | |
|--|---|
| <p>3. Medieval English Literature or Middle English Period (1066-1500)</p> | <p>3.1. Introduction: historical, social and cultural context</p> <p>3.2. English religious drama a) The origins of English drama b) Mystery, miracle and morality plays Readings: Excerpts from _Everyman_</p> <p>3.3. 14th- and 15th-century English lyrics a) Medieval lyrics b) The Pearl poet c) Courtly love and medieval romance: Arthurian cycles and the Gawain poet Readings: ?In praise of women,? ?Syng We, Syng We,? ?Gentillesse,? from ?Merciless Beauty?</p> <p>3.4. Geoffrey Chaucer and his work Readings: Excerpts from the ?General Prologue? in _The Canterbury Tales_</p> |
| <p>4. English Renaissance Literature (1500-1660)</p> | <p>4.1. Introduction: historical, social and cultural context</p> <p>4.2. 16th-century English poetry: the English sonnet a) Wyatt and Surrey b) Sidney, Spenser and Shakespeare Readings: A selection of sonnets</p> <p>4.3. Renaissance English theatre a) Architecture, conventions and plays b) Elizabethan and Jacobean drama: Marlowe and Shakespeare Reading: _Hamlet_</p> <p>4.4. Early 17th-century poetry a) Metaphysical poets and ?cavalier? poets: John Donne and Andrew Marvell Readings: A selection of poems</p> |
| <p>5. From the Renaissance to the Restoration (1660-1700)</p> | <p>5.1. Religious prose</p> <p>5.2. Autobiography and diaries</p> <p>5.3. Travel books 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 B4 B5 B7 B8 B10 C2 C4 C7 | 14 | 0 | 14 |
| Workbook | B3 | 0 | 46 | 46 |
| Guest lecture / keynote speech | A17 | 30 | 0 | 30 |



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|---------------------------------|--|----|----|----|
| Supervised projects | A1 A2 A3 A6 A7 A9 A10 A11 A15 B1 B2 B4 B5 B6 B7 B8 B10 C2 C4 C7 | 0 | 30 | 30 |
| Mixed objective/subjective test | A1 A2 A3 A6 A7 A9 A11 A15 B3 B4 B7 B10 | 2 | 10 | 12 |
| Seminar | A1 A6 A7 A9 A15 A10 A11 B10 B2 B4 B5 B7 B8 C2 | 10 | 4 | 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) 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 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 interactive. sessions, work will mostly focus on writing well-structured interpretations of the readings. |

| Personalized attention | |
|--------------------------------|--|
| Methodologies | Description |
| Supervised projects Seminar | 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. 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. |

| Assessment | | | |
|---------------------|--|---|---------------|
| Methodologies | Competencies | Description | Qualification |
| Supervised projects | A1 A2 A3 A6 A7 A9 A10 A11 A15 B1 B2 B4 B5 B6 B7 B8 B10 C2 C4 C7 | These will consist of two brief 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 analyses--as well as their command of the English language. | 40 |



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|---------------------------------|--|---|----|
| Directed discussion | A2 A6 A7 A9 A11 A15 B4 B5 B7 B8 B10 C2 C4 C7 | Reading the materials assigned for each day, and solving potential vocabulary difficulties, before coming to class is a must. 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 that day's in-class assignments. Class activities may consist of oral and written, individual and group assignments such as summarizing, analyzing, debating, interpreting, identifying, etc. | 20 |
| Mixed objective/subjective test | A1 A2 A3 A6 A7 A9 A11 A15 B3 B4 B7 B10 | 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 (e.g., definitions of critical terms and periods, identification of excerpts from the texts studied, analysis, etc). | 40 |

Assessment comments

? The second opportunity of assesment (in July) will consist of the following sections--all to be completed on the official date of the final exam:

1) a written exam with identical design and criteria to the final exam in the first opportunity, which will also be worth 40% of the grade; 2) an argumentative piece of writing about the readings done during the semester, which will substitute for the "Supervised projects" and "Directed discussion" sections in the first opportunity and which will be worth 60% of the grade. ? A grade of "Non Presentado" (Absent) will be obtained by not attending the exam and/or by completing less than 50% of the coursework. ? A 5 (or higher) out of 10 constitutes a passing grade. However, in the first opportunity, a minimum grade of 4 out of 10 must be obtained in the ?Mixed test? in order to pass the course. In the second opportunity, this same minimum grade must be obtained in section 1 of the assessment. ? Students will have the opportunity to earn up to 1 extra point that would be added to their course's final grade. More information will be provided in class and via Moodle at the beginning of the semester. ? 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. Anyplagiarized exercise or test will result in a failing grade (0) in this subjectin accord with article 11, section 4b, of the "Regulamentodisciplinar do estudantado da UDC":

Cualificación de suspenso naconvocatoria en que se cometa a falta e respecto da materia enque se cometese: o/a estudante será cualificado con ?suspenso? (notanumérica 0) na convocatoria correspondente do curso académico,tanto se a comisión da falta se produce na primeira oportunidadecomo na segunda. Para isto, procederase a modificar a súacualificación na acta de primeira oportunidade, se fose necesario

? 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. 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 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.filoloxia@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



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| Basic | <p>Lecturas obrigatorias: Ao comezo de curso porase ao dispor do alumnado (en Reprografía, en Moodle, ou na clase) unha copia das lecturas obrigatorias anteriormente referidas na sección de "Contidos", coa excepción da obra Hamlet de Shakespeare, a única obra completa nesta lista. En Moodle haberá un enlace a unha versión online de Hamlet, pero animase ao alumnado a conseguir unha edición impresa ou electrónica para o seu uso individual. Deberá ser unha versión orixinal e completa de calquera editorial académica (ex., Oxford University Press, Penguin, Longman, Cambridge UP, entre outras). Pode usarse unha edición bilingüe para favorecer a comprensión das lecturas, mais as referencias ás obras en discusións orais ou escritas deberán ser á versión inglesa.</p> |
| Complementary | <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 & 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: <u>http://www.lang.nagoya-u.ac.jp/~matsuoka/EngLit.html#Medieval</u>- Luminarium. Anthology of English Literature: <u>http://www.luminarium.org/lumina.htm</u>- Medieval England: <u>http://www8.georgetown.edu/departments/medieval/labyrinth/subjects/british_isles/england/england.html</u>- The Cambridge History of English and American Literature: <u>http://www.bartleby.com/cambridge/</u>- The Norton Anthology of English Literature: <u>www.norton.com/nael/</u></p> <p>Recursos impresos: Abrams, M. H., et. al., gen. ed., <i>The Norton Anthology of English Literature. 2 vols. 7th ed. New York: Norton, 2000. Alexander, Michael. A History of English Literature. London: Macmillan, 2000. Blamires, Harry. A Short History of English Literature. London: Routledge, 1984. Beadle, Richard, ed. The Cambridge Companion to Medieval English Theatre. Cambridge: Cambridge University Press, 1994. Burrow, J. A. Middle English Literature. Oxford: Blackwell, 2004. Carter, Ronald and John McRae, The Routledge History of Literature in English. Britain and Ireland. London & New York: Routledge, 1998. Clanchy, M. T. From Memory to Written Record: England 1066-1307. Oxford: Blackwell, 1992. Ford, Boris, ed. The Pelican Guide to English Literature. 8 vols. Harmondsworth: Penguin, 1988. Godden, Malcolm, and Michael Lapidge, eds. The Cambridge Companion to Old English Literature. Cambridge: Cambridge University Press, 1991. MacLean, Gerald, ed. Culture and Society in the Stuart Restoration: Literature, Drama, History. Cambridge: Cambridge University Press, 2008. Ousby, Ian. The Cambridge Guide to Literature in English. Cambridge: Cambridge University Press, 1983. Rogers, Pat, ed., The Oxford Illustrated History of English Literature. Oxford: Oxford University Press, 1994. Sanders, Andrew. The Short Oxford History of English Literature. Oxford: Oxford University Press, 1994.</p> <p>Recursos na rede:- English Literature: <u>http://www.lang.nagoya-u.ac.jp/~matsuoka/EngLit.html#Medieval</u>- Luminarium. Anthology of English Literature: <u>http://www.luminarium.org/lumina.htm</u>- Medieval England: <u>http://www8.georgetown.edu/departments/medieval/labyrinth/subjects/british_isles/england/england.html</u>- The Cambridge History of English and American Literature: <u>http://www.bartleby.com/cambridge/</u>- The Norton Anthology of English Literature: <u>www.norton.com/nael/</u></p> |

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

(*)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.