

### DETAILS OF THE SUBJECT

**Title:** FORMAS NARRATIVAS

**Code:** 100557

**Degree/Master:** GRADO DE ESTUDIOS INGLESES

**Year:** 2

**Name of the module to which it belongs:** LITERATURA Y CULTURA DE LOS PAÍSES DE HABLA INGLESA

**Field:** LITERATURA Y CULTURA DE LOS PAÍSES DE HABLA INGLESA

**Character:** OBLIGATORIA

**Duration:** SECOND TERM

**ECTS Credits:** 6

**Classroom hours:** 60

**Face-to-face classroom percentage:** 40%

**Non-contact hours:** 90

**Online platform:** Moodle

### TEACHER INFORMATION

**Name:** TORRALBO CABALLERO, JUAN DE DIOS

**Department:** FILOLOGÍAS INGLESA Y ALEMANA

**Area:** FILOLOGÍA INGLESA

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### SPECIFICS OF THE SUBJECT

#### REQUIREMENTS AND RECOMMENDATIONS

#### Prerequisites established in the study plan

No previous requisites have been established.

#### Recommendations

1. Good reading skills are a must, both linguistically and from the perspective of rhetoric, literary culture and hermeneutic ability. An adequate knowledge of other poetic traditions will prove of benefit, as comparatism, reception studies and creative translations are welcome complementary tools.

2. Despite indicating here some obvious ideas, considered as *conditio sine qua non*, it appears appropriate to remember them in this section of recommendations for the smooth operation of the seminars, in order for all students to be able to gain maximum class hours, and with the aim of the generated environment during the sessions being the best possible in order to encourage favorable conditions for the sake of pedagogy:

a) You should get to class **on time**, as you **will not be allowed to enter until the break** once the session has started.

b) The use of **phone devices and new technologies** during the seminars is **strictly prohibited**. The handling of such devices for instructional purposes may be accepted, for example, when the use of online dictionaries is permitted (made explicit by the teacher) for the development of a class exercise. Whoever **does not implement this recommendation will lose a percentage of his/her overall attendance, participation and presentation grade**.

## SKILLS

CB1	Capable of analysis and synthesis.
CB2	Capable of organisation and planning.
CB3	Knowledge of a foreign language (English).
CB4	Knowledge of ICTs for study and research.
CB5	Students have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues.
CB6	Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
CB7	Decision making
CB8	Students can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.
CB9	Ability to work in teams.
CB10	Ability to work in an interdisciplinary team.
CB11	Ability to work in an international context.
CB12	Recognition of diversity and interculturality.
CB13	Capable of self-assessment
CB14	Adapt to new situations.
CB15	Creativity.
CB16	Knowledge of other cultures and customs.
CB17	Motivation for quality, professional ambition and entrepreneurship.
CB18	Students have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study.
CB19	Students have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.
CU1	Accredit the use and mastery of a foreign language.
CU2	User level knowledge and mastery of ICTs.
CU3	Promote habits to actively seek employment and the Capable of entrepreneurship.
CE12	Analysis, commentary and explanation of texts in English of various registers, types, genres and historical periods.
CE13	Proficiency in oral and written academic English, as well as the techniques for writing academic papers. Ability to defend and express abstract concepts, hypotheses and relationships in academic essays.
CE17	Ability to search for and analyse documentary and textual information in relation to literature and other cultural manifestations in the English language, use of bibliographic databases
CE18	Ability to apply the necessary methods of analysis for the understanding and critical reading of literary texts in the English language.
CE20	Ability to write literary analyses and critical reviews in relation to literary texts written in the English language.
CE23	Knowledge of the techniques and methods of textual criticism and editing texts in relation to written texts in the English language.
CE27	Participation in group learning activities: assignments, studies
CE28	Participation in learning forums and knowledge transfer: newsgroups, blogs
CE29	Analyse factors related to the use of language in situations that affect the final form of written and spoken text.
CE33	Ability to develop critical and independent thinking through the reading and analysis of literary texts and other cultural manifestations in the English language.
CE34	Ability to critically evaluate a bibliography and situate it within a theoretical perspective.
CE35	Ability to design and develop training materials and materials for self-learning related to the academic content of the module.
CE36	Ability to discover literature as an expressive form in its broadest scope.
CE37	Ability to relate various literary manifestations in the English language with cultural events.
CE38	Capable of literary discussion and oral exposition in the English language.
CE44	Ability to synthesize, organize, manipulate and effectively convey the knowledge acquired in the different modules.
CE45	Accept critical currents of thought that differ from that of the students.
CE51	Ability to distinguish between different theoretical/critical approaches to the same problem.
CE52	Ability to identify research problems and topics and assess their relevance.

## OBJECTIVES

- Acquire and understand expertise of the history and evolution of English narrative to a level that includes both the consultation of books with advanced texts as well as aspects involving knowledge from the latest contributions to the field. References to American narrative will also be incorporated.
- Develop analytical skills and master analytical tools necessary for understanding and discussion of literary texts.
- Apply knowledge, theoretical models, terminology, and resources acquired in other subjects in the area of literature to the study and analysis of literary texts included in the program.- Acquire thoughtful attitudes and a critical, investigative spirit in the field of English narrative.
- Acquire expertise in areas related to the evolution of English narrative, such as art, history, and philosophy.
- Develop knowledge and adequate strategies to communicate fluently and correctly in English.

## CONTENT

### 1. Theory contents

1. Prose fiction: A Historical Approach
2. Aphra Behn: Short fiction
3. Jonathan Swift: *Gulliver's Travels*
4. Charles Dickens: *Great Expectations*

### 2. Practical contents

Readings, text analysis and presentations.

## METHODOLOGY

### **General clarifications on the methodology and methodological adaptations for part-time students**

- Topics related to the syllabus of the course will be assigned to be worked on independently and to be presented in class.
- At any time you may complete an objective, short answer exercise, to check both the onsite as well as the autonomous work of the students; on primary texts and with some references to secondary sources. In any case, content seen in class will be dealt with until the test.
- In case of plagiarism, originating from the various existing Internet sites and specialized manuals or books on authors or topics, the student will be automatically failed.

Students who, for justified reasons which follow in line with the rules, cannot attend the seminars must study the books recommended for the course, as well as work materials that are distributed during the seminars, in order to prepare for the written exam, and prepare and present an oral presentation on a day possible to attend the class (previously agreed upon with the teacher).

### Face-to-face activities

Activity	Large group	Medium group	Total
Assessment activities	5	-	5
Debates	-	7	7
Group work (cooperative )	-	8	8
Lectures	20	-	20
Text commentary	20	-	20
<b>Total hours:</b>	<b>45</b>	<b>15</b>	<b>60</b>

### Not on-site activities

Actividad	Total
Bibliographic consultations	12
Exercises	20
Finding information	8
Group work	10
Self-study	40
<b>Total hours:</b>	<b>90</b>

## WORK MATERIALS FOR STUDENTS

Practical cases and examples  
Dossier

## EVALUATION

Skills	Tools				
	Essay tests	Objective tests	Oral tests	Short answer tests	Text commentary
CB1	x		x	x	x
CB10			x		
CB11			x		
CB12	x	x			x
CB13			x	x	
CB14			x		
CB15	x				x
CB16	x				x
CB17			x		
CB18	x			x	x
CB19	x	x		x	
CB2	x				
CB3	x	x	x	x	x
CB4					x
CB5					x
CB6			x		x

CB7			x		x
CB8	x		x		
CB9			x		
CE12					x
CE13	x		x		x
CE17					x
CE18					x
CE20	x				x
CE23	x				x
CE27		x	x		
CE28		x			x
CE29			x		x
CE33	x	x	x		x
CE34	x		x		x
CE35	x				
CE36	x				x
CE37	x		x		x
CE38			x		x
CE44	x		x	x	x
CE45			x		x
CE51	x		x		x
CE52			x		x
CU1	x		x	x	x
CU2			x		
CU3			x		
<b>Total (100%)</b>	20%	10%	40%	10%	20%
<b>Minimum grade.(*)</b>	0	0	0	0	0

(\*) Minimum grade necessary to calculate the average

**Minimum score to eliminate content and period of validity for partial qualifications:** *June Exams*

**General clarifications on evaluation and methodological adaptation for part-time students:**

- **Topics** related to the syllabus of the course will be assigned to be worked on independently and to be **presented** in class.
- At any time (during the seminars and/or final exam) the student may complete an **objective, short answer exercise**, to check both the onsite as well as the autonomous work of him/her; on primary texts and with some references to secondary sources. In any case, content seen in class will be dealt with until the test.
- In case of **plagiarism**, originating from the various existing Internet sites and specialized manuals or books on authors or topics, the student will be automatically failed.

**Value of attendance in the final grade:** 0

**Qualifying criteria for obtaining honors:** *Attendance to all sessions (large and small group), participation in small group sessions. Perfect exam.*

## BIBLIOGRAPHY

### 1. Basic Bibliography:

- Abbot, H. Porter (2008), *The Cambridge Introduction to Narrative*. Cambridge: Cambridge University Press.
- Eagleton, Terry (2005), "Daniel Defoe and Jonathan Swift", in *The English Novel. An Introduction*. Oxford: Blackwell Publishing, pp. 22-52.
- Hammond, Brean & Shaun Regan (2006), *Making the Novel. Fiction and Society in Britain, 1660-1789*. New York: Palgrave.
- Cheadle, Brian (2001), "The late novels: *Great Expectations* and *Our Mutual Friend*", in John O. Jordan (ed) *The Cambridge Companion to Charles Dickens*. Cambridge: CUP, pp. 78-91.
- Mackay, Marina (2011), *The Cambridge Introduction to the Novel*. Cambridge: CUP.
- Rawson C. (2010), "Introduction" to C. Rawson C. & I. Higgins (eds), *The Essential Writings of Jonathan Swift*. New York, Norton & Company, pp. ix-xxviii.
- Richetti, John (1999), *The English Novel in History. 1700-1780*. New York: Routledge.
- Sanders, Andrew (2008), "Great Expectations", in David Paroissien (ed), *A Companion to Charles Dickens*, Oxford: OUP, pp. 422-435.
- Toolan, Michael J (2001), *Narrative. A Critical Linguistic Introduction*. London: Routledge.

### 2. Further reading:

- Allen, Walter (1991), *The English Novel: a short critical history*. London: Penguin
- Amigoni, David (2000), *The English Novel and prose Narrative*. Edinburgh: Edinburgh University Press.
- Backscheider, P. E. (2000), "The Novel's Gendered Space", in *Revisiting Women Eighteenth-Century "Women's Fiction" and Social Engagement*. Baltimore & London, The John's Hopkins University Press, pp. 1-30.
- Cohan, Steven & Shires, Linda (1998), *Telling Stories: Theoretical Analysis of Narrative Fiction*. London: Routledge.
- Connor, Steven (1996), *The English Novel in History 1950-1995* (electronic resource).
- Daldry, Graham (1987), *Charles Dickens and the Form of the Novel: Fiction and Narrative in Dickens Work*. London: Croom Helm.
- Chase, Richard (1980), *The American Novel and its Tradition*. London: The Johns Hopkins Press.
- Jordan, John (Ed. 2001), *The Cambridge Companion to Charles Dickens*. Cambridge: Cambridge University Press.
- Keen, Suzanne (2003), *Narrative Form*. Basingstoke: Palgrave Macmillan.

- Manley, Lawrence (ed) (2011), *The Cambridge Companion to the Literature of London*. Cambridge: CUP.
- McKeon, Michael, (2009), *The Secret History of Domesticity. Public, Private, and the Division of Knowledge*. Baltimore: John Hopkins University Press.
- Miller, J. Hillis (1996) *Charles Dickens and the world of his Novels*. Cambridge: Harvard University Press
- Sanders, Andrew (2002) *Charles Dickens and the Spirit of the Age*. Oxford: Oxford University Press.
- Seldem, R. (1978), "The 18th-Century Horace: Pope and Swift", in *English Verse Satire 1590-1765*. London, George Allen & Unwin, pp. 119-152.
- Toolan, - Michael J. (1990) *The Stylistics of Fiction: a Literary-linguistic Approach*. London: Routledge.
- Watt, I. (1956), *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*. Harmondsworth: Penguin, 1957.

<b>COORDINATION CRITERIA</b>
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- Common evaluation criteria
- Delivery date job
- Joint activities: lectures, seminars, visits ...
- Readings that are not repeated in other subjects on literature in the Degree of English Studies
- Selection of common competencies

**Clarifications:**