

### 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 (Coordinador)

**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** 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.
- 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. Theoretical content**

1. Prose fiction: A Historical Approach
2. From the Bible to *The Pilgrim's Progress*: versions and visions
3. Aphra Behn's short stories and *novella*
4. Jonathan Swift's satire: *Gulliver's Travels*
5. Charles Dickens' novels: *Great Expectations*

### **2. Practical contents**

The compulsory readings from primary sources are:

2. Bunyan: The Bible (selections), *The Pilgrim's Progress* (selections)
3. Behn: *Oroonoko; or The Royal Slave*, "The Unfortunate Bride", "The Dumb Virgin", "The History of the Nun", "The Unfortunate Happy Lady".
4. Swift: "The Battle of the Books", *Gulliver's Travels*
5. Dickens: *Great Expectations*

## METHODOLOGY

### **General clarifications on the methodology. (optional)**

- 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).

### **Methodological adaptations for part-time students**

Part-time students must email the teacher.

#### **Face-to-face activities**

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	5	-	5
<i>Debates</i>	2	4	6
<i>Group work (cooperative )</i>	2	6	8
<i>Lectures</i>	23	-	23
<i>Text commentary</i>	10	8	18
<b>Total hours:</b>	<b>42</b>	<b>18</b>	<b>60</b>

#### **Not on-site activities**

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

### **WORK MATERIALS FOR STUDENTS**

Practical cases and examples  
Dossier

### **EVALUATION**

Skills	Tools		
	Assignments and projects	Final exam	Oral presentations
CB1			x
CB10	x	x	
CB11	x	x	
CB12	x	x	x
CB13	x	x	
CB14		x	

CB15	x	x	x
CB16	x	x	
CB17	x	x	
CB18		x	
CB19		x	
CB2	x	x	
CB3	x	x	x
CB4	x	x	x
CB5	x	x	
CB6		x	x
CB7	x	x	
CB8	x	x	
CB9	x	x	
CE12		x	
CE13	x	x	
CE17	x		
CE18	x	x	
CE20	x	x	x
CE23	x	x	
CE27	x	x	
CE28	x	x	
CE29		x	
CE33	x	x	
CE34	x	x	
CE35	x	x	
CE36		x	x
CE37	x	x	
CE38		x	
CE44	x	x	
CE45	x	x	
CE51	x	x	x
CE52	x		
CU1	x	x	
CU2	x	x	x
CU3	x	x	
<b>Total (100%)</b>	20%	60%	20%
<b>Minimum grade.(*)</b>	0	5	0

(\*) Minimum grade necessary to pass the subject

**¿Valora la asistencia?: No**

**General clarifications on instruments for evaluation:**

**ORAL PRESENTATION:** Each student has to prepare and give one oral presentation on a secondary source on any topic assigned at the start of the course by the teacher, following these points:

**I Before the oral presentation, a written work must be handed in, with:**

1. The student personal data and the bibliographical reference of the selected source.
2. A photocopy of the secondary source, with the bibliographical reference.
3. A clear outline with the points included along the text (one side of a paper)
4. A clear summary of the text with the main and most important points (one side of a paper)
5. Two possible questions for the exam derived from the content with clear answers.
6. Discussion

**II The presentation must include:**

1. A clear context for the contents (book, source) and a clear outline with the points
2. A clear explanation of each of the points
3. And an objective, original and academic discussion, plus two possible exam questions
4. A balanced summary

**WRITTEN ASSIGNMENTS:** Each student has to write an analysis of an assigned text. The essay must include:

1. The student personal data and a table of contents.
2. Translation of the primary source (elective point).
3. A clear and objective analysis of the text including, at least, these points:
  - 3.1. Story and discourse
  - 3.2. Showing and telling
  - 3.3. Events and actants
  - 3.4. Setting
  - 3.5. Time and characterization
  - 3.6. Focalization

3.7. Narrating

3.8. The representation of consciousness

4. Conclusions

The essays are to be handed over (in a plastic sleeve) **the day of the exam.**

**FINAL EXAM:** This written exercise includes

- One or two questions derived from the syllabus, from the readings (primary and secondary sources) and from the Lessons or Seminars (40 %).
- One excerpt from the primary sources to be analysed (following the guidelines and techniques explained in the Seminars) corroborating the remarks made with tangible data from the given text and relating the points to the secondary sources and themes seen in class / from the syllabus (20 %).

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

Part-time students must,

1. Prepare and give the **oral** presentation.
2. Write the **essay** from a given text.
3. Do the **final exam** in the date assigned by the Board of Faculty.

The suitable date for 1. and 2. must be agreed with the teacher.

**Qualifying criteria for obtaining honors:** *Attendance to all sessions (large and small group), participation in small group sessions. Perfect exam (10), perfect oral presentation (10), perfect project (10).*

**¿Hay examenes/pruebas parciales?: No**

## BIBLIOGRAPHY

### 1. Basic Bibliography:

- Abbot, H. Porter (2008), *The Cambridge Introduction to Narrative*. Cambridge: Cambridge University Press.
- Barry, Peter (1995, 2009), "Narratology", in *Beginning Theory. An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press, pp. 214-238.
- Behn, Aphra (1994), *Oroonoko and Other Writings*, Paul Salzman (ed). Oxford: Oxford University Press.
- Aphra Behn, *The Works of Aphra Behn*. Vol III. Ed. Janet Todd. William Pickering, 1995.
- Bunyan, John (1987), *The Pilgrim's Progress*, R. Sharbrock (ed). London: Penguin.
- Bunyan, John (2003), *The Pilgrim's Progress*, W. R. Owens (ed). Oxford: Oxford University Press.

- Dickens, Charles (2008), *Great Expectations*, Margaret Cardwell and Robert Douglas-Fairhurst (eds). Oxford: Oxford University Press.
  - Dickens, Charles (2003), *Great Expectations*, Charlotte Mitchell (ed). London: Penguin.
  - 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.
  - McKeon, Michael, (1987), *The Origins of the English Novel 1600-1740*. Baltimore: The John Hopkins University Press.
  - Pearson, Jacqueline. "The short fiction (excluding *Oroonoko*) ". In *The Cambridge Companion to Aphra Behn*, edited by Derek Hughes and Jane Todd. 188-203. Cambridge, Cambridge University Press, 2004.
  - 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.
  - Swift, Jonathan (2008), *Gulliver's Travels*, Claude Rowson (ed). Oxford: Oxford University Press.
  - 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 Hopkings University Press, pp. 1-30.
  - Castle, Terry (1986), *Masquerade and Civilization. The Carnivalesque in Eighteenth-Century English Culture and Fiction*. Stanford: Stanford University Press.
  - Cohan, Steven & Shires, Linda (1998), *Telling Stories: Theoretical Analysis of Narrative Fiction*. London: Routledge.
  - Congreve, William (2003), *Incognita*, Peter Ackroyd (ed), London: Hesperus Press.
  - 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.

- Eagleton, Terry (2005), "Daniel Defoe and Jonathan Swift", in *The English Novel. An Introduction*. Oxford: Blackwell Publishing, pp. 22-52.

-Hammond, Brean (ed) (2010), *Jonathan Swift*. Dublin: Irish Academy 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.

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- Seager, Nicholas (2014), "She will not be that Tyrant they desire": Daniel Defoe and Queen Anne, in *Queen Anne and the Arts*. Reverand C (ed). Lewisburg: Bucknell 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.

Tierney-Hymes, R. (2012), *Novel Minds Philosophers and Romance Readers, 1680-1740*, London: Palgrave.

-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.

#### COORDINATION CRITERIA

- 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:**

## SCHEDULE

Period	Activity				
	Assessment activities	Debates	Group work (cooperative )	Lectures	Text commentary
1# Fortnight	0	1	0	3	2
2# Fortnight	0	1	0	3	3
3# Fortnight	1	1	0	4	3
4# Fortnight	1	1	2	3	3
5# Fortnight	1	1	2	4	3
6# Fortnight	1	1	2	3	2
7# Fortnight	1	0	2	3	2
<b>Total hours:</b>	<b>5</b>	<b>6</b>	<b>8</b>	<b>23</b>	<b>18</b>