

## TEACHING GUIDE

## DETAILS OF THE SUBJECT

Title (of the subject): **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

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## 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 right 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, except for didactic reasons**. The handling of such devices for instructional purposes is accepted. 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  |

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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.

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## CONTENT

**1. Theory contents**

1. English prose fiction: The beginnings
2. From the Bible to The Pilgrim's Progress
3. Aphra Behn's novella and short stories
4. The unhappy fortunate tales
5. Jonathan Swift's satire: Gulliver's Travels
6. Jane Austen's novels: Northanger Abbey
7. Charles Dickens' novels: Great Expectations

**2. Practical contents**

The mandatory **readings** from the primary sources are:

1. **Painter's** Palace of Pleasure ("The Thirty-Eighth Novel")

- Selections from **Pettie's** A Petite Pallace of Pettie his Pleasure

- Selections from **Nashe's** The Unfortunate Traveller

- Selections from **Pepys's** Diary

2. **Bunyan's** The Pilgrim's Progress (selections)

3. **Behn:**

- Oroonoko; or The Royal Slave

- "The History of the Nun; or, The Fair Vow Breaker".

4. [These five pieces of short fiction were "printed for Samuel **Briscoe**" under the name of "Mrs. A. Behn", but their authorship has been questioned by J. Todd (1996, 317), G. Greer and L. Orr (2013, 37)]

- "The Unfortunate Bride"

- "The Dumb Virgin"

- "The Unfortunate Happy Lady"

- "The Wandering Beauty"

- "The Unhappy Mistake"

5. **Swift:**

- "The Battle of the Books": "The Bookseller to the Reader"

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- "The Battle of the Books": "The Preface of the Author"

- Gulliver's Travels

6. **Austen:** Northanger Abbey

7. Dickens: Great Expectations

## METHODOLOGY

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

- Very specific essays related to the syllabus will be assigned to be read carefully and properly understood in order to be presented in a previously scheduled date and time (10-12 minutes).
- At any time you may complete an objective, short answer exercise, to check both the onsite as well as the autonomous work; on primary texts and with some references to secondary sources.
- 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 and students with disabilities and special educational needs

Part-time students must read the mandatory primary sources.

Part-time students must read and understand the secondary sources in relation to the compulsory primary readings.

They must prepare a 10 minute presentation (previously assigned by the teacher) to be explained in class followed by an academic discussion with his/her peers and teacher.

They must sit the reading test.

They must sit the written exam.

Students with disabilities or special educational needs must email the teacher in order to provide them with the best methodological tools to get a successful teaching and teaching process.

### Face-to-face activities

Activity	Large group	Medium group	Total
Assessment activities	5	-	5
Debates	4	4	8
Group work (cooperative )	4	3	7
Lectures	23	-	23
Text commentary	9	8	17
<b>Total hours:</b>	45	15	60

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### Not on-site activities

Activity	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  
 Exercises and problems  
 Bibliographic references

## EVALUATION

Skills	Tools			
	Assignments and projects	Final exam	Oral presentations	Reading tests
CB1			x	x
CB10	x	x		
CB11	x	x		
CB12	x	x	x	x
CB13	x	x		
CB14		x		
CB15	x	x	x	
CB16	x	x		
CB17	x	x		x
CB18		x		
CB19		x		
CB2	x	x		
CB3	x	x	x	
CB4	x	x	x	
CB5	x	x		x
CB6		x	x	
CB7	x	x		
CB8	x	x		
CB9	x	x		
CE12		x		
CE13	x	x		

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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			x
CU1	x	x		
CU2	x	x	x	
CU3	x	x		
<b>Total (100%)</b>	<b>20%</b>	<b>40%</b>	<b>20%</b>	<b>20%</b>
<b>Minimum grade.(*)</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>1</b>

(\*) 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 deliver one oral presentation (in 10-12 minutes) on a secondary source on a very specific topic assigned by the teacher at the start of the course. The learner must follow these points:

**I Before the oral presentation,** a written work must be submitted to the teacher, with:

1. The student personal data and the bibliographical reference of the selected source.
2. A clear outline with the points addressed (one side of a paper).
3. A clear summary of the text with the main and most important points (one side of a paper).
4. One possible exam question derived the essay content with an academic discussion (including a clear answer)
5. Discussion

**II The presentation must include:**

1. A clear context for the contents (book, source) and a clear outline with the points
2. A pedagogical and very clear explanation of each of the points



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3. An objective, original and academic discussion, plus one possible exam question.

Note that the presentation **must** be delivered only in the scheduled date and time.

**WRITTEN ASSIGNMENT:** 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 delivered in a plastic sleeve **the day of the exam.**

**READING TEST (2):** This exercise assesses the student's reading comprehension of the primary mandatory texts by means of specific questions. The reading test (about all the compulsory literary texts) will take place the week just before the Easter break.

**FINAL EXAM (4):** This written exam will be based on:

- The presentations (1): one question.
- The assignments (homework) (1): one question.
- The lessons (1): One question with any topic/theme from the syllabus.
- The mandatory readings (1): One text 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 excerpt and relating the points to the secondary sources and themes seen in class / from the syllabus.

Clarifications on the methodology for part-time students and students with disabilities and special educational needs:

Part-time students must,

1. Prepare and give the **oral** presentation (2)

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2. Write the **essay** from a given text (2)
3. Take a **reading test (2)** [This test will take place the week before Easter]
3. Do the **final exam** in the date assigned by the Board of Faculty (4)

The suitable date for 1 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 exámenes/pruebas parciales?: No

## BIBLIOGRAPHY

## 1. Basic Bibliography:

- Abbot, H. Porter (2008), *The Cambridge Introduction to Narrative*. Cambridge: Cambridge University Press.
- Austen, Jane (2013), *Northanger Abbey*, Barbara M- Benedict & Deirdre Le Faye (eds). 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.
- Behn, Aphra (1995), *The Works of Aphra Behn. Vol III*. Ed. Janet Todd. William Pickering.
- Bunyan, John (1987), *The Pilgrim's Progress*, R. Sharbrock (ed). London: Penguin.
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- 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.
- Elk, van Martina (2017), *Early Modern Women's Writing: Domesticity, Privacy, and the Public Sphere in England and the Dutch Republic*, New York: Palgrave.
- Hammond, Brean & Shaun Regan (2006), *Making the Novel. Fiction and Society in Britain, 1660-1789*. New York: Palgrave.
- 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.
- Maioli, Roger (2016), *Empiricism and The Early Theory of the Novel*, New York: Palgrave.
- 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.

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-Richetti, John (2012), "The novel before 'the novel'", *The Cambridge History of the English Novel*, Cambridge: Cambridge University Press.

-Swift, Jonathan (2008), *Gulliver's Travels*, Claude Rowson (ed). Oxford: Oxford University Press.

-Van Renen, Denys (2017), *The Other Exchange. Women, Servants, & The Urban Underclass in Early Modern English Literature*, Lincoln & London: University of Nebraska Press.

**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.

-Bacscheider, 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.

-Castle, Terry (1986), *Masquerade and Civilization. The Carnavalesque in Eighteenth-Century English Culture and Fiction*. Stanford: Stanford University Press.

-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.

-Cohan, Steven & Shires, Linda (1998), *Telling Stories: Theoretical Analysis of Narrative Fiction*. London: Routledge.

-Congreve, William (2003), *Incognita*, Peter Ackroyd (ed), London: Hesperus Press.

-Copeland, Edward & Juliet McMaster (2006), *The Cambridge Companion to Jane Austen*, Cambridge: Cambridge University Press.

-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.

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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.

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-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.

-Toolan, Michael J (2001), Narrative. A Critical Linguistic Introduction. London: Routledge.

-Watt, I. (1956), The Rise of the Novel: Studies in Defoe, Richardson and Fielding. Harmondsworth: Penguin.

## 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	1	3	2
3# Fortnight	1	1	1	4	2
4# Fortnight	1	2	1	3	2
5# Fortnight	1	1	1	4	4
6# Fortnight	1	1	1	3	4
7# Fortnight	1	1	2	3	1
<b>Total hours:</b>	5	8	7	23	17

The methodological strategies and the evaluation system contemplated in this Teaching Guide will be adapted according to the needs presented by students with disabilities and special educational needs in the cases that are required.