

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **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: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform: Moodle

LECTURER INFORMATION

Name: TORRALBO CABALLERO, JUAN DE DIOS (Coordinator)

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PREREQUISITES 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 is 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 participation and presentation/debate grade.

COURSE DESCRIPTION

INTENDED LEARNING OUTCOMES

	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.

COURSE DESCRIPTION

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

Primary and first objectives:

1. Understand the English novel from its inception, and its evolution until the end of the Victorian period.
2. Develop analytical skills and master analytical tools necessary for understanding and discussion of literary texts.

Secondary objectives:

3. Acquire expertise of the history and evolution of English fiction 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.
4. 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 teaching guide.
5. Acquire thoughtful attitudes and a critical, investigative spirit in the field of English narrative.

Tertiary objective:

6. Acquire expertise in areas related to the evolution of English narrative, such as art, history, and philosophy.

CONTENT

1. Theory contents

Unit 1: The making and the rise of the English novel: Aphra Behn and Daniel Defoe

Unit 2: The Eighteenth-Century novel: Swift, Richardson, Fielding, Burney, Edgeworth

Unit 3: The parody of the Gothic novel: Jane Austen

Unit 4: Introducing Victorianism

Unit 5: Anne Brontë

Unit 6: Charles Dickens



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COURSE DESCRIPTION

2. Practical contents

The mandatory readings from the primary sources are:

Unit 1: Selections from: Oroonoko or the Royal Slave, Robinson Crusoe

Unit 2: Excerpts from: Gulliver's Travels, Pamela, Shamela, Joseph Andrews, Evelina, Belinda.

Unit 3: Northanger Abbey

Unit 5: The Tenant of Wildfell Hall

Unit 6: "A Visit to Newgate", Hard Times (Chapter 5), Great Expectations

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Gender equality

Reduced inequalities

METHODOLOGY

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

COURSE DESCRIPTION

Off-site activities

Activity	Total
<i>Exercises</i>	20
<i>Group work</i>	10
<i>Information search</i>	8
<i>Reference search</i>	12
<i>Self-study</i>	40
Total hours	90

WORK MATERIALS FOR STUDENTS

Exercises and activities
Oral presentations
References

EVALUATION

Intended learning	Debate	Exams	Text commentary
CB1	X		
CB10	X	X	
CB11	X		
CB12		X	
CB13	X		
CB14	X		
CB15		X	
CB16		X	X
CB17		X	
CB18			X
CB19		X	
CB2		X	
CB3	X	X	X
CB4	X		
CB5	X	X	

COURSE DESCRIPTION

Intended learning	Debate	Exams	Text commentary
CB6			X
CB7		X	
CB8		X	
CB9	X		
CE12		X	X
CE13		X	X
CE17			X
CE18		X	X
CE20		X	
CE23			X
CE27			X
CE28			X
CE29		X	X
CE33	X		
CE34		X	
CE35		X	
CE36		X	X
CE37		X	X
CE38		X	X
CE44	X	X	X
CE45	X		X
CE51		X	
CE52	X	X	
CU1		X	X
CU2		X	
CU3	X		
Total (100%)	20%	60%	20%
Minimum grade	5	5	5

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

COURSE DESCRIPTION

Method of assessment of attendance:

It is a prerequisite (80%) to pass the subject.

General clarifications on instruments for evaluation:

Text commentary (maximum: up to 2 points): This exercise assesses the student's comprehension of the excerpts studied in class and also evaluates his/her understanding of the novels that constitute required reading (*Northanger Abbey*, *The Tenant of Wildfell Hall*, *Great Expectations*). The exercise will consist of an excerpt to be analysed and a set of very specific questions designed to confirm that these novels have been read thoroughly and attentively. This exam will be given the week after the Easter holidays.

Debate (maximum: up to 2 points): Each student has to prepare an analysis of an assigned text in order to conduct a 10 minute section of the class on the scheduled day and time, addressing the main aspects, posing questions to his/her classmates and interacting with the professor (debate). This tool will also be assessed by means of the student's active participation in class discussions.

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

Part-time students must,

1. Do the reading exercise.
2. Write the essay.
3. Do the final exam.

Clarifications on the evaluation of the first extraordinary call and extra-ordinary call for completion studies:

Exam.

Qualifying criteria for obtaining honors:

Attendance to all sessions (large and small group), participation in small group sessions. Perfect exam (10), perfect debate (oral presentation) (10), perfect reading exercise (10).

BIBLIOGRAPHY

1. Basic Bibliography

Austen, Jane, *Northanger Abbey*, Barbara M. Benedict & Deirdre Le Faye, eds., Cambridge: Cambridge University Press, 2013.



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INFORMATION REGARDING
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COURSE DESCRIPTION

Behn Aphra, *Oroonoko and Other Writings*, Paul Salzman, ed. Oxford: Oxford University Press, 1994.

Brontë Anne, *Agnes Grey*, Robert Inglesfield and Hilda Marsden, eds., introduction by Sally Shuttleworth, Oxford: Oxford World's Classics, 2008.

Brontë Anne, *The Tenant of Wildfell Hall*, Herbert Rosengarten, ed., introduction by Josephine McDonagh, Oxford: Oxford World's Classics, 2008.

Burney, Frances, "Preface", *Evelina*, Edward A. Bloom, ed., Oxford: Oxford University Press, 2008, pp. 9-11.

Defoe, Daniel, *Robinson Crusoe*, John Richetti, ed., London: Penguin Classics, 2003.

Dickens, Charles, "Chapter V. The Key-Note", *Hard Times*, London: Penguin, 1994, pp. 19-24.

Dickens, Charles, *Great Expectations*, Margaret Cardwell and Robert Douglas-Fairhurst, eds., Oxford: Oxford University Press, 2008.

Dickens, Charles, *Great Expectations*, Charlotte Mitchell ed., London: Penguin, 2003.

Dickens, Charles, *Sketches by Boz*, Paul Schlicke and David Hewitt, eds., Oxford: Oxford University Press, 2020

Edgeworth, Maria, "Advertisement", *Belinda*, Linda Bree, ed., 2020, p. 3.

Eliot, George, "The Sad Fortunes of the Reverend Amos Barton", *Scenes of Clerical Life*, Thomas Noble, ed. Oxford: Oxford University Press, 2015, pp. 3-70.

Fielding, Henry, From "Preface", *Joseph Andrews and Shamela*, Douglas Brooks-Davies, eds., Oxford: Oxford University Press, 1980, pp. 3-4.

Gaskell, Elizabeth, "Chapter V", *Mary Barton*, Shirley Foster, ed., Oxford: Oxford University Press, 2008, pp. 37-55.

Lennox, Charlotte, "Book IX. Chapter XI" *The Female Quixote*, Amanda Gilroy and Wil Verhoeven, eds., London: Penguin, 2006, pp. 411-426.

Richardson, Samuel, "Preface by the Editor", *Pamela*, London: Penguin, 2012, pp. ix-x.

Richardson, Samuel, "Preface", *Clarissa, or The History of a Young Lady*, Angus Ross, ed., London: Penguin, 2004, 35-36.

Swift, Jonathan, "The Publisher to the Reader", "A Voyage to Lilliput. Chapter V", Oxford: Oxford University Press, Claude Rawson eds., 2008, 11-12, 45-50.

2. Further reading

Bautista Naranjo, Esther, *La recepción y reescritura del mito de Don Quijote en Inglaterra (siglos XVII-XIX)*, Madrid: Dykinson, 2015.

Bunyan, John, *The Pilgrim's Progress*, Roger Sharrock, ed., London: Penguin, 1987.

Burke, Edmund, *A Philosophical Enquiry into the Origin of Our Ideas of the Sublime and the Beautiful*, Oxford: Oxford University Press, 2015.

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

Eagleton, T., *The English Novel. An Introduction*, Oxford, Blackwell Publishing, 2005.

Eliot, George, *Silly Novels by Lady Novelists*, London: Penguin, 2010.

Eliot, George, *Middlemarch*, David Carroll, ed. Oxford: Oxford University Press, 2019.

Figueroa-Dorrego, Jorge, *Aphra Behn (1640-1689)*. Madrid: Ediciones del Orto, 1999

Garside, Peter & Karen O'Brien, OHNE. Volume 2: *English and British Fiction 1750-1820*, Oxford: Oxford University Press, 2015.

Garrido Ardila, J. A., *Cervantes en Inglaterra: el Quijote y la novela inglesa del siglo XVIII*, Alcalá de Henares: Servicio de Publicaciones de la Universidad de Alcalá, 2014.

Gilmour, Robin, *The Novel in the Victorian Age. A Modern Introduction*, London: Edward Arnold, 1986.

Hammond, Brean & Shaun Regan, *Making the Novel. Fiction and Society in Britain, 1660-1789*. New York: Palgrave, 2006.

James, Henry, "The Art of Fiction", *The Nineteenth-Century Novel. A Critical Reader*. Stephen Regan, ed., London and New York: Routledge, The Open University, 2001, pp. 68-78.

Keymer, Thomas, ed., OHNE. *Prose Fiction in English from the Origins of Print to 1750*, Oxford: Oxford University Press, 2017.

Keymer, Tom, *Jane Austen. Writing, society, politics*, Oxford: Oxford University Press, 2020.

COURSE DESCRIPTION

Kucich, John & Jenny Bourne Taylor, eds., OHNE. *The Nineteenth-Century Novel 1820-1880*, Oxford: Oxford University Press, 2011.

McKeon, Michael, *The Origins of the English Novel 1600-1740*. Baltimore: John Hopkins University Press, 1987.

Reeve, Clara, "The Progress of Romance (1785)", *The Nineteenth-Century Novel. A Critical Reader*, Stephen Regan, ed., London/New York: Routledge, 2003, pp. 13-22.

Richetti, John, *The English Novel in History 1700-1780*, London / New York: Routledge, 1999.

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

Richetti, John, "Eurocentric Crusoe: The Farther Adventures of Robinson Crusoe", *Études Anglaises. Revue du monde anglophone*, (2019): 2013-225.

Ruskin, John, *Selected Writings*, Dinah Birch, ed. Oxford: Oxford University Press, 2004.

Seager, Nicholas, "Crusoe's Crusade: Defoe, Genocide, and Imperialism", *Études Anglaises. Revue du monde anglophone*, 72-2 (2019): 196-212.

Trollope, Anthony, *Barchester Towers*, London: Penguin, 2011.

Walpole, Horace, *The Castle of Otranto* *The Castle of Otranto. A Gothic Story*, Nick Groom, ed., Oxford: Oxford University Press, 2014.

Watt, Ian, *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*. Harmondsworth: Penguin, 1957.

Williams, Raymond, *The English Novel from Dickens to Lawrence*, Oxford: Oxford University Press, 1970.

Woolf, Virginia, *To the Lighthouse*, David Bradshaw, ed., Oxford: Oxford University Press, 2008.

COORDINATION CRITERIA

Common learning outcomes

Readings that are not repeated in other subjects on literature in the Degree of English Studies

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

CONTINGENCY PLAN: CASE SCENARIO A

Case scenario A will correspond to a diminished on-site academic activity due to social distancing measures affecting the permitted capacity of classrooms.

METHODOLOGY

General clarifications on the methodology on case scenario A

A multimodal (hybrid) teaching system will be adopted, combining both on-site and remote classes via videoconference (synchronous) that will be held in the timetable approved by the corresponding Faculty or School. The time distribution of teaching activities (both on-site and remote) will be decided by the aforementioned Faculties and Schools bearing in mind the permitted capacity of classrooms and social distancing measures as established at that time.

In Case Scenario A, this course will follow a continuous assessment process. Regular attendance is required. The requirement of regular attendance means that the student must be present for at least 80% of class time. Active participation in class (especially in on-site classes) is an essential element of the course assessment.

COURSE DESCRIPTION

EVALUATION

Intended learnig	Debate	Essay	Text commentary
CB1			X
CB10	X		
CB11	X	X	
CB12	X		
CB13			X
CB14	X		
CB15		X	
CB16	X		
CB17			X
CB18	X		X
CB19		X	
CB2	X		
CB3	X	X	X
CB4		X	
CB5			X
CB6	X		
CB7	X	X	
CB8	X	X	
CB9	X		
CE12	X	X	X
CE13	X	X	X
CE17	X		
CE18	X	X	X
CE20	X		
CE23	X	X	X
CE27			X
CE28		X	
CE29	X		X

COURSE DESCRIPTION

Intended learning	Debate	Essay	Text commentary
CE33	X		X
CE34	X		
CE35	X	X	
CE36	X	X	X
CE37	X	X	X
CE38	X	X	X
CE44	X	X	X
CE45	X	X	X
CE51	X	X	X
CE52	X	X	X
CU1	X	X	X
CU2	X		
CU3		X	
Total (100%)	20%	60%	20%
Minimum grade	4	4	4

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

Method of assessment of attendance (Scenario A):

Attendance is a prerequisite to pass the subject.

General clarifications on instruments for evaluation (Scenario A):**GRADING CRITERIA**

TEXT COMMENTARY AND READING TEST (maximum: up to 2 points): This exercise assesses the student's comprehension of the excerpts studied in class and also evaluates his/her understanding of the novels that constitute required reading. The exercise will consist of an excerpt to be analysed and a set of very specific questions designed to confirm that these novels have been read thoroughly and attentively. This exercise will be given the week after the Easter holidays.

DEBATE (up to 2 points): Each student will be assigned, at least two weeks in advance, a specific chapter, to be read very carefully, in order to present it in class on the day and at the time assigned. Each student is required to prepare and deliver an oral presentation (10-12 minutes) on a chapter assigned by the professor. The student must make one question from the presentation to be posed to their classmates (the answer must be academically discussed). The professor will make comments and observations on the text assigned, which the student should

COURSE DESCRIPTION

discuss and answer adequately (debate), with the utmost academic clarity and precision. Note that the presentation/debate must be delivered on the scheduled date and time.

ESSAY. Up to 6 points: Each student has to write an essay. The length of the essay must be between 5,000 and 12,000 characters. The essays are to be delivered via Moodle at either the June or July sitting.

CLARIFICATION REGARDING THE EXAM SITTINGS:

JUNE SITTING: In the first sitting, the maximum score for each assessment criterion is detailed below:

- 2 points: Debate (Oral presentation given on the day and time assigned during the course)
- 2 points: Reading exercise (taken the week after the Easter holidays)
- 6 points: Essay

JULY SITTING: In the second sitting the maximum score will be obtained, as a general rule, by adding up the results of these three grading criteria:

- 2 points: Give an oral presentation (Debate)
- 2 points: Taking the reading exercise
- 6 points: Write the essay

However, in the July sitting, a student who wishes not to be evaluated on his/her debate (oral presentation) (that is, who would like the grade obtained on his/her presentation to be disregarded), must expressly indicate this at the top of the first page of the essay, in which case he/she will be evaluated only on the reading test (the grade obtained on this test, based on an excerpt from our readings), and the written essay turned in on the day of the exam. In this case the total grade will be determined by the sum of:

- Up to 7 points: Essay
- Up to 3 points: Reading exercise.

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

Part-time students must,

1. Prepare and give the **oral** presentation (2)
2. Write the **essay** (6)
3. Take a **reading test (2)** [This test will take place the week after Easter]

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

CONTINGENCY PLAN: CASE SCENARIO B

Case scenario B will bring about a suspension of all on-site academic activities as a consequence of health measures.

METHODOLOGY

General clarifications on the methodology on case scenario B

On-site teaching activities will be held via videoconference (synchronous) in the timetable approved by the corresponding Faculty or School. Alternative activities will be proposed for reduced groups in order to guarantee the acquisition of course competences.



COURSE DESCRIPTION

An alternative methodology that will basically consist of:

1. Placing on Moodle **explanations** of some points to so that you can study and understand them.
2. The **weekly assignments**, to which I myself will provide the academic answers, in order give you a model so that you can check or complete your own answers.

3. Debate

One of the items for assessment is the **final essay** (the length of the essay must be between 5,000 and 12,000 words).

In Case Scenario B, this course will still follow a continuous assessment process, where regular attendance is required. The requirement of regular attendance means that the student must be present for at least 80% of class time. Active participation in class (especially in synchronous activities for reduced groups) is an essential element of the course assessment.

EVALUATION

Intended learnig	Debate	Essay	Text commentary
CB1			X
CB10			X
CB11	X		
CB12		X	
CB13			X
CB14		X	
CB15			X
CB16		X	
CB17			X
CB18		X	
CB19			X
CB2		X	
CB3			X
CB4		X	
CB5			X
CB6		X	
CB7			X
CB8	X		

COURSE DESCRIPTION

Intended learnig	Debate	Essay	Text commentary
CB9		X	
CE12			X
CE13		X	
CE17			X
CE18		X	
CE20			X
CE23		X	
CE27			X
CE28		X	
CE29			X
CE33		X	
CE34			X
CE35		X	
CE36			X
CE37		X	
CE38	X	X	X
CE44		X	X
CE45		X	X
CE51		X	X
CE52		X	X
CU1		X	
CU2			X
CU3		X	
Total (100%)	20%	60%	20%
Minimum grade	4	4	4

(*)Minimum mark (out of 10) needed for the assessment tool to be weighted in the course final mark. In any case, final mark must be 5,0 or higher to pass the course.

COURSE DESCRIPTION

Moodle Tools	Comentarios de texto	Debate	Ensayo
Asistencia	X	X	
Cuestionario	X		
Participación	X	X	
Tarea			X
Videoconferencia		X	

Attendance will be assessed (Scenario B)?:

No

General clarifications on instruments for evaluation (Scenario B):**GRADING CRITERIA**

TEXT COMMENTARY AND READING TEST (maximum: up to 2 points): This exercise assesses the student's comprehension of the excerpts studied in class and also evaluates his/her understanding of the novels that constitute required reading. The exercise will consist of an excerpt to be analysed and a set of very specific questions designed to confirm that these novels have been read thoroughly and attentively.

DEBATE (Maximum: 2 points).

ESSAY (Up to 4 points): Each student has to write an essay. The length of the essay must be between 5,000 and 12,000 words. The essays are to be delivered at either the June or July sitting.

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

Part-time students must,

- 1 Take a **reading test / text commentary** (2)
2. Give a presentation (debate) (2)
3. Write an **essay** (6)

COURSE DESCRIPTION