

## COURSE DESCRIPTION

### COURSE DETAILS

Title (of the course): **ÚLTIMAS LITERATURAS EN INGLÉS 2: AMÉRICA Y ÁFRICA**

Code: 100575

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

Year: 3

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

Field: LITERATURA EN LENGUA INGLESA

Character: OPTATIVA

Duration: SECOND TERM

ECTS Credits: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform: [www.uco.es/moodle](http://www.uco.es/moodle)

### LECTURER INFORMATION

Name: LÓPEZ SÁNCHEZ-VIZCAÍNO, MARÍA JESÚS (Coordinator)

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

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### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

No hay requisito previos establecidos. No es necesario haber cursado la asignatura Últimas literaturas en inglés 1: Europa.

#### Recommendations

None specified

## COURSE DESCRIPTION

### INTENDED LEARNING OUTCOMES

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.

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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

This course is an introduction to major Canadian, African-American, Caribbean and African literary figures from the mid-20th century to the present. The main aims of this course are:

- To acquire knowledge of twentieth-century and twenty-first century selected literary texts and their authors in relation to critical movements such as postmodernism and postcolonial studies and in relation to relevant theoretical concepts.
- To develop analytical and critical skills through close reading of the selected texts.
- To acquire knowledge of the cultural, historical and political contexts within which to situate the selected texts.

## CONTENT

### 1. Theory contents

#### Part 1: Canada and United States

- Introduction to Canadian and African-American literature
- Postmodernism
- Analysis of selected writers

#### Part 2: The Caribbean and Africa

- Introduction to Caribbean and African literature
- Postcolonial studies
- Analysis of selected writers

### 2. Practical contents

Analysis and discussion of selected literary texts:

Canada

- Alice Munro, "A Wilderness Station" (1994) (short story)



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- Margaret Atwood's *The Handmaid's Tale* (1985) (novel)
- United States (African-American literature)
- Poems by Langston Hughes, Claude McKay, Maya Angelou and Alice Walker
- Toni Morrison's "Recitatif" (1983) (short story)
- The Caribbean
- Jean Rhys's *Wide Sargasso Sea* (1966) (novel)
- Africa
- Es'kia Mphahlele's "Mrs Plum" (1967) (short story)
- Nadine Gordimer's "Is There Nowhere Else Where We Can Meet?" (1953) & "Six Feet of the Country" (1956) (short stories)
- Ivan Vladislavic's "Journal of a Wall" (1989) (short story)
- Chimamanda Ngozie Adichie's "A Private Experience" and "The Thing Around Your Neck" (2009) (short stories)

## SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

- Gender equality
- Peace, justice and strong institutions

## METHODOLOGY

### General clarifications on the methodology (optional)

Attendance and participation in class are compulsory. Students must attend 80% of all classes in order to pass the course.

### Methodological adaptations for part-time students and students with disabilities and special educational needs

- Written commentaries on each of the compulsory readings and overview of the critical/theoretical/literary ideas presented in class: 40%
- Final written commentary: 60%

### Face-to-face activities

Activity	Large group	Medium group	Total
<i>Lectures</i>	15	-	15
<i>Seminar</i>	15	15	30
<i>Text analysis</i>	15	-	15
<b>Total hours:</b>	<b>45</b>	<b>15</b>	<b>60</b>

### Off-site activities

Activity	Total
<i>Information search</i>	10
<i>Reading</i>	50



## COURSE DESCRIPTION

Activity	Total
<i>Self-study</i>	30
<b><i>Total hours</i></b>	<b><i>90</i></b>

## WORK MATERIALS FOR STUDENTS

Bibliographical references

Handouts

Powerpoint Presentations

Relevant sources such as webpages etc.

Selected literary texts

## EVALUATION

Intended learning	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	X
CB5	X	X	
CB6			X
CB7	X		
CB8			X
CB9		X	

## COURSE DESCRIPTION

Intended learning	Debate	Essay	Text commentary
CE12	X		
CE13	X		
CE17	X		
CE18			X
CE20	X	X	
CE23			X
CE27	X		
CE28			X
CE29	X	X	
CE33			X
CE34	X		
CE35	X		
CE36			X
CE37	X		
CE38	X	X	
CE44	X		
CE45			X
CE51	X		
CE52		X	
CU1	X		
CU2	X		X
CU3	X		
<b>Total (100%)</b>	<b>30%</b>	<b>20%</b>	<b>50%</b>
<b>Minimum grade</b>	<b>5</b>	<b>5</b>	<b>5</b>

(\*)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.

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### Attendance will be assessed?:

No

### General clarifications on instruments for evaluation:

**1- Text commentary (50%).** This final written commentary will consist in a detailed and critical analysis of one or several of the texts discussed in class. The student will have to engage with theoretical, critical, cultural, historical and political issues and questions of literary tradition and influence.

**2- Debate (30%).** Analysis and discussion of the selected literary texts in class and on Moodle.

**3- Essay (20%).** Students will have to submit a short essay on one of the texts dealt with in the course, developing a particular argument and choosing a specific topic, motif or concept. Instructions will be given at the beginning of the course.

### Assesment in July

Students will have to repeat those parts they have failed. Since the mark corresponding to "debate" along the duration of the course cannot be changed, in the case of students that have failed that part in June, they will have to submit a dossier with a general and personal analysis of all the texts discussed in class, including relevant critical, literary and contextual issues.

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

-Written commentaries of all the texts discussed in class including relevant critical, literary and contextual issues: 40%.

-Final written commentary: 60%.

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

1. Text commentary (60%). This written commentary will consist in a detailed and critical analysis of one or several of the texts discussed in class. The student will have to engage with theoretical, critical, cultural, historical and political issues and questions of literary tradition and influence.

2. Essay (40%). Students will have to submit an essay on one of the texts dealt with in the course, developing a particular argument and choosing a specific topic, motif or concept.

### Qualifying criteria for obtaining honors:

*The student will have to get a minimum final mark of 9.*

## BIBLIOGRAPHY

### 1. Basic Bibliography

#### Secondary Sources on Canadian Literature

-Atwood, Margaret. *Survival: A Thematic Guide to Canadian Literature*. Toronto: Anansi, 1972 (not in the library)

-Benson, Eugene & William Towe, ed. *The Oxford Companion to Canadian Literature*. Oxford UP, 1997.

-Frye, Northrop. *The Bush Garden: Essays on the Canadian Imagination*. Toronto: Anansi, 1971 (not in the library)

-Jones, Joseph. *Canadian Fiction*. Twayne, 1981.

-Kröller, Eva-Marie. *The Cambridge Companion to Canadian Literature*. CUP, 2004.

-New, William H. *A History of Canadian Literature*. Macmillan, 1991.

-New, William H. *Encyclopedia of Literature in Canada*. U of Toronto P, 2002.

-Smith, A.J.M. *Masks of Fiction: Canadian Critics on Canadian Prose*. McClelland and Stewart, 1961.

#### Secondary Sources on Postmodernism



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- Barth, John. "The Literature of Exhaustion." *The Friday Book: Essays and Other Non-Fiction*. The John Hopkins UP, 1984. (disponible online).
- Baudrillard, Jean. *Jean Baudrillard: Selected Writings*. Ed. Mark Poster. Stanford UP, 1988.
- Bertens, Hans. *The Idea of the Postmodern: A History*. Routledge, 1995.
- Calinescu, Matei. *Five Faces of Modernity: Modernism, Avant-Garde, Decadence, Kitsch, Postmodernism*. Duke UP, 1993.
- Caserio, Robert L., ed. *The Cambridge Companion to the Twentieth-Century English Novel*. CUP, 2009.
- Connor, Steven, ed. *The Cambridge Companion to Postmodernism*. CUP, 2004.
- Heise, Ursula K. "Postmodern Novels." *The Cambridge History of the American Novel*, edited by Leonard Cassuto, Clare Virginia Eby and Benjamin Reiss, CUP, 2011, pp. 964-985
- Hutcheon, Linda. *A Poetics of Postmodernism: History, Theory, Fiction*. Routledge, 1992.
- Jameson, Fredric. *Postmodernism, or, the Cultural Logic of Late Capitalism*. Verso, 1992.
- Lyotard, Jean-François. *The Postmodern Condition: A Report on Knowledge*. Trans. Geoff Bennington and Brian Massumi. Manchester UP, 1984.
- McHale, Brian. *Constructing Postmodernism*. Routledge, 1992.
- . *Postmodernist Fiction*. Routledge, 1987.

### Secondary Sources on African-American Literature

- Awkward, Michael. *Inspiring Influences: Tradition, Revision and Afro-American Women's Novels*. Columbia UP, 1989.
- Baker, Houston A. *Long Black Song: Essays in Black American Literature and Culture*. University of Virginia, 1990.
- Bruce, Dickson D. *The Origins of African American Literature, 1680-1865*. University Press of Virginia, 2001.
- Fisch, Audrey A., ed. *The Cambridge Companion to the African American Slave Narrative*. CUP, 2007.
- Gates, Henry Louis, gen. ed. *The Norton Anthology of African American Literature*. W.W. Norton & Co, 2004.
- Graham, Maryemma, ed. *The Cambridge Companion to the African-American Novel*. CUP, 2004.
- Hord, Fred Lee. *Reconstructing Memory: Black Literary Criticism*. Third World, 1991.
- Hutchinson, George, ed. *The Cambridge Companion to the Harlem Renaissance*. CUP, 2007.
- Lewis, David Levering, ed. *The Portable Harlem Renaissance Reader*. Penguin, 1995.

### Postcolonial Studies: Selected Reading

- Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. Routledge, 1989.
- , eds. *The Post-Colonial Studies Reader*. Routledge, 1995.
- , eds. *Key Concepts in Post-Colonial Studies*. Routledge, 1998.
- Bhabha, Homi K. *Nation and Narration*. Routledge, 1990.
- . *The Location of Culture*. Routledge, 1994.
- Boehmer, Elleke. *Colonial and Postcolonial Literature: Migrant Metaphors*. Oxford University Press, 2005. 2nd edition.
- Innes, C.L. *The Cambridge Introduction to Postcolonial Literatures in English*. CUP, 2007.
- Lazarus, Neil, ed. *The Cambridge Companion to Postcolonial Literary Studies*. CUP, 2004.
- Loomba, Ania. *Colonialism/Post-Colonialism*. Routledge, 2015.
- McLeod, John. *Beginning Postcolonialism*. Manchester UP, 2nd ed., 2009.
- . ed. *The Routledge Companion to Postcolonial Studies*. Routledge, 2007.
- Said, Edward W. *Orientalism*. Vintage, 1979.
- . *Culture and Imperialism*. Vintage, 1994.
- Zabus, Chantal, ed. *The Future of Postcolonial Studies*. Routledge, 2015.

### Secondary Sources on Caribbean Literature

- Arnold, A J, Vera M. Kutzinski, and Ineke Phaf-Rheinberger, eds. *A History of Literature in the Caribbean*. Vol. 3. J. Benjamins, 1997. (ebook)
- DeLoughrey, Elizabeth M. *Routes and Roots: Navigating Caribbean and Pacific Island Literatures*. Honolulu: University of Hawai Press, 2007. (ebook)





## COURSE DESCRIPTION

- Donnell, Alison. Twentieth-Century Caribbean Literature: Critical Moments in Anglophone Literary History. Routledge, 2006.
- Donnell, Alison, and Welsh S. Lawson, ed. The Routledge Reader in Caribbean Literature. London: Routledge, 1996.
- Irele, Abiola, and Simon Gikandi. The Cambridge History of African and Caribbean Literature. Cambridge University Press, 2004.
- Paravisini-Gebert, Lizabeth. Literature of the Caribbean. Greenwood Press, 2008.

### Secondary Sources on African and South African Literature

- Attwell, David and Derek Attridge, ed. The Cambridge History of South African Literature. CUP, 2012.
- Banham, Martin, James Gibbs and Femi Osofisan. African Theatre: Playwrights and Politics. Indiana University Press, 2001.
- Banham, Martin, James Gibbs and Femi Osofisan. African Theatre: Southern Africa. Oxford: James Currey, 2004.
- Barnard, Rita. Apartheid and Beyond: South African Writers and the Politics of Place. Oxford University Press, 2007.
- Booker, M. Keith. The African Novel in English: An Introduction. Oxford: James Currey, 1998.
- Cazenabe, Odile. Rebellious Women: The New Generation of Female African Novelists. Boulder: Lynne Rienner Publishers, 2000.
- Cooper, Brenda. Magical Realism in West African Fiction: Seeing with a Third Eye. London: Routledge, 1998 (ebook).
- Cornwell, Gareth and Dirk Kloppe. The Columbia Guide to South African Literature in English since 1945. Columbia University Press, 2010.
- Gallagher, Susan VanZanten. Truth and Reconciliation: The Confessional Mode in South African Literature. Heinemann, 2002.
- Gikandi, Simon, ed. Encyclopedia of African Literature. Routledge, 2003.
- Graham, Lucy Valerie. State of Peril: Race and Rape in South African Literature. Oxford UP, 2012.
- Graham, Shane. South African Literature after the Truth Commission: Mapping Loss. Palgrave Macmillan, 2009.
- Heywood, Christopher. A History of South African Literature. University of Cambridge, 2004.
- Irele, F. Abiola and Simon Gikandi. The Cambridge History of African and Caribbean Literature. Cambridge University Press, 2004.
- Killam, Douglas. Literature of Africa. Westport: Greenwood, 2004.
- Olaniyan, Tejumola & Ato Quay, ed. African Literature: An Anthology of Criticism and Theory. 2007.
- Singh, Jaspal K. & Rajendra, Chetty, ed. Trauma, Resistance, Reconstruction in Post-1994 South African Writing. Peter Lang, 2010.
- Soyinka, Wole. Myth, Literature and the African World. Cambridge: Cambridge University Press, 2005.
- Viljoen, Hein and Chris N. van der Merwe. Storyscapes: South African Perspectives on Literature, Space and Identity. Peter Lang, 2004.

## 2. Further reading

None

## COORDINATION CRITERIA

Common skills



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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.

## 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		

## COURSE DESCRIPTION

Intended learning	Debate	Essay	Text commentary
CB5			X
CB6	X	X	
CB7	X		
CB8	X		
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		
CE44	X		
CE45			X
CE51	X		
CE52		X	
CU1	X		
CU2			X
CU3	X		
<b>Total (100%)</b>	<b>30%</b>	<b>20%</b>	<b>50%</b>
<b>Minimum grade</b>	<b>4</b>	<b>4</b>	<b>4</b>

(\*)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

### Attendance will be assessed (Scenario A)?:

No

### General clarifications on instruments for evaluation (Scenario A):

- 1- Text commentary (50%). This final written commentary will consist in a detailed and critical analysis of one or several of the texts discussed in class. The student will have to engage with theoretical, critical, cultural, historical and political issues and questions of literary tradition and influence.
- 2- Debate (30%). Analysis and discussion of the selected literary texts.
- 3- Essay (20%). Students will have to submit a short essay on one of the texts dealt with in the course, developing a particular argument and choosing a specific topic, motif or concept. Instructions will be given at the beginning of the course.

### Assessment in July

Students will have to repeat those parts they have failed. Since the mark corresponding to "debate" along the duration of the course cannot be changed, in the case of students that have failed that part in June, they will have to submit a dossier with a general and personal analysis of all the texts discussed in class, including relevant critical, literary and contextual issues.

### Assessment in extraordinary call:

1. Final text commentary (60%): This written commentary will consist in a detailed and critical analysis of one or several of the texts discussed in class. The student will have to engage with theoretical, critical, cultural, historical and political issues and questions of literary tradition and influence.
2. Essay (40%). Students will have to submit an essay on one of the texts dealt with in the course, developing a particular argument and choosing a specific topic, motif or concept.

### Attendance

Students must attend at least 80% of all classes in order to pass the course.

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

- Written commentaries of all the texts discussed in class together with relevant critical, literary and contextual issues: 40%.
- Final written commentary: 60%.

## 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

## 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
CB9	X		
CE12	X		
CE13	X		
CE17	X		
CE18			X
CE20	X		
CE23	X		
CE27	X		
CE28		X	
CE29	X		

## COURSE DESCRIPTION

Intended learnig	Debate	Essay	Text commentary
CE33	X		
CE34			X
CE35	X		
CE36		X	
CE37	X		
CE38	X		
CE44			X
CE45	X		
CE51	X		
CE52		X	
CU1	X		
CU2		X	
CU3	X		
<b>Total (100%)</b>	<b>30%</b>	<b>20%</b>	<b>50%</b>
<b>Minimum grade</b>	<b>4</b>	<b>4</b>	<b>4</b>

(\*)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.

Moodle Tools	Comentarios de texto	Debate	Ensayo
Chat		X	
Foro		X	
Participación		X	
Tarea			X
Videoconferencia	X	X	

**Attendance will be assessed (Scenario B)?:**

No

## COURSE DESCRIPTION

### General clarifications on instruments for evaluation (Scenario B):

**1- Text commentary (50%).** This final written commentary will consist in a detailed and critical analysis of one or several of the texts discussed in class. The student will have to engage with theoretical, critical, cultural, historical and political issues and questions of literary tradition and influence.

**2- Debate (30%).** Analysis and discussion of the selected literary texts.

**3- Essay (20%).** Students will have to submit a short essay on one of the texts dealt with in the course, developing a particular argument and choosing a specific topic, motif or concept. Instructions will be given at the beginning of the course.

### Assessment in July

Students will have to repeat those parts they have failed. Since the mark corresponding to "debate" along the duration of the course cannot be changed, in the case of students that have failed that part in June, they will have to submit a dossier with a general and personal analysis of all the texts discussed in class, including relevant critical, literary and contextual issues.

### Assessment in extraordinary call:

1. Final text commentary (60%): This written commentary will consist in a detailed and critical analysis of one or several of the texts discussed in class. The student will have to engage with theoretical, critical, cultural, historical and political issues and questions of literary tradition and influence.

2. Essay (40%). Students will have to submit an essay on one of the texts dealt with in the course, developing a particular argument and choosing a specific topic, motif or concept.

### Attendance

Students must attend at least 80% of all classes in order to pass the course.

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

-Written commentaries of all the texts discussed in class together with relevant critical, literary and contextual issues: 40%.

-Final written commentary: 60%.