COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **PANORAMA DE LAS LITERATURAS EN INGLÉS**

Code: 100556

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: FIRST TERM

ECTS Credits: 6.0   Classroom hours: 60

Face-to-face classroom percentage: 40.0%   Study hours: 90

Online platform: Moodle

LECTURER INFORMATION

Name: MARTÍN PÁRRAGA, FRANCISCO JAVIER (Coordinator)

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

Office location: FACULTAD DE FILOSOFÍA Y LETRAS

E-Mail: javier.martin@uco.es   Phone: 957212112

URL web: https://www.uco.es/dptos/depfia/es/personal/pdi-inglesa/127-javier-martin-parraga-2

PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

There are no previous requisites in the degree

Students have to pass all seminars in order to take the exam

Recommendations

A thorough knowledge of theoretical and critical concepts related to "Teoría de la literatura" as well as a basic command of skills of literary analysis are highly recommended. Therefore, students are advised to enroll in the course after passing the first year "Teoría de la literatura" course.

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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

The aim of this course is to offer students a historical overview of the literature written in English from the Middle Ages to the present.

Students will read and analyse several narrative, poetic and dramatic works and selected extracts written by the most relevant authors so that topics, strategies and literary conventions of each period may be well illustrated and more easily identified.

A basic contextual approach with reference to major historical and cultural events which have shaped the literature produced in English-speaking nations will be provided as well. The aim is to allow students to better understand the evolution that this multiple and diverse tradition has undergone through time.

The student should be able make a comprehensive and close reading of the books. A close reading is thoughtful, critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, meanings, etc.

CONTENT

1. Theory contents

Unit 1: Medieval literature and Renaissance
Unit 2: The rise of the novel and Romanticism
Unit 3: Victorianism
Unit 4: Modernism and the 20th century
Unit 5: A short introduction to the literature of other English-speaking countries

2. Practical contents

Unit 1: Selection of medieval texts: Beowulf, Anglosaxon Riddles, Geoffrey Chaucer; Selection of Renaissance texts: Sidney, Spenser, Raleigh and other authors.

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Unit 2:Romantic poetry. Selection of texts by Blake, Wordsworth, Coleridge and other authors.
Unit 3: Selection of texts by Tennyson, Browning, Wilde and other authors.
Unit 4:Selection of texts by Pound, Eliot, W.C. Williams, Joyce and other authors.
Unit 5: Selection of texts written by Canadian, Indian, Australian and South African authors.

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Gender equality
Decent work and economic growth
Peace, justice and strong institutions

METHODOLOGY

General clarifications on the methodology (optional)

Tutorial sessions and lectures will be carried out with the large group. Text analyses, collaborative group work and
assessment activities will be developed both in large and medium group.

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

Negotiated in a tutorial

Face-to-face activities

Activity	Large group	Medium group	Total
Assessment activities	2	-	2
Conference	15	-	15
Reading Activities	7	5	12
Text analysis	10	5	15
Text commentary	10	5	15
Tutorials	1	-	1
Total hours:	***45***	***15***	***60***

Off-site activities

Activity	Total
Analysis	15
Information search	10
Reference search	25

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COURSE DESCRIPTION

Activity	Total
Self-study	40
Total hours	*90*

WORK MATERIALS FOR STUDENTS

Dossier - *Moodle*
Exercises and activities

EVALUATION

Intended learning	Essay	Portfolios	Text commentary
CB1	X	X	X
CB10		X	
CB11	X	X	X
CB12	X	X	X
CB13		X	
CB14		X	X
CB15	X	X	X
CB16	X	X	X
CB17		X	
CB18			X
CB19	X		X
CB2	X	X	
CB3	X	X	X
CB4	X		
CB5	X	X	
CB6	X	X	
CB7	X	X	X
CB8	X		
CB9		X	
CE12			X
CE13	X		

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COURSE DESCRIPTION

Intended learning	Essay	Portfolios	Text commentary
CE17	X	X	
CE18			X
CE20	X		
CE23	X	X	X
CE27		X	
CE28		X	
CE29		X	
CE33	X	X	X
CE34	X		
CE35		X	
CE36	X	X	X
CE37	X	X	X
CE38	X	X	X
CE44	X		
CE45		X	
CE51	X		
CE52	X		
CU1	X	X	X
CU2		X	
CU3		X	
Total (100%)	**50%**	**25%**	**25%**
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.

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Attendance will be assessed?:

No

General clarifications on instruments for evaluation:

Students must pass all Seminars in order to take the exam

In the exam, students must have at least 1.5 (out of 4) in the poetry part and at least 2.5 (6) in the essay in order to pass the exam

The period of validity of seminar and oral presenation marks is two academic years.

As for the "convocatoria extraordinaria", the student must take the exam and have passed the seminars beforehand. In order to take extraordinary seminars before the exam, the student must ask the professor in advance.

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

Part-time studetns must contact the Professor. They must take all the seminars in teacher´s office and give the oral presentation as well.

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

Text commentary, essay and portfolio´s grades will be maintained. If students haven't done any of those activities during the semester they may take a written exam.

Qualifying criteria for obtaining honors:

Minimum grade 9.0

BIBLIOGRAPHY

1. Basic Bibliography

General:

Burgess, Anthony. English Literature: a Survey for Students.London: Longman, 1976.

Carter, Ronald and John McRae, The Routledge history of literature in English : Britain and Ireland, London; New York : Routledge, 2002.

Elliott, Emory (ed.) Columbia Literary History of the United States, New York: Columbia University Press, 1988.

Ford, Boris (ed.) The New Pelican Guide to English Literature, Penguin: London, 1994. 9 vols.

Gray, Richard J. A History of American Literature, Blackwell: Malden, MA.,Oxford, 2004.

Greenblatt, Stephen & M. H. Abrams (eds.) The Norton anthology of English literature, 2 vols. 8th ed. New York; London: Norton, 2006.

Poplawski, Paul (ed.) English literature in context, Cambridge: Cambridge University Press, 2010.

Ruland, Richard & Malcolm Bradbury (eds.) From Puritanism to Postmodernism. A History of American Literature, Penguin: London/New York, 1991.

Sanders, Andrew. The Short Oxford History of English Literature, Oxford: Clarendon Press, 1994.

Medieval lit:

Alexander, Michael. Old English literature, Basingstoke: Macmillan, 1983.

Ford, Boris (ed.) Medieval literature, London: Penguin, 1990.

Renaissance lit:

Loewenstein, David and Janel Mueller (eds.) The Cambridge History of Early Modern English Literature,

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Cambridge: University of Cambridge, 2004.

Kinney, Arthur F. (ed.) The Cambridge Companion to English Literature, 1500-1600, Cambridge: Cambridge University Press, 2004.

Restoration and Augustan lit:

Zwicker, Steven N. (ed.) The Cambridge Companion to English Literature, 1650-1750, Cambridge: Cambridge University Press, 2004.

Richetti, John (ed.) The Cambridge Companion to Eighteenth-century Novel, Cambridge: Cambridge University Press, 2002.

Romantic lit:

Curran, Stuart(ed.) The Cambridge Companion to British Romanticism. Cambridge: Cambridge University Press, 2002.

Chandler, James and Maureen N. McLane (eds.) The Cambridge Companion to British Romantic Poetry. Cambridge: Cambridge University Press, 2008.

Victorian lit:

Baker, William and Kenneth Womack (eds.) A Companion to the Victorian Novel, Westport, Connecticut: Greenwood, 2002.

Brantlinger, Patrick and William B. Thesing (eds.) A Companion to the Victorian Novel, Malden, MA: Blackwell, 2005.

Hogle, Jerrold E. (ed.) The Cambridge Companion to Gothic Fiction, Cambridge: Cambridge University Press, 2008.

Sutherland, John (ed.) The Longman Companion to Victorian Fiction, Harlow: Pearson Longman, 2009.

Modernist lit:

Levenson, Michael. The Cambridge Companion to Modernism, Cambridge: Cambridge University Press, 2003.

Shiach, Morag (ed.) The Cambridge Companion to The Modernist Novel, Cambridge: Cambridge University Press, 2007.

Postmodern lit:

Connor, Steve (ed.) The Cambridge Companion to Postmodernism, Cambridge: Cambridge University Press, 2004.

McHale, Brian. Postmodernist Fiction, London, New York: Routledge, 2001.

New lits:

Lazarus, Neil (ed.) The Cambridge Companion to Postcolonial Literary Studies, Cambridge: Cambridge University Press, 2004.

McLeod, John. Beginning Postcolonialism, Manchester: Manchester UP, 2008.

McLeod, John (ed.) The Routledge Companion to Postcolonial Studies, London, New York: Routledge, 2007.

Booker, M. Keith. The African Novel in English: An Introduction, Oxford: James Currey; Portsmouth, NH: Heinemann, 1998.

Huggan, Graham. Australian Literature: Postcolonialism, Racism, Transnationalism, Oxford: Oxford University Press, 2007.

Olaniyan, Tejumola and Quayson, Ato (eds.) African Literature. An Anthology of Criticism and Theory, Malden, MA: Blackwell, 2007.

2. Further reading

None

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COURSE DESCRIPTION

COORDINATION CRITERIA

Common evaluation criteria

SCHEDULE

Period	Assessment activities	Conference	Reading Activities	Text analysis	Text commentary	Tutorials
1# Fortnight	0,0	2,0	1,0	2,0	2,0	0,0
2# Fortnight	0,0	2,0	2,0	2,0	2,0	0,0
3# Fortnight	0,0	2,0	2,0	2,0	2,0	0,0
4# Fortnight	0,0	2,0	2,0	2,0	2,0	0,0
5# Fortnight	0,0	2,0	2,0	2,0	2,0	0,0
6# Fortnight	0,0	2,0	1,0	2,0	2,0	0,0
7# Fortnight	0,0	2,0	1,0	2,0	2,0	0,0
8# Fortnight	2,0	1,0	1,0	1,0	1,0	1,0
Total hours:	**2,0**	**15,0**	**12,0**	**15,0**	**15,0**	**1,0**

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.

Tutorial sessions and lectures will be carried out with the large group. Text analyses, collaborative group work and
assessment activities will be developed both in large and medium group.

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EVALUATION

Intended learnig	Debate	Exams	Oral Presentation
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	Exams	Oral Presentation
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	
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.

Attendance will be assessed (Scenario A)?:

No

General clarifications on instruments for evaluation (Scenario A):

Students must pass all Seminars in order to take the exam

In the exam, students must have at least 1.5 (out of 4) in the poetry part and at least 2.5 (6) in the essay in order to pass the exam

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

Part-time studetns must contact the Professor. They must take all the seminars in teacher´s office and give the oral presentation as well.

COURSE DESCRIPTION

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.

Tutorial sessions and lectures will be carried out with the large group. Text analyses, collaborative group work and
assessment activities will be developed both in large and medium group.

EVALUATION

Intended learnig	Debate	Exams	Oral Presentation
CB1	X		
CB10		X	
CB11	X		
CB12		X	
CB13	X		
CB14	X	X	
CB15		X	
CB16	X		
CB17	X	X	X
CB18	X		
CB19	X		
CB2		X	X
CB3	X	X	
CB4	X	X	X
CB5	X		X
CB6	X		
CB7	X	X	

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Intended learnig	Debate	Exams	Oral Presentation
CB8	X		
CB9			X
CE12			X
CE13	X		
CE17	X		
CE18	X	X	
CE20		X	
CE23			X
CE27	X	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	
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.

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Moodle Tools	Debate	Exams	Oral Presentation
Attendance	X	X	X
Participation	X		
Questionnaire	X		
Surveys and predefined surveys		X	
Videoconference	X		X

Attendance will be assessed (Scenario B)?:

No

General clarifications on instruments for evaluation (Scenario B):

Students must pass all Seminars in order to take the exam
In the exam, students must have at least 1.5 (out of 4) in the poetry part and at least 2.5 (6) in the essay in order to pass the exam

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

Part-time studetns must contact the Professor. They must take all the seminars in teacher´s office and give the oral presentation as well.