

COURSE DESCRIPTION

COURSE DETAILS

Title (of the course): **POESÍA Y CREATIVIDAD VERBAL**

Code: 100559

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

Year: 3

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: COSTA PALACIOS, LUIS (Coordinator)

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

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PREREQUISITES AND RECOMMENDATIONS

Prerequisites established in the study plan

No previous requisites have been established.

Recommendations

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.

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 designed to provide an abridged yet hopefully authoritative overview of English and English speaking poetry from the Renaissance to the end of the 20th Century. At the same time, it will keenly insist on some of the basics of poetry, from imagery and metrics to figurative language, genre or transgressive experimentation. It is thus expected that students will improve their familiarity with some core icons of Anglophone verse and in the process learn to identify the most trenchant features of poetry, while becoming increasingly capable of distinguishing between different types of poems, poetic styles, historical frames and intellectual or aesthetic presuppositions.

CONTENT

1. Theory contents

Week 1.- The roots of the English tradition: Early Renaissance poetry: Lyric, epic, translation

Week 2.- The basics of poetry: form, prosody and rhyme.

Week 3.- Elizabethan Sonnet sequences: Sidney, Spenser and Shakespeare. The basics of poetry: Stanza forms and wordplay.

Week 4.- Metaphysical Poetry: John Donne, George Herbert and Andrew Marvell

Week 5.- Ben Jonson and the Tribe of Ben, Cavalier poetry.

Week 6.- John Milton: Lycidas

Week 7.- Restoration and neoclassical satire.

Week 8.- 18th Century Classicism: Samuel Johnson

Week 9.- The Romantic Revolution: Blake, Wordsworth and Coleridge

Week 10.- The Second Romantic Generation: Shelley, Byron and Keats

Week 11.- Victorian Poetry: Tennyson, Browning, Arnold and Hopkins.

Week 12.- The American 19th Century: Poe, Whitman and Dickinson

Week 13.- Anglo-American Modernism. Avantgarde cultura and aristocratic ideology

Week 14.- From Marxism to disenchantment. British poetry from Auden to Larkin

Week 15.- A new American confidence, Williams, Bishop, Ginsberg, O'Hara and Ashberry



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2. Practical contents

WEEK 1: Anonymous, "Lord Randal". Thomas Wyatt, "Whoso List to Hunt", "The Long Love". Henry Howard, Earl of Surrey, "Alas, so all Things now do Hold their Peace!", "Love that doth Reign and Live within my Thought". Christopher Marlowe, "The Passionate Shepherd to his Love". Sir Walter Raleigh, "The Nymph's Reply to the Shepherd", "What is Our Life?".

WEEK 2: Thomas Campion, "There is a Garden in her Face". George Herbert, "Easter Wings". John Keats, "Ode to Autumn", Gerard Manley Hopkins, "The Leaden Echo and the Golden Echo". William Butler Yeats, "An Irish Airman Foresees His Death".

WEEK 3: Sir Philip Sidney, Sonnets 1 and 31 from *Astrophil and Stella*. Edmund Spenser, Sonnets 30 and 75, from *Amoretti*. William Shakespeare, "Sonnet 18", "Sonnet 71", "Sonnet 76", "Sonnet 97".

WEEK 4: John Donne, "Song", "The Flea", "Elegy XIX. To His Mistress Going to Bed", Holy Sonnets Nos. 10 & 14. George Herbert, "Jordan I", "Love III". Andrew Marvell, "To His Coy Mistress", "The Definition of Love". Henry Vaughan, "They Are All Gone into the World of Light!", "The Waterfall". Abraham Cowley, "Platonic Love".

WEEK 5: Ben Jonson, "Song: To Celia (II)", "On My First Son", "Still to be Neat", "Queen and Huntress". Robert Herrick, "Delight in Disorder", "Upon Julia's Clothes". Thomas Carew, "A Song", "Song: To My Inconstant Mistress". Sir John Suckling, "Out Upon It!". Richard Lovelace, "To Amarantha, That She Would Dishevel Her Hair". Edmund Waller, "Song".

WEEK 6: John Milton, "Lycidas".

WEEK 7: John Wilmot, Earl of Rochester, "The Imperfect Enjoyment". John Dryden, "Mac Flecknoe". Jonathan Swift, "A Description of a City Shower". Alexander Pope, *The Rape of the Lock*, I.

WEEK 8: Samuel Johnson, "The Vanity of Human Wishes".

WEEK 9: William Blake, "The Lamb", "The Little Black Boy", "The Sick Rose", "The Tyger", "The Garden of Love", "London", "Mock on, Mock on, Rousseau, Voltaire", "And Did Those Feet". William Wordsworth, "She Dwelt Among the Untrodden Ways", "A Slumber did My Spirit Seal", "London, 1802", "My Heart Leaps Up", "Ode. Intimations of Immortality from Recollections of Early Childhood", "I Wandered Lonely As a Cloud", "The World Is Too Much with Us", "Scorn not the Sonnet". Samuel Taylor Coleridge, "Kubla Khan",

WEEK 10: George Gordon, Lord Byron, "She Walks in Beauty", "So We'll Go No More A-Roving", "On This Day I Complete My Thirty-sixth Year". Percy Bysshe Shelley, "England in 1819", "Ode to the West Wind". John Keats, "On First Looking into Chapman's Homer", "When I Have Fears", "This Living Hand..", "Ode to a Nightingale".

WEEK 11: Alfred, Lord Tennyson, "Tears, Idle Tears", "The Charge of the Light Brigade". Robert Browning, "My Last Duchess", "Porphyria's Lover". Matthew Arnold, "Dover Beach". Gerard Manley Hopkins, "The Windhover", "Pied Beauty", "No Worst, There is None".

WEEK 12: Edgar Allan Poe, "The Raven", "Annabel Lee". Walt Whitman, from *Song of Myself*, Nos 1, 11, 24; "Out of the Cradle Endlessly Rocking". Emily Dickinson, poems 49, 59, 241, 249, 254, 280, 303, 341, 505, 569, 640, 712, 745, 1545.

WEEK 13: William Butler Yeats, "Leda and the Swan", "Easter 1916", "Byzantium", "Among School Children". Wallace Stevens, "The Snow Man", "The Emperor of Ice Cream", "Thirteen Ways of Looking at a Blackbird", "The Idea of Order at Key West", "The House Was Quiet and the World Was Calm", Ezra Pound, "The Lake Isle", "The Return". T.S. Eliot, "The Love Song of J. Alfred Prufrock", "Preludes".

WEEK 14: W.H. Auden, "Spain 1937", "In Memory of W.B. Yeats". Stephen Spender, "I Think Continually of Those Who Were Truly Great", "Ultima Ratio Regum". Dylan Thomas, "The Force That Through the Green Fuse Drives the Flower", "In my Craft or Sullen Art". Philip Larkin, "Mr Bleaney", "The Whitsun Weddings", "Aubade".

WEEK 15: William Carlos Williams, "This Is Just to Say", "The Yachts". Charles Olson, "Merce of Egypt", "Variations Done for Gerald Van de Wiele". Elizabeth Bishop, "Sestina". Allen Ginsberg, from *Howl*, 1. Frank O'Hara, "The Day Lady Died", "Why I Am Not a Painter". John Ashbery, "The Painter", "Melodic Trains".

COURSE DESCRIPTION

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Zero hunger
Gender equality
Affordable and clean energy
Climate action

METHODOLOGY

General clarifications on the methodology (optional)

Lectures will essentially be aimed at the larger group. Textual commentaries and other activities with increased student participation will be tackled in the smaller groups. It should be noted in any event that plagiarism is a most serious academic offense and students cannot pledge ignorance about its unacceptability. It becomes a fact whenever a person presents someone else's work as his or her own.

Plagiarism may consist in cutting and pasting passages from downloadable sources, in copying fragments from printed texts or in failing to cite an author for ideas appropriated for a piece of research.

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

Part-time students will basically enjoy the same status as full-time students, with the necessary legal adjustments. The specific working load of the latter will depend on the objective input provided by their individual circumstances, to the effect of eventually reaching a fair balance with the rest of the students. Students with special educational needs will be provided with the appropriate means suggested by the Unidad de Evaluación Inclusiva

Face-to-face activities

Activity	Large group	Medium group	Total
<i>Assessment activities</i>	5	-	5
<i>Conference</i>	25	-	25
<i>Text analysis</i>	10	10	20
<i>Writing Activities</i>	5	5	10
Total hours:	45	15	60

Off-site activities

Activity	Total
<i>Group work</i>	10
<i>Information search</i>	30
<i>Self-study</i>	50
Total hours	90

COURSE DESCRIPTION

WORK MATERIALS FOR STUDENTS

Dossier - Moodle

Exercises and activities - Text Analysis

Oral presentations - *Specific material provided by the teacher*

EVALUATION

Intended learning	Exams	Oral Presentation	Text commentary
CB1	X		
CB10			X
CB11	X		
CB12		X	
CB13	X		
CB14	X		
CB15			X
CB16			X
CB17	X		X
CB18	X		X
CB19	X		
CB2			X
CB3		X	
CB4		X	
CB5	X		
CB6			X
CB7	X	X	
CB8	X		
CB9			X
CE12		X	
CE13	X		X
CE17	X	X	
CE18	X		
CE20		X	

COURSE DESCRIPTION

Intended learning	Exams	Oral Presentation	Text commentary
CE23		X	
CE27	X		X
CE28	X		
CE29		X	
CE33	X		
CE34	X		X
CE35	X		
CE36		X	
CE37	X		
CE38	X	X	
CE44	X		
CE45		X	
CE51	X		
CE52	X		X
CU1	X		
CU2			X
CU3	X	X	
Total (100%)	45%	30%	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.

COURSE DESCRIPTION

Method of assessment of attendance:

This is an in-class course. Students below 80% attendance will not be graded

General clarifications on instruments for evaluation:

There will be a partial exam after Unit 8. For those students who pass it, the final exam will be only on the rest of the syllabus

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

Part-time students will basically enjoy the same statu as full-time students, with the necessary legal adjustments. The specific working load of the latter will depend on the objective input provided by their individual circumstances, to the effect of eventually reaching a fair balance with the rest of the students. These students are asked to get in touch with the teacher during the first three weeks of the semester. For students with special educational needs I will follow the guidelines provided by the Unidad de Evaluación Inclusiva

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

For the extraordinary call: Exam 80%. Previous activities (presentations, attendance, text commentary) 20%.
For the extraordinary call for completion of studies: Exam 100%.

Qualifying criteria for obtaining honors:

Highest overall grade and demonstrable excellence.

BIBLIOGRAPHY

1. Basic Bibliography

Adams, Stephen (1997), Poetic Designs. An Introduction to Meters, Verse Forms and Figures of Speech, Broadview Press.
Finch, Annie (2011) A Poet's Ear: A Handbook of Meter and Form. University of Michigan Press.
Lennard, John, The Poetry Handbook, (2005), O.U.P.
O'Neill, Michael, ed. (2010). The Cambridge History of English Poetry. Cambridge University Press.
Parini, Jay (1993), The Columbia History of American Poetry. Columbia University Press.
Perkins, David (1979, 1989), A History of Modern Poetry. 2 vols. Belknap Press.
Preminger, A et alii, eds. (1986), The Princeton Handbook of Poetic Terms, Princeton University Press.
Strand, Mark & Eavan Boland, The Making of a Poem,(2000), Norton, N. York
The Norton Anthology of Poetry (4th/5th editions).
Wolosky, Shira, The Art of Poetry,(2001), O.U.P

2. Further reading

Complementary bibliography will be available in the moodle platform.
Specific bibliography and guidelines will be given to students to prepare the presentations

COORDINATION CRITERIA

Orientation session
Tasks deadlines



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SCHEDULE

Period	Assessment activities	Conference	Text analysis	Writing Activities
1# Week	0,0	2,0	0,0	0,0
2# Week	0,0	2,0	0,0	0,0
3# Week	0,0	2,0	5,0	0,0
4# Week	0,0	2,0	0,0	0,0
5# Week	0,0	2,0	0,0	5,0
6# Week	0,0	2,0	5,0	0,0
7# Week	0,0	2,0	0,0	0,0
8# Week	2,0	2,0	0,0	0,0
9# Week	0,0	2,0	5,0	0,0
10# Week	0,0	2,0	0,0	2,0
11# Week	0,0	2,0	0,0	0,0
12# Week	0,0	1,0	0,0	0,0
13# Week	0,0	1,0	0,0	3,0
14# Week	3,0	1,0	5,0	0,0
Total hours:	5,0	25,0	20,0	10,0

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.

COURSE DESCRIPTION

Lectures will essentially be aimed at the larger group. Textual commentaries and other activities with increased student participation will be tackled in the smaller groups. It should be noted in any event that plagiarism is a most serious academic offense and students cannot pledge ignorance about its unacceptability. It becomes a fact whenever a person presents someone else's work as his or her own.

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EVALUATION

Intended learnig	Exams	Oral Presentation	Text commentary
CB1	X		
CB10			X
CB11	X		
CB12		X	
CB13	X		
CB14	X		
CB15			X
CB16			X
CB17	X		X
CB18	X		X
CB19	X		
CB2			X
CB3		X	
CB4		X	
CB5	X		
CB6			X
CB7	X	X	
CB8	X		
CB9			X
CE12		X	
CE13	X		X
CE17	X	X	

COURSE DESCRIPTION

Intended learning	Exams	Oral Presentation	Text commentary
CE18	X		
CE20		X	
CE23		X	
CE27	X		X
CE28	X		
CE29		X	
CE33	X		
CE34	X		X
CE35	X		
CE36		X	
CE37	X		
CE38	X	X	
CE44	X		
CE45		X	
CE51	X		
CE52	X		X
CU1	X		
CU2			X
CU3	X	X	
Total (100%)	45%	30%	25%
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):

This is an in-class course. Students below 80% attendance will not be graded

General clarifications on instruments for evaluation (Scenario A):

There will be a partial exam after Unit 8. For those students who pass it, the finalexam will be only on the rest of the syllabus

COURSE DESCRIPTION

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

Part-time students will basically enjoy the same status as full-time students, with the necessary legal adjustments. The specific working load of the latter will depend on the objective input provided by their individual circumstances, to the effect of eventually reaching a fair balance with the rest of the students. These students are asked to get in touch with the teacher during the first three weeks of the semester. For students with special educational needs I will follow the guidelines provided by the Unidad de Evaluación Inclusiva

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.

Lectures will essentially be aimed at the larger group. Textual commentaries and other activities with increased student participation will be tackled in the smaller groups. It should be noted in any event that plagiarism is a most serious academic offense and students cannot pledge ignorance about its unacceptability. It becomes a fact whenever a person presents someone else's work as his or her own.

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COURSE DESCRIPTION

EVALUATION

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

COURSE DESCRIPTION

Intended learnig	Exams	Oral Presentation	Text commentary
CE33	X		
CE34	X		X
CE35	X		
CE36		X	
CE37	X		
CE38	X	X	
CE44	X		
CE45		X	
CE51	X		
CE52	X		X
CU1	X		
CU2			X
CU3	X	X	
Total (100%)	45%	30%	25%
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.

Moodle Tools	Exams	Oral Presentation	Text commentary
Attendance			X
Participation			X
Surveys and predefined surveys	X		
Workshops		X	

Method of assessment of attendance (Scenario B):

This is an in-class course. Students below 80% attendance will not be graded

COURSE DESCRIPTION

General clarifications on instruments for evaluation (Scenario B):

There will be a partial exam after Unit 8. For those students who pass it, the finalexam will be only on the rest of the syllabus

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

Part-time students will basically enjoy the same statu as full-time students, with the necessary legal adjustments.

The specific working load of the latter will depend on the objective input provided by their individual circumstances, to the effect of eventually reaching a fair balance with the rest of the students.

These students are asked to get in touch with the teacher during the first three weeks of the semester.

For students with special educational needs I will follow the guidelines provided by the Unidad de Evaluación Inclusiva