

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

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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.

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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

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

Unit 2: Great Novelists of the Eighteenth-Century: Daniel Defoe, Jonathan Swift, Samuel Richardson, Henry Fielding, Charlotte Lennox, Laurence Sterne, Tobias Smollett, Frances Burney, Maria Edgeworth.

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

Unit 4: Introducing Victorianism: Anne Brontë

Unit 5: George Eliot

Unit 6: Charles Dickens

Unit 7: The beginnings of American fiction. The Romantic period. The rise of Realism



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2. Practical contents

Readings from the primary sources

Full texts:

Northanger Abbey (Austen)

"The Sad Fortunes of the Reverend Amos Barton" (Scenes of Clerical Life, Eliot)

Agnes Grey (A. Brontë)

Great Expectations (Dickens)

Selections from:

Oroonoko; or, The Royal Slave (Behn): "The Epistle Dedicatory"

Robinson Crusoe (Defoe)

Gulliver's Travels (Swift): "The Publisher to the Reader", Chapter V, Part III.

The Tenant of Wildfell Hall (A. Brontë)

Hard Times (Chapter V)

The Scarlet Letter (Hawthorne)

Short excerpts from:

Pamela (Richardson)

Shamela (Fielding)

The Female Quixote (Lennox)

Evelina (Burney)

Belinda (Edgeworth)

The Adventures of Huckleberry Finn (Twain)

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 sit the reading test.

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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

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	Case Studies	Debate	Exams	Text commentary
<i>CB1</i>	X	X		
<i>CB10</i>	X	X	X	
<i>CB11</i>	X	X		

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Intended learning	Case Studies	Debate	Exams	Text commentary
CB12			X	
CB13	X	X		
CB14	X	X		
CB15	X		X	
CB16	X		X	X
CB17			X	
CB18				X
CB19	X		X	
CB2			X	
CB3	X	X	X	X
CB4	X	X		
CB5	X	X	X	
CB6				X
CB7			X	
CB8			X	
CB9	X	X		
CE12	X		X	X
CE13	X		X	X
CE17	X			X
CE18	X		X	X
CE20			X	
CE23	X			X
CE27	X			X
CE28	X			X
CE29	X		X	X
CE33		X		
CE34			X	
CE35			X	
CE36	X		X	X

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Intended learning	Case Studies	Debate	Exams	Text commentary
CE37	X		X	X
CE38	X		X	X
CE44	X	X	X	X
CE45	X	X		X
CE51			X	
CE52		X	X	
CU1			X	X
CU2			X	
CU3		X		
Total (100%)	20%	10%	50%	20%
Minimum grade	5	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.

Method of assessment of attendance:

It is a prerequisite (80%) to pass the subject since this is an in-class course. Students below 80% attendance will not be graded.

General clarifications on instruments for evaluation:

Written exam (maximum: up to 5 points): It will be held on the day assigned by the faculty board (notes and books are not allowed).

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 primary 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 in the twelfth week of the course, on Tuesday.

Debate and case studies (maximum: up to 3 points): This item assesses the weekly assignments, which students will be asked to hand in, at random, on several occasions, during class hours. The assignments can be submitted through the Moodle box or by hand (either on handwritten or typed sheets of paper). Only assignments handed in when requested by the professor (not before or after) will be assessed.

Class participation, characterized by mature and well-informed contributions, will also be assessed through observation by the professor.

CLARIFICATION REGARDING THE EXAM SITTINGS:

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

- 3 points: Debate and case studies (assignments)
- 2 points: Reading exercise (taken the twelfth week of the course)

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- 5 points: Exam

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:

- 3 points: Debate in class and case studies (assignments).
- 2 points: Reading exercise
- 5 points: Exam

The use of any type of Artificial Intelligence, or any other form of plagiarism, in the composition of texts, is strictly prohibited. The professor may summon any student suspected of engaging in such activity for an interview (oral examination) on the content expressed in the work.

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. Submit all the assignments on a weekly basis.
3. Do the final exam.

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

September Call: Written exam.

- Up to 3 points: Reading exercise and text analysis.

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- Up to 2 points: One question derived from the weekly assignments.
- Up to 5 points: Other questions (derived, obviously, from the contents described in the Teaching Guide, that is to say, the units and contents explained and studied in class).

Extraordinary end-of-studies Call: Written exam.

- Up to 3 points: Reading exercise and text analysis.
- Up to 2 points: One question derived from the weekly assignments.
- Up to 5 points: Other questions (derived, obviously, from the contents described in the Teaching Guide, that is to say, the units and contents explained and studied in class).

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.
- 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.
- Hardy, Thomas, *Tess of the D'Urbervilles*, Juliet Grindle and Simon Gatrell, eds., Oxford: Oxford University Press, 2008.
- Hardy, Thomas, *Far from the Madding Crowd*, London: Penguin, 1978.
- Hawthorne, Nathaniel, *The Scarlet Letter*, Justine S. Murison, ed., New York: W. W. Norton & Company, 2023.
- 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 Battle of the Books", *Major Works [...]*, Angus Ross & David Woolley, eds., Oxford: Oxford University Press, 2008, 1-22.
- Swift, Jonathan, "The Publisher to the Reader", "A Voyage to Lilliput. Chapter V", *Gulliver's Travels*, Claude Rawson eds., Oxford: Oxford University Press, 2008, 11-12, 45-50.

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2. Further reading

- Banta, Martha, "Mark Twain", Columbia Literary History of the United States, Emory Elliott, ed., New York: Columbia University Press, 1988, 627-644.
- Cunliffe, Marcus, "A Trio of Gentlemen: Irving, Cooper, Poe", The Literature of the United States, London: Penguin, 1991, 81-107.
- 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.
- Eagleton, T., The English Novel. An Introduction, Oxford, Blackwell Publishing, 2005.
- Eliot, George, Silly Novels by Lady Novelists, London: Penguin, 2010.
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- 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.
- Henry, Nancy, The Cambridge Introduction to George Eliot, Cambridge: Cambridge University Press, 2008.
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- 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.
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- Twain, Mark, Adventures of Huckleberry Finn, Emory Elliott, ed., Oxford: Oxford University Press, 2008.
- 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.

COORDINATION CRITERIA

Common learning outcomes

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



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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.