

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: TORRALBO CABALLERO, JUAN DE DIOS (Coordinator)

Department: FILOLOGÍAS INGLESA Y ALEMANA

Area: FILOLOGÍA INGLESA

Office location: First Floor, next to the Computer Room

E-Mail: torralbocaballero@uco.es

Phone: + 34 957 21 84 26

URL web: <http://www.uco.es/users/torralbocaballero/>

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.

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

This course is designed to provide an abridged yet hopefully authoritative overview of English and English speaking poetry from the Renaissance to the start 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

1. Renaissance Poetry: The sonnet tradition: Shakespeare. The Metaphysical poets: Donne.
2. The rise of the Woman Poet: Bradstreet, Behn, Philips
3. Puritanism: John Milton
4. Romanticism: William Wordsworth
5. American Naissance: Walt Whitman
6. Emily Dickinson
7. Sylvia Plath
8. Anglo-American Modernism: T. S. Eliot

2. Practical contents

1. Shakespeare: Sonnets (10 sonnets). Selections from the Metaphysical poets.
2. John Milton: "Lydidias", "Sonnet XIX", Paradise Lost (selections)
3. Anne Bradstreet, Aphra Behn and Katherine Philips (selections)
4. William Wordsworth: "Tintern Abbey"
5. Walt Whitman: "Song of Myself" (Leaves of Grass)



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6. Emily Dickinson: Poems (selections)
7. Sylvia Plath: The Colossus and Ariel (selections)
8. T. S. Eliot: The Waste Land

SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Gender equality
Reduced inequalities

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

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Activity	Total
<i>Total hours</i>	<i>90</i>

WORK MATERIALS FOR STUDENTS

Dossier - *Moodle*

Exercises and activities - *Text Analysis*

Oral presentations - *Specific material provided by the teacher*

EVALUATION

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

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Intended learning	Case Studies	Debate	Exams	Text commentary
CE17			X	
CE18		X	X	
CE20	X	X		
CE23		X		
CE27		X	X	X
CE28			X	
CE29	X	X		
CE33			X	
CE34		X	X	X
CE35	X		X	
CE36		X		
CE37	X	X	X	
CE38	X		X	
CE44	X		X	
CE45		X		
CE51			X	
CE52		X	X	X
CU1	X	X	X	
CU2				X
CU3		X	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.

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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 poems 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 poems have been read thoroughly and attentively. This exam will be given in the twelfth week of the course, on Monday.

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)
- 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 will basically enjoy the same status as full-time students, with the necessary legal adjustments. Part-time students must:

1. Do the reading exercise.
2. Submit all the assignments on a weekly basis.
3. Do the final exam.

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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.
- 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:

Highest overall grade and demonstrable excellence.

BIBLIOGRAPHY

1. Basic Bibliography

Bloom, Harold, ed., *The Best Poems of the English Language*, New York: Harper. Perennial, 2007.
Foster, Thomas C., *How to Read Poetry like a Professor*, New York: Harper. Perennial, 2018.

2. Further reading

Adams, Stephen, *Poetic Designs. An Introduction to Meters, Verse Forms and Figures of Speech*, Peterborough: Broadview Press, 1997.
Banta, Martha, ed., "Emily Dickinson", *Columbia Literary History of the United States*, Emory Elliott, ed., New York: Columbia University Press, 1988, 609-226.
Beatty, Bernar, *Reading Byron*, Liverpool: Liverpool University Press, 2023.
Davis, Evan R. & Nicholas D. Nace, eds., *The Broadview Anthology of British Satire, 1660-1750*, Peterborough: Broadview Press, 2023.
Finch, Annie, *A Poet's Ear: A Handbook of Meter and Form*, Ann Arbor: University of Michigan Press, 2011.
Gray, Richard, *A History of American Poetry*, Wiley Blackwell, 2015.
Leech, Geoffrey N., *A Linguistic Guide to English Poetry*, London: Longman, 1969.
Lennard, John, *The Poetry Handbook*, Oxford: Oxford University Press, 2005.
Matthiessen, F. O., *American Renaissance. Art and Expression in the Age of Emerson and Whitman*, Oxford: Oxford University Press, 1968.
Martin, Terence, ed., "Walt Whitman", *Columbia Literary History of the United States*, Emory Elliott, ed., New York: Columbia University Press, 1988, 448-462.
Martínez Serrano, Leonor María, "Reading the more-than-human world in T. S. Eliot's *The Waste Land*", *Revista Canaria de Estudios Ingleses* 85 (2022): 133-151. Open access: https://riull.ull.es/xmlui/bitstream/handle/915/30441/RCEI_85_%282022%29_09.pdf?sequence=1&isAllowed=y
O'Neill, Michael, ed. *The Cambridge History of English Poetry*. Cambridge: Cambridge University Press, 2010.
Parini, Jay, *The Columbia History of American Poetry*, New York: Columbia University Press, 1993.
Perkins, David, *A History of Modern Poetry*. 2 vols, Cambridge (Mass.): Belknap Press, 1979, 1989.
Perloff, Marjorie, ed., "Poetry", Banta, Martha, "Mark Twain", *Columbia Literary History of the United States*,



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Emory Elliott, ed., New York: Columbia University Press, 1988, 1070-1100.

Philips, Katherine, The Complete Writings of Katherine Philips, Andrea Sununu & Elizabeth H. Hageman, eds., Oxford: Oxford University Press, 2023.

Preminger, A et alii, eds., The Princeton Handbook of Poetic Terms, Princeton: Princeton University Press, 1986.

Ricks, Christopher Ricks, The Oxford Book of English Verse, Oxford: Oxford University Press, 1999.

Ruland Richard & Malcolm Bradbury, From Puritanism to Postmodernism. A History of American Literature, New York: Penguin, 1992.

Sell, Jonathan P. A. "Philip Sidney's Sublime Self-authorship: Authenticity, Ecstasy and Energy in The Defence of Poesy and Astrophil and Stella", Poetic Theory and Practice in Early Modern Verse. Unwritten Arts, edited by Zenón Luis-Martínez. Edinburgh: Edinburgh University Press, 2023, 165-190(Open Access: <https://edinburghuniversitypress.com/book-poetic-theory-and-practice-in-early-modern-verse.html>)

Strand, Mark & Eavan Boland, The Making of a Poem, New York: W. W. Norton & Company, 2000.

Wolosky, Shira, The Art of Poetry,(2001), O.U.P

VV.AA., Women Poets of the English Civil War, Sarah C. Ross & Elizabeth Scott-Baumann, eds., Manchester: Manchester University Press, 2018.

Complementary bibliography will be available in the moodle platform.

COORDINATION CRITERIA

Common learning outcomes

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



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Period	Assessment activities	Conference	Text analysis	Writing Activities
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.