

### DETAILS OF THE SUBJECT

**Title:** PROSA ENSAYÍSTICA Y PERIODÍSTICA

**Code:** 100560

**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:** FIRST TERM

**ECTS Credits:** 6

**Classroom hours:** 60

**Face-to-face classroom percentage:** 40%

**Non-contact hours:** 90

**Online platform:**

### TEACHER INFORMATION

**Name:** JIMENEZ HEFFERNAN, JULIAN SEBASTIAN (Coordinador)

**Department:** FILOLOGÍAS INGLESA Y ALEMANA

**Area:** FILOLOGÍA INGLESA

**Office location:** ala lateral (frente a fotocopiadora)

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### SPECIFICS OF THE SUBJECT

#### REQUIREMENTS AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None.

#### Recommendations

None specified.

### SKILLS

- 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.
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 module is to provide tus students with tools that enable them to analyze the mechanisms of construction of meaning in essays and journal articles produced within the Anglo-American cultural tradition. By combining techniques of discourse analysis, prose stylistics, and theory of the ideology, we aim at allowing students to critically examine the ideological background behind sboth ome key cultural texts of the Anglo-American tradition and some representative pieces of the so-called "new journalism".

## CONTENT

### 1. Theoretical content

Unit 1. Prose Stylistics.

Analyzing the prose of essays

Analyzing the prose of journal articles

Unit 2. Essays 1. Materialism: Thomas Hobbes and Charles Darwin-

Unit 3. Essays 2. Conservatism, Classicism, Aesthetics: Samuel Johnson, Edmund Burke, John Ruskin, William Norris, T.S. Eliot.

Unit 4. Essays 3. Liberalism, Individualism, Anarchism. John Locke, Emerson, Thoreau, John Stuart Mill, Aldous Huxley

Unit 5. Essays 4. Reformism, Dissidence, Utopia. Thomas Paine, Godwin, Wollstonecraft, Russell, Woolf.

Unit 6. New Journalism: Social and Political Issues in the USA in the 1960s

## 2. Practical contents

Textual analysis and commentary of essays by Joan Didion and James Baldwin

### METHODOLOGY

#### General clarifications on the methodology. (optional)

Part-time students are required to get in touch with the teacher during the first three weeks of the first semester in order to plan an alternative schedule of academic activities

#### Methodological adaptations for part-time students

Examen de parte de la materia. Lecturas obligatorias.

#### Face-to-face activities

Activity	Large group	Medium group	Total
<i>Lectures</i>	30	-	30
<i>Text analysis</i>	7	6	13
<i>Text commentary</i>	5	12	17
<b>Total hours:</b>	<b>42</b>	<b>18</b>	<b>60</b>

#### Not on-site activities

Actividad	Total
<i>Analysis</i>	40
<i>Self-study</i>	50
<b>Total hours:</b>	<b>90</b>

### WORK MATERIALS FOR STUDENTS

Dossier

## EVALUATION

Skills	Tools		
	Attitudes scales	Final exam	Observation records
CB1	X	X	X
CB10	X	X	X
CB11	X	X	X
CB12	X	X	X
CB13	X	X	X
CB14	X	X	X
CB15	X	X	X
CB16	X	X	X
CB17	X	X	X
CB18	X	X	X
CB19	X	X	X
CB2	X	X	X
CB3	X	X	X
CB4	X	X	X
CB5	X	X	X
CB6	X	X	X
CB7	X	X	X
CB8	X	X	X
CB9	X	X	X
CE12	X	X	X
CE13	X	X	X
CE17	X	X	X
CE18	X	X	X
CE20	X	X	X
CE23	X	X	X
CE27	X	X	X
CE28	X	X	X
CE29	X	X	X
CE33	X	X	X
CE34	X	X	X
CE35	X	X	X
CE36	X	X	X
CE37	X	X	X
CE38	X	X	X

CE44	x	x	x
CE45	x	x	x
CE51	x	x	x
CE52	x	x	x
CU1	x	x	x
CU2	x	x	x
CU3	x	x	x
<b>Total (100%)</b>	10%	80%	10%
<b>Minimum grade.(*)</b>	5	5	5

(\*) Minimum grade necessary to pass the subject

**What is the weight of the attendance in the final grade ?:**

10%

**General clarifications on instruments for evaluation:**

Participation in class discussions and final examination.

**General clarifications on evaluation and methodological adaptation for part-time students:**

Part-time students will write an essay

**Qualifying criteria for obtaining honors:** *Excelencia en el examen final. Calificación 10*

**¿Hay exámenes/pruebas parciales?:** *No*

## BIBLIOGRAPHY

### 1. Basic Bibliography:

Roger Fowler. Linguistic Criticism.- James Baldwin. The Fire Next Time. 1963.- Truman Capote. In Cold Blood. 1965.- Joan Didion. Slouching Towards Bethlehem. 1968.-

Louis Althusser. On Ideology. London: Verso, 2008. David Birch & Michael O'Toole. Functions of Style. London: Pinter Publishers, 1988. Ronald Carter & Walter Nash. Seeing Through Language. A Guide to Styles of English Writing. Cambridge: Basil Blackwell, 1990. David Crystal & Derek Davy. Investigating English Style. London: Longman, 1988. Roger Fowler. Linguistic Criticism. Oxford: Oxford UP, 1996. Roger Fowler. Language in the News. Discourse and Ideology in the Press. London: Routledge, 1991. Terry L. Fredrickson & Paul F. Wedel. English by Newspaper. Cambridge, Mass: Newbury House, 1984. Mick Short. Exploring the Language of Poems, Plays and Prose. London: Longman, 1996

### 2. Further reading:

Bloor, M. and T. Bloor. The Practice of Critical Discourse Analysis. An Introduction. London: Hodder Arnold, 2007. Butler, M. & G. Keith (eds.) Language, power and identity. London: Hodder & Stoughton, 1999. Charteris-Black, J. Politicians and rhetoric. Houndmills: Palgrave Macmillan. 2005.- Chilton, P. Analysing political discourse. Theory and practice. London & N.Y.: Routledge. 2004.- Fairclough, N. Analysing discourse. Textual analysis for social research. London and NY: Routledge, 2003. Hodge, R. & G. Kress. Language as ideology. London & New York: Routledge & Kegan Paul, 1993. Musolf, A. Metaphor and political discourse.

Houndmills: Palgrave Macmillan, 2004. Parenti, M. *Inventing reality: the politics of news media*. N.Y.: St Martin's Press, 1993. Reah, D. *The language of newspapers*. London & New York: Routledge, 1998. Weiss, G. and R. Wodak (eds). *Critical Discourse Analysis. Theory and Interdisciplinarity*. London and N.Y.: Palgrave Macmillan, 2003. Wodak, R. and P. Chilton (eds). *A New Agenda in (Critical) Discourse Analysis*. Amsterdam/Philadelphia: John Benjamins, 2005. Wodak, R. and M. Meyer (eds). *Methods of Critical Discourse Analysis*. London: Sage, 2009

## COORDINATION CRITERIA

- Common skills

## SCHEDULE

Period	Activity		
	Lectures	Text analysis	Text commentary
1# Fortnight	3.5	1	3
2# Fortnight	3.5	2	2
3# Fortnight	3.5	2	2
4# Fortnight	3.5	2	2
5# Fortnight	4	2	2
6# Fortnight	4	1	2
7# Fortnight	4	1	3
8# Fortnight	4	2	1
<b>Total hours:</b>	<b>30</b>	<b>13</b>	<b>17</b>