

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

Name: TORRALBO CABALLERO, JUAN DE DIOS (Coordinador)

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

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 attendance, participation and presentation grade.

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 Accredited 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

- Acquire and understand expertise of the history and evolution of English narrative 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.
- Develop analytical skills and master analytical tools necessary for understanding and discussion of literary texts.
- 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.
- Acquire thoughtful attitudes and a critical, investigative spirit in the field of English narrative.
- Acquire expertise in areas related to the evolution of English narrative, such as art, history, and philosophy.
- Develop knowledge and adequate strategies to communicate fluently and correctly in English.

CONTENT

1. Theory contents

1. The Victorian Novel
2. Dickens' literary career
3. The parody of the Gothic novel
4. The Augustan Satire
5. The origins and the rise of the English novel

2. Practical contents

The mandatory readings from the primary sources are:

1. Brontë: The Tenant of Wildfell Hall
2. Dickens: Great Expectations
3. Austen: Northanger Abbey
4. Swift: Gulliver's Travels (Selections)
5. Behn: Oroonoko; or, The Royal Slave (Selections)



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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 prepare a 10 minute presentation (previously assigned by the teacher) to be explained in class followed by an academic discussion with his/her peers and teacher.

They must sit the reading test.

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
<i>Total hours:</i>	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
<i>Total hours</i>	90

COURSE DESCRIPTION**WORK MATERIALS FOR STUDENTS**

Case studies
 Dossier
 Exercises and activities
 References

EVALUATION

Intended learnig	Essay	Exams	Oral Presentation	Text commentary
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			X
CB5		X		
CB6		X		
CB7			X	
CB8		X		
CB9	X			
CE12				X
CE13		X	X	
CE17				X
CE18	X			
CE20				X

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Intended learnig	Essay	Exams	Oral Presentation	Text commentary
CE23		X		
CE27			X	
CE28		X		
CE29		X		
CE33				X
CE34		X		
CE35		X		
CE36		X		
CE37	X			
CE38			X	X
CE44		X		
CE45		X		
CE51		X		
CE52		X		
CU1				X
CU2	X			
CU3		X	X	
Total (100%)	20%	40%	20%	20%
Minimum grade	1	2	1	1

(*)Minimum grade necessary to pass the course

COURSE DESCRIPTION

Method of assessment of attendance:

It is a prerequisite (80%) to sit the final exam.

General clarifications on instruments for evaluation:

GRADING CRITERIA

I 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 novels that constitute required reading (*The Tenant of Wildfell Hall*, *Great Expectations*, *Northanger Abbey*). 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 the week after the Easter holidays.

II ORAL PRESENTATION (up to 2 points): Each student will be assigned, at least two weeks in advance, a specific chapter, to be read very carefully, in order to present it in class on the day and at the time assigned. Each student is required to prepare and deliver an oral presentation (10-12 minutes) on a chapter assigned by the professor. The student must follow these directions:

I Before the oral presentation, a written work must be submitted to the teacher, with the student's personal data, including:

1. A clear outline of the points addressed (one page)
2. A clear summary of the chapter, with the most important points (one page).
3. The main aspects the student is going to address in their presentation.
4. One question from the presentation to be posed to their classmates, plus the answer, academically discussed.

The professor will make comments and observations on the text assigned, which the student should discuss and answer adequately, with the utmost academic clarity and precision.

Note that the presentation must be delivered on the scheduled date and time.

III ESSAY. Up to 2 points: Each student has to write an essay. The length of the essay must be between 3,000 and 7,000 characters. The essays are to be delivered in a plastic envelope on the day of the exam, at either the June or July sitting.

IV FINAL EXAM (Maximum: 4 points): The final written exam will contain:

- Two questions taken from the course syllabus; that is, the contents studied in class. They should be answered clearly, accurately, and in an orderly way, in continuous prose (not with outline or bullet points). These questions may be panoramic, on a complete topic; or more specific, on a particular aspect or a certain point.
- Two excerpts from the novels/satire/novella that constitute required reading. The excerpts must be analysed academically, indicating the novel/satire/novella from which they are drawn, the author of the work, the date of it, and the chapter or part the novel/satire/novella they are from.

CLARIFICATION REGARDING THE EXAM SITTINGS:

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

- 2 points: Oral presentation. The outline and notes delivered are also taken into account. (Given on the day and time assigned during the course)
- 2 points: Reading test (taken the week after the Easter holidays)
- 2 points: Essay
- 4 points: Final Exam

JULY SITTING: In the second sitting the maximum score will be obtained, as a general rule, by adding up the results of these four grading criteria:

- 2 points: Oral presentation. The outline and notes delivered are also taken into account (given on the day and

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time assigned during the course)

- 2 points: Reading test (taken the week after the Easter holidays)
- 2 points: Essay
- 4 points: Final Exam

However, in the July sitting, a student who wishes not to be evaluated on his oral presentation (that is, who would like the grade obtained on his presentation to be disregarded), must expressly indicate this at the top of the first page of the exam, in which case he will be evaluated only on the reading test (the grade obtained on this test, based on an excerpt from our readings), and the written essay turned in on the day of the exam, and the final exam. In this case the total grade will be determined by the sum of:

- Up to 2 points: Essay
- Up to 2 points: Reading test
- Up to 6 points: Final Exam

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

Part-time students must,

1. Prepare and give the **oral** presentation (2)
2. Write the **essay** (2)
3. Take a **reading test (2)** [This test will take place the week after Easter]
4. Do the **final exam** in the date assigned by the Faculty Board (4)

The suitable date for 1 must be agreed with the teacher.

Qualifying criteria for obtaining honors:

Attendance to all sessions (large and small group), participation in small group sessions. Perfect exam (10), perfect oral presentation (10), perfect project (10).

BIBLIOGRAPHY

1. Basic Bibliography

- Austen, Jane (2013), *Northanger Abbey*, Barbara M- Benedict & Deirdre Le Faye (eds). Cambridge: Cambridge University Press.
- Behn, Aphra (1994), *Oroonoko and Other Writings*, Paul Salzman (ed). Oxford: Oxford University Press.
- Brontë, Anne. *The Tenant of Wildfell Hall*, Oxford: Oxford University Press, 2008.
- Defoe, Daniel, *Robinson Crusoe*, Oxford: Oxford University Press,
- Dickens, Charles, *Hard Times*
- Dickens, Charles (2008), *Great Expectations*, Margaret Cardwell and Robert Douglas-Fairhurst (eds). Oxford: Oxford University Press.
- Dickens, Charles (2003), *Great Expectations*, Charlotte Mitchell (ed). London: Penguin.
- Eliot, George, "The Sad Fortunes of the Reverend Amos Barton", *Scenes of Clerical Life*
- Gaskell, Elizabeth, *Mary Barton*
- Gilmour, Robin, *The Novel in the Victorian Age. A Modern Introduction*, London: Edward Arnold, 1986.
- Hammond, Brean & Shaun Regan (2006), *Making the Novel. Fiction and Society in Britain, 1660-1789*. New York: Palgrave.
- James, Henry (2001), "The Art of Fiction", *The Nineteenth-Century Novel. A Critical Reader*. Ed. Stephen Regan. New York: Routledge, 68-78.
- McKeon, Michael, (1987), *The Origins of the English Novel 1600-1740*. Baltimore: The John Hopkins University Press.
- Richetti, John (2012), "The novel before 'the novel'", *The Cambridge History of the English Novel*, Cambridge: Cambridge University Press.

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- Ruskin, John. *Selected Writings*. Ed. Dinah Birch. Oxford: Oxford University Press, 2004.
- Swift, Jonathan (2008), *Gulliver's Travels*, Claude Rowson (ed). Oxford: Oxford University Press.
- Watt, I. (1956), *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*. Harmondsworth: Penguin.

2. Further reading

- Allen, Walter (1991), *The English Novel: a short critical history*. London: Penguin
- Amigoni, David (2000), *The English Novel and prose Narrative*. Edinburgh: Edinburgh University Press.
- Bacscheider, P. E. (2000), "The Novel's Gendered Space", in *Revisiting Women Eighteenth-Century "Women's Fiction" and Social Engagement*. Baltimore & London, The John's Hopkins University Press, pp. 1-30.
- Castle, Terry (1986), *Masquerade and Civilization. The Carnavalesque in Eighteenth-Century English Culture and Fiction*. Stanford: Stanford University Press.
- Cheadle, Brian (2001), "The late novels: Great Expectations and Our Mutual Friend", in John O. Jordan (ed) *The Cambridge Companion to Charles Dickens*. Cambridge: CUP, pp. 78-91.
- Cohan, Steven & Shires, Linda (1998), *Telling Stories: Theoretical Analysis of Narrative Fiction*. London: Routledge.
- Congreve, William (2003), *Incognita*, Peter Ackroyd (ed), London: Hesperus Press.
- Copeland, Edward & Juliet McMaster (2006), *The Cambridge Companion to Jane Austen*, Cambridge: Cambridge University Press.
- Daldry, Graham (1987), *Charles Dickens and the Form of the Novel: Fiction and Narrative in Dickens Work*. London: Croom Helm.
- Eagleton, Terry (2005), "Daniel Defoe and Jonathan Swift", in *The English Novel. An Introduction*. Oxford: Blackwell Publishing, pp. 22-52.
- Figueroa-Dorrego, Jorge (1999), *Aphra Behn (1640-1689)*. Madrid: Ediciones del Orto.
- Guy, Josephine M. (1996), *The Victorian Social-Problem Novel*. London: Macmillan.
- Hammond, Brean (ed) (2010), *Jonathan Swift*. Dublin: Irish Academy Press.
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- Jordan, John (Ed. 2001), *The Cambridge Companion to Charles Dickens*. Cambridge: Cambridge University Press.
- Keen, Suzanne (2003), *Narrative Form*. Basingstoke: Palgrave Macmillan.
- Manley, Lawrence (ed) (2011), *The Cambridge Companion to the Literature of London*. Cambridge: CUP.
- McKeon, Michael, (2009), *The Secret History of Domesticity. Public, Private, and the Division of Knowledge*. Baltimore: John Hopkins University Press.
- Miller, J. Hillis (1996), *Charles Dickens and the world of his Novels*. Cambridge: Harvard University Press.
- Moretti, Franco (1987), *The Way of the World: The Bildungsroman in European Culture*, bibliography. London: Verso.
- Moretti, Franco (2013), *The Bourgeois. Between History and Literature*. London: Verso.
- Richardson, Samuel (2004), *Clarissa, or, The History of a Young Lady*. London: Penguin.
- Sanders, Andrew (2002), *Charles Dickens and the Spirit of the Age*. Oxford: Oxford University Press.
- Sanders, Andrew (2008), "Great Expectations", in David Paroissien (ed), *A Companion to Charles Dickens*, Oxford: OUP, pp. 422-435.
- Seager, Nicholas (2014), "She will not be that Tyrant they desire": Daniel Defoe and Queen Anne, in *Queen Anne and the Arts*. Reverand C (ed). Lewisburg: Bucknell University Press.
- Seldem, R. (1978), "The 18th-Century Horace: Pope and Swift", in *English Verse Satire 1590-1765*. London, George Allen & Unwin, pp. 119-152.
- Tierney-Hymes, R. (2012), *Novel Minds Philosophers and Romance Readers, 1680-1740*, London: Palgrave.
- Toolan, - Michael J. (1990) *The Stylistics of Fiction: a Literary-linguistic Approach*. London: Routledge.
- Toolan, Michael J (2001), *Narrative. A Critical Linguistic Introduction*. London: Routledge.

COORDINATION CRITERIA

Common learning outcomes



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INFORMACIÓN SOBRE TITULACIONES
DE LA UNIVERSIDAD DE CORDOBA

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COURSE DESCRIPTION

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

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.

In Case Scenario A, this course will follow a continuous assessment process. Regular attendance is required. The requirement of regular attendance means that the student must be present for at least 80% of class time. Active participation in class (especially in on-site classes) is an essential element of the course assessment.

EVALUATION

Intended learnig	Essay	Exams	Oral Presentation	Text commentary
CB1				X
CB10				X
CB11			X	
CB12				X
CB13	X			
CB14		X		
CB15			X	
CB16				X
CB17	X			
CB18				X
CB19		X		
CB2		X		

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Intended learnig	Essay	Exams	Oral Presentation	Text commentary
CB3		X		
CB4	X			X
CB5		X		
CB6		X		
CB7			X	
CB8		X		
CB9	X			
CE12				X
CE13		X	X	
CE17				X
CE18	X			
CE20				X
CE23		X		
CE27			X	
CE28		X		
CE29		X		
CE33				X
CE34		X		
CE35		X		
CE36		X		
CE37	X			
CE38			X	X
CE44		X		
CE45		X		
CE51		X		
CE52		X		
CU1				X
CU2	X			
CU3		X	X	

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Intended learnig	Essay	Exams	Oral Presentation	Text commentary
Total (100%)	20%	40%	20%	20%
Minimum grade	1	2	1	1

(*)Minimum grade necessary to pass the course

Attendance will be assessed (Scenario A)?:

No

General clarifications on instruments for evaluation (Scenario A):

GRADING CRITERIA

I 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 novels that constitute required reading (*The Tenant of Wildfell Hall*, *Great Expectations*, *Northanger Abbey*). 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 the week after the Easter holidays.

II ORAL PRESENTATION (up to 2 points): Each student will be assigned, at least two weeks in advance, a specific chapter, to be read very carefully, in order to present it in class on the day and at the time assigned. Each student is required to prepare and deliver an oral presentation (10-12 minutes) on a chapter assigned by the professor. The student must follow these directions:

I Before the oral presentation, a written work must be submitted to the teacher, with the student's personal data, including:

1. A clear outline of the points addressed (one page)
2. A clear summary of the chapter, with the most important points (one page).
3. The main aspects the student is going to address in their presentation.
4. One question from the presentation to be posed to their classmates, plus the answer, academically discussed.

The professor will make comments and observations on the text assigned, which the student should discuss and answer adequately, with the utmost academic clarity and precision.

Note that the presentation must be delivered on the scheduled date and time.

III ESSAY. Up to 2 points: Each student has to write an essay. The length of the essay must be between 3,000 and 7,000 characters. The essays are to be delivered in a plastic envelope on the day of the exam, at either the June or July sitting.

IV FINAL EXAM (Maximum: 4 points): The final written exam will contain:

- Two questions taken from the course syllabus; that is, the contents studied in class. They should be answered clearly, accurately, and in an orderly way, in continuous prose (not with outline or bullet points). These questions may be panoramic, on a complete topic; or more specific, on a particular aspect or a certain point.
- Two excerpts from the novels/satire/novella that constitute required reading. The excerpts must be analysed academically, indicating the novel/satire/novella from which they are drawn, the author of the work, the date of it, and the chapter or part the novel/satire/novella they are from.

CLARIFICATION REGARDING THE EXAM SITTINGS:

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

- 2 points: Oral presentation. The outline and notes delivered are also taken into account. (Given on the day and time assigned during the course)
- 2 points: Reading test (taken the week after the Easter holidays)
- 2 points: Essay
- 4 points: Final Exam

JULY SITTING: In the second sitting the maximum score will be obtained, as a general rule, by adding up the results of these four grading criteria:

- 2 points: Oral presentation. The outline and notes delivered are also taken into account (given on the day and time assigned during the course)
- 2 points: Reading test (taken the week after the Easter holidays)
- 2 points: Essay
- 4 points: Final Exam

However, in the July sitting, a student who wishes not to be evaluated on his oral presentation (that is, who would like the grade obtained on his presentation to be disregarded), must expressly indicate this at the top of the first page of the exam, in which case he will be evaluated only on the reading test (the grade obtained on this test, based on an excerpt from our readings), and the written essay turned in on the day of the exam, and the final exam. In this case the total grade will be determined by the sum of:

- Up to 2 points: Essay
- Up to 2 points: Reading test
- Up to 6 points: Final Exam

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

Part-time students must,

1. Prepare and give the **oral** presentation (2)
2. Write the **essay** (2)
3. Take a **reading test (2)** [This test will take place the week after Easter]
4. Do the **final exam** in the date assigned by the Faculty Board (4)

The suitable date for 1 must be agreed with the teacher.

Qualifying criteria for obtaining honors (Scenario A):

Attendance to all sessions (large and small group), participation in small group sessions. Perfect exam (10), perfect oral presentation (10), perfect project (10).

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.

An alternative methodology that will basically consist of:



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1. Placing on Moodle **explanations** of some points to so that you can study and understand them.
2. The **weekly assignments**, to which I myself will provide the academic answers, in order give you a model so that you can check or complete your own answers.

Oral presentations are suspended. Instead of studying the questions from the presentations (as there will be no more), please study the sections that I will place on Moodle.

One of the items for assessment is the **final essay** (the length of the essay must be between 4,000 and 9,000 words): A comparison between *Agnes Grey* and *The Tenant of Wildfell Hall*. Closely read *Agnes Grey* and compare the content of it with the content found in *The Tenant of Wildfell Hall*. Identify the similar or dissimilar scenes or episodes worthy of comparison, and discuss the reasons for the correlation of the selected events or scenes.

In Case Scenario B, this course will still follow a continuous assessment process, where regular attendance is required. The requirement of regular attendance means that the student must be present for at least 80% of class time. Active participation in class (especially in synchronous activities for reduced groups) is an essential element of the course assessment.

EVALUATION

Intended learnig	Essay	Project	Text commentary
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		X
CB5		X	
CB6		X	
CB7		X	
CB8		X	

COURSE DESCRIPTION

Intended learnig	Essay	Project	Text commentary
CB9	X		
CE12			X
CE13		X	
CE17			X
CE18	X		
CE20			X
CE23		X	
CE27		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%)	40%	40%	20%
Minimum grade	2	2	1

(*)Minimum grade necessary to pass the course

COURSE DESCRIPTION

Moodle Tools	Comentarios de texto	Ensayo	Proyecto
Asistencia	X		
Foro	X		
Tarea	X	X	X

Attendance will be assessed (Scenario B)?:

No

General clarifications on instruments for evaluation (Scenario B):

GRADING CRITERIA

I 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 novels that constitute required reading (*The Tenant of Wildfell Hall*, *Great Expectations*, *Northanger Abbey*). 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.

II ESSAY. Up to 4 points: Each student has to write an essay. The length of the essay must be between 4,000 and 9,000 words. The essays are to be delivered at either the June or July sitting.

IV PROJECT (Maximum: 4 points).

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

Part-time students must,

1. Write the **project** (4)
2. Write the **essay** (4)
3. Take a **reading test** (2)

Qualifying criteria for obtaining honors (Scenario B):

Attendance to all sessions (large and small group), participation in small group sessions. Perfect exam (10),

COURSE DESCRIPTION

perfect oral presentation (10), perfect project (10).