

## COURSE DESCRIPTION

### COURSE DETAILS

Title (of the course): **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: 6.0

Classroom hours: 60

Face-to-face classroom percentage: 40.0%

Study hours: 90

Online platform: <http://moodle.uco.es>

### LECTURER INFORMATION

Name: MARTÍN SALVÁN, PAULA (Coordinator)

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### PREREQUISITES AND RECOMMENDATIONS

#### Prerequisites established in the study plan

None.

#### Recommendations

None specified.

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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

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 both ome key cultural texts of the Anglo-American tradition and some representative pieces of the so-called "new journalism".

## CONTENT

### 1. Theory contents

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, William Morris, 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.

## SUSTAINABLE DEVELOPMENT GOALS RELATED TO THE CONTENT

Quality education

Gender equality

Peace, justice and strong institutions



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### METHODOLOGY

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

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 students with special needs will be planned in cooperation with the UNEI (Unidad de educación inclusiva), as required.

#### Face-to-face activities

Activity	Large group	Medium group	Total
Lectures	30	-	30
Text analysis	10	5	15
Text commentary	5	10	15
<b>Total hours:</b>	<b>45</b>	<b>15</b>	<b>60</b>

#### Off-site activities

Activity	Total
Analysis	40
Self-study	50
<b>Total hours</b>	<b>90</b>

### WORK MATERIALS FOR STUDENTS

Dossier - [uco.es/moodle](https://uco.es/moodle)

#### Clarifications

All the texts to be used as class material will be available at the Moodle site for this course.

### EVALUATION

Intended learning	Document Analysis	Exams	Text commentary
CB1	X	X	X
CB10	X		
CB11	X		

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

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Intended learning	Document Analysis	Exams	Text commentary
CE37	X	X	X
CE38	X		
CE44		X	X
CE45	X		
CE51	X	X	X
CE52	X		
CU1	X	X	X
CU2	X		
CU3	X		
<b>Total (100%)</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>
<b>Minimum grade</b>	<b>0</b>	<b>4</b>	<b>4</b>

(\*)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.

**Attendance will be assessed?:**

No

**General clarifications on instruments for evaluation:**

Document analysis will be assessed in classroom activity as participation in class discussions on the texts included in the syllabus.

Text commentary on an excerpt from Didion's book will be handed as Moodle Task at the end of the semester.

Final assessment will take place on the date assigned by the Administration and will consist in the analysis of a fragment from one of the essays studied in class.

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

Part-time students should contact the Professor at the beginning of the semester to specify the details regarding assessment.

Adaptations for students with special needs will be designed under the supervision of the UNEI.

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

Students who intend to be examined in any of these extraordinary periods should contact the Professor prior to the date of the exam. In these extraordinary periods, Text commentary and Exam will be the only assessment tools to be used (50% of total grade for each).

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### Qualifying criteria for obtaining honors:

*Matrícula de Honor will be given to 5% of the students with the highest grades (with a minimum of 9 as a global grade), according to UCO regulations.*

## BIBLIOGRAPHY

### 1. Basic Bibliography

#### Primary sources:

Joan Didion. *Slouching Towards Bethlehem*. 1968.

Roger Fowler. *Linguistic Criticism*. Oxford: Oxford UP, 1996. Reference text for the course.

#### Secondary sources:

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 Cristal & Derek Davy. *Investigating English Style*. London: Longman, 1988.

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.

Mussolf, 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

Tasks deadlines

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## SCHEDULE

Period	Lectures	Text analysis	Text commentary
1# Fortnight	4,0	2,0	2,0
2# Fortnight	4,0	2,0	2,0
3# Fortnight	4,0	2,0	2,0
4# Fortnight	5,0	2,0	2,0
5# Fortnight	5,0	2,0	2,0
6# Fortnight	4,0	2,0	3,0
7# Fortnight	4,0	3,0	2,0
<b>Total hours:</b>	<b>30,0</b>	<b>15,0</b>	<b>15,0</b>

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.