



Universidad  
de Alcalá

# GUÍA DOCENTE

## **Grandes Obras de la Literatura en Lengua Inglesa // Great Works of Literature in the English Language**

**Grado en Estudios Ingleses  
Grado en Lenguas Modernas y Traducción  
Universidad de Alcalá**

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**Curso Académico 2018-2019**  
**2º Curso – 2º Cuatrimestre**

## GUÍA DOCENTE

<b>Nombre de la asignatura:</b>	Grandes Obras de la Literatura en Lengua Inglesa // Great Works of Literature in the English Language
<b>Código:</b>	251016
<b>Titulación en la que se imparte:</b>	Grado en Estudios Ingleses Grado en Lenguas Modernas y Traducción
<b>Departamento y Área de Conocimiento:</b>	Departamento de Filología Moderna Área de Filología Inglesa
<b>Carácter:</b>	Obligatorio (Estudios Ingleses) Transversal (Lenguas Modernas y Traducción)
<b>Créditos ECTS:</b>	8
<b>Curso y cuatrimestre:</b>	2º curso, 2º cuatrimestre
<b>Profesorado:</b>	Juan F. Elices Agudo
<b>Horario de Tutoría:</b>	Por determinar
<b>Idioma en el que se imparte:</b>	Inglés

### 1. COURSE DESCRIPTION

The study of literature enhances skills in critical reading, creative thinking and effective writing. By studying the works of prominent writers in English, students will not only gain an understanding of the literary production of the Anglophone world, culture and heritage, but will also develop critical reading and writing skills which are necessary for the successful completion of their degree. Therefore, this course aims to provide students of English Studies with a comprehensive survey of those authors who have made an outstanding contribution to the development of literature written in English.

#### Prerequisites and recommendations

Since all activities will be conducted in English, students are expected to have at least a B2.1 level (CERF, Common European Framework of Reference for Languages) upon entering the course. Students are reminded that at the end of the semester, they are expected to have achieved B2.2 level of English (CEFR).

## 2. COURSE OBJECTIVES

### Generic competences:

1. Appreciate the ways in which authors' choices of form, structure and language shape meanings.
2. Familiarise with the basic terminology employed in the study of literature.
3. Develop awareness of social, historical and cultural contexts in the study of literature.
4. Evaluate and articulate independent opinions and arguments, informed by different interpretations of literary texts.
5. Be able to learn both independently and co-operatively.

### Specific competences:

#### Knowledge

1. Identify the formal conventions of a wide range of literary works in English representing poetry, prose and drama.
2. Be acquainted with a selection of acknowledged literary works, which illustrate different ways of writing.
3. Outline the major theoretical and critical strategies that inform contemporary literary criticism.
4. Develop awareness of social, historical and cultural contexts and literary traditions in the study of literature.

#### Skills

1. Develop descriptive and analytic skills as readers of literature in the English language.
2. Respond to texts critically, sensitively and in detail, using textual evidence as appropriate, without the use of secondary sources.
3. Apply appropriate theoretical frameworks and critical approaches to analyse a selection of literary texts.
4. Communicate clearly the knowledge, understanding and insight appropriate to literary study, using appropriate terminology and accurate and coherent written expression.

## 3. COURSE CONTENTS

Units	Hours
1. A timeless look at drama: David Mamet and William Shakespeare	3
2. Medieval, Restoration and Eighteenth-century Satire	3
3. Irish Drama: Oscar Wilde	3

4. Irish poetry: W.B. Yeats, Seamus Heaney, Austen Clarke	3
5. Women Writing in the Eighteenth and the Nineteenth Centuries: Mary Wollstonecraft and Jane Austen	3
6. Women Writing in the Twentieth Century: Virginia Woolf and Angela Carter	3
7. The Roaring 20s in the USA: F. Scott Fitzgerald	3
8. Modernist and Post-modernist Fiction: James Joyce, John Fowles and William Boyd	3
9. Twentieth-century British poetry: A selection	3
10. Dystopian Fiction: Margaret Atwood	3
11. Post-colonial drama: Brian Friel's <i>Translations</i>	3
12. Post-colonial poetry: A selection	3
13. Rewriting the Canon: J. M. Coetzee	3
14. Oral presentations	3
15. Oral presentations / review questions	3

The instructor will provide a detailed program for each unit at the beginning of the course. Students must be aware that, although every unit specified in the syllabus will be covered, the hours assigned for each one are tentative. While there might be unexpected bank holidays, the lecturer might also vary the time devoted to each unit in order to properly attend the learning needs and progress of the group.

## 4. METHODOLOGY AND CLASS ACTIVITIES

### 4.1. Student workload

Contact hours: 50	50 face-to-face hours: - 15 hours of lectures - 30 hours of seminars - 2 ECTS workshops - 3 ECTS tutorials
Independent study hours: 150	150 hours - Time devoted to reading literary texts, seminar preparation, which involves fulfilment of [type]written assignments, researching, working with other students to co-produce different kinds of assignments and exam preparation.

Total hours: 200

200

## 4.2. Learning activities

Theoretical teaching	Lectures
Textual analysis	Seminars
Tutoring students work	3 hour ECTS tutorial
Workshops	2 ECTS workshops

Course time is devoted to lectures, seminars, class discussions, critical reading, critical writing and oral presentations. Lectures provide an introduction and overview of the topic under discussion, and seminars explore the issues in more detail through analysis and discussion of selected works. All seminars will presuppose completion of the reading assigned for their particular date.

Students are greatly encouraged towards independence and autonomous study. As part of their individual learning time, students should work on their written questionnaires (which consists on their individual responses to the text) and on their final essays and oral presentations.

Students are expected to read the set texts before they are discussed in the seminars. There can be no substitute for reading the original work and it is the students' response to and knowledge of those works that mainly matter.

## 4.3. Materials and resources

A wide range of literary texts will form the basis of the literary analysis and discussion in the lectures and seminars. The list of core texts will be provided by the lecturer at the beginning of the semester.

Students may be supported through an e-learning platform (Blackboard) or the e-mail, which will be used:

- as a supplement to the module
- as a tool for self-study activities and independent revisions of module materials
- for class communication

## 5. ASSESSMENT

### Assessment criteria

Students should have acquired the desirable level in each of the competences specified in the assessment criteria:

- A thorough knowledge and understanding both of the themes and of the individual works studied.
- An ability to respond to literary texts critically, sensitively and in detail, using appropriate terminology and textual evidence, and coherent, accurate written expression.
- An appreciation of the similarities and differences between literary works from different ages, genres and cultures.
- Detailed critical understanding in analysing the ways in which structure, form and language shape meanings in literary texts, considering different approaches to texts and alternative interpretations.
- Understanding of the significance and influence of the social, cultural and historical contexts in which literary texts are written and received.
- A considerable level of class participation, which will be assessed in all the learning activities.
- High standards of presentation and of written and oral English in all submitted coursework. By the end of the module students are expected to have reached the competences and communicative skills at the B2 level of the Common European Framework.

Students are warned that plagiarism will not be tolerated. The ideas from other sources, regardless of whether they are quoted, summarized or paraphrased, must be documented adequately. Any form of plagiarism found in the written assignments will be penalised and could result in the failure of the course. The teacher will provide students with assessment cover sheets for written work.

### Grading criteria

This course will base its assessment and grading criteria on the following assignments, which should be completed throughout the term:

- An oral presentation, which will be worth 20% of the final grade
- Written questionnaires on the texts that are set as the compulsory readings for this course (30% of the final grade)
- A final essay of approximately 2,000-2500 words, which will be worth 30% of the final grade.
- Class participation (20% of the final grade)

Their final grade will be based on the following grading criteria:

- **Outstanding (MH):** Students display an outstanding grasp of the aims and contents of the module. All assessment criteria have been achieved at an exceptionally high level. Performance in all the tasks shows that students have read and thought at a level well beyond what is expected in the module. Students attend lectures and are always well-prepared for discussion in seminars. They obtain outstanding results in the exams.
- **Excellent (SB):** Students display an excellent grasp of the aims and contents of the module. All assessment criteria have been achieved at a very high standard and an exceptionally high level. Performance in all the tasks shows all or most of the appropriate characteristics expected for this type of work. Students attend

lectures and are practically always well-prepared for discussion in seminars, with almost no absences. They obtain excellent results in the exams.

- **Very Good (N):** Students display a very good grasp of the aims and contents of the module. All assessment criteria have been met fully and many have been achieved at a good or very good standard. Performance in all the tasks shows a good knowledge of the syllabus contents. Students attend lectures and seminars, with few absences, and have done most of the preparation for them. They have a good foundation in the prescribed readings and build on ideas put forward in lectures and seminars. They obtain very good results in the exams.
- **Satisfactory (A):** Students show a satisfactory grasp of the aims and contents of the module. All assessment criteria have been met, but some barely exceed the threshold standard to pass the module. Performance in all the tasks shows some of the appropriate characteristics in relation to content, illustration, organisation and expression. Students are present in lectures and seminars, with few absences, and occasionally contribute to discussions. They obtain acceptable results in the exams.
- **Fail (S):** Students show an unsatisfactory grasp of the aims and contents of the module. Some assessment criteria do not reach the threshold standard to pass the module. Performance in all the tasks shows limited understanding of essential concepts and/or minimal research. Students have multiple absences and when they come, they are often not prepared or they do not say much. Their results in the exams are insufficient considering the requirements of the course.

## Assessment procedures

Following the implementation of the "*Normativa reguladoras de los procesos de evaluación de los aprendizajes*", students will be assessed through their continuous work, unless they are under special circumstances and thus are granted permission by the Dean of Arts to opt for a final exam.

- **Continuous assessment**

Faithful attendance and regular participation in class are expected. Additionally, this class will often involve students working in small groups. Each student is expected to participate as a group member, neither dominating participation nor failing to participate.

Details about the written assignments, the reading journal, the oral presentation and the end-of-term will be provided by each instruction at the beginning of the course.

- **Final exam (only under special circumstances)**

There will be one final examination for students who have requested exemption from the continuous examination and have been thus authorized by the Dean of Arts (May). This exam will be marked with the 100% of the final grade and will consist of questions based on the contents of the course, on the analysis of the works and films discussed in class and on the different skills students should have accomplished at the end of the semester. Students who fail the ongoing evaluation cannot sit this final exam in May.

- **Resit**

For the “convocatoria extraordinaria” (June), students will resit for a written exam based on the contents of the course, on the analysis of the works discussed in class and on the skills they should have accomplished. The format will be similar to the final exam.

### **Assessment instruments**

This course will base its assessment on the following assignments, which should be completed throughout the term:

-An oral presentation: Students will be asked to prepare one short oral presentation of about 20 minutes throughout the course. They will be arranged in groups of 2-4 people maximum. Presentations will be delivered in both the theory and practical seminars in the final week of the term.

-Written questionnaires on the texts that are set as the compulsory readings for this course. Questionnaires will be delivered one week before the texts are discussed in class. Students should complete both the reading of the text and the elaboration of the questionnaire before they are discussed in class. Once they are analysed, students will have to hand them in to the lecturer for feedback.

-A final essay of approximately 2,000-2500 words. The topics selected for the writing of essays must be original. Students can work on whatever topic they feel more confident about. Topics and themes must be necessarily related to the course syllabus. Only in exceptional cases might students be allowed to choose topics that are not related to this syllabus. In this case, they must compulsorily inform the lecturer about their choice

-Class participation will be greatly encouraged as the best way to share and discuss ideas based on the set texts

## **6. BIBLIOGRAPHY**

In addition to the books recommended here, a detailed bibliography of literary histories, reference books, anthologies and literary criticism on the authors discussed could also be provided.

### **Basic bibliography**

#### **Literary Histories and Reference Books**

Curran, S., ed. (1993) *The Cambridge Companion to British Romanticism*.  
Cambridge: Cambridge UP.

- Ford, Boris, ed. (1990). *The new Pelican guide to English literature Vol. I Medieval literature Part 1 Chaucer and the alliterative tradition with an anthology of medieval poems and drams*. Harmondsworth: Penguin Books.
- Ford, Boris, ed. (1982). *The New Pelican guide to English literature Vol. 2 The age of Shakespeare*. Harmondsworth: Penguin Books.
- Hart, James David (1965). *The Oxford companion to American literature*. Oxford: O.U.P.
- Kettle, A. (1967). *An introduction to the English novel Vol. I To George Eliot*. London: Hutchinson University Library.
- Kettle, A. (1967). *An introduction to the English novel Vol. II Henry James to the Present Day*. London: Hutchinson University Library.
- Stringer, Jenny, ed. (1996) *The Oxford companion to twentieth-century literature in English*. Oxford: O.U.P.

### Monographs

- Brewer, D.S. (1988). *The Cambridge Chaucer Companion*. Cambridge: Cambridge U.P.
- Davie, Donald (1973). *Thomas Hardy and British Poetry*. London: Routledge and Kegan Paul.
- Wells, Stanley (1986). *The Cambridge Companion to Shakespeare Studies*. Cambridge: Cambridge U.P.
- Wheeler, M. D. (1994). *English Fiction of the Victorian Period: 1830-1890*. London: Longman.
- Womersley, David (2000). *A companion to literature from Milton to Blake*. Oxford: Blackwell Publishers.

### Web site resources

- Glossary of poetic terms: [http://rpo.library.utoronto.ca/display\\_rpo/poetterm.cfm](http://rpo.library.utoronto.ca/display_rpo/poetterm.cfm)
- The Cambridge history of English and American literature:
  - <http://www.bartleby.com/cambridge/index.html>
- Women writers: <http://chaucer.library.emory.edu/wwrp/>
- "Voice of the Shuttle", edited by Alan Liu, has a useful section on Literature (in English) with lots of links to interesting websites:  
<http://vos.ucsb.edu/browse.asp?id=3>
- "Intute" includes an English Studies section with interesting links and many resources: <http://www.intute.ac.uk/english/>
- Jack Lynch's Literary Resources on the Net:  
<http://andromeda.rutgers.edu/~jlynch/Lit/>
- World Wide Web Resources for the Study of English:  
<http://public.wsu.edu/~brians/english-websites.html>