



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 2022-2023  
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>	<b>Estudios Ingleses (grupo 1):</b> Fernando Castanedo <b>Lenguas Modernas y Traducción (grupo 2):</b> Fernando Castanedo / Trevor Westmoreland
<b>Horario de Tutoría:</b>	A disposición de los alumnos previa cita en: <a href="mailto:fernando.castanedo@uah.es">fernando.castanedo@uah.es</a> 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. Introduction: Canons and the Canonical. Genres and Periods	3
2. The Middle Ages: Geoffrey Chaucer, <i>Sir Gawain and the Green Knight</i>	6
3. Renaissance Poetry	3
4. Renaissance Drama: William Shakespeare	6

5. Religious Epic: John Milton, <i>Paradise Lost</i>	3
6. Parody, Satire, and Religion: William Blake	3
7. Romantic Poetry: William Wordsworth, John Keats	3
8. The Age of Sensibility. Jane Austen, <i>Pride and Prejudice</i>	6
9. The Victorian Era. Charles Dickens, <i>Great Expectations</i>	6
10. Twentieth Century Voices in Poetry, Drama, and Prose	6

Instructors will provide detailed programs for their sections. Students must be aware that the hours assigned to each unit in the table above are tentative. Thus, lecturers may discretionarily vary the time devoted to them 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 - 5 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	5 hour ECTS tutorials

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 assignments-

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. 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 lecturers at the beginning of their sessions.

Students may be supported through an e-learning platform (Blackboard) or the e-mail addresses provided by the Institution (students must avoid the use of alternative accounts; these are liable to be disregarded by the system as spam, and they make for poorer, less reliable communication), 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 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

Students following continuous assessment will be graded according to their performance in:

- Class participation.
- Completion of assigned questionnaires for homework / written assignments.
- Oral assignments.

**Use of the English** language shall be taken into account (poor usage will be penalized and may lead to fail the course).

**Attendance** is mandatory for continuous evaluation students; justified absences may be accepted at the instructor's discretion. Students attending less than 80% of the sessions will automatically have failed the course through continuous evaluation.

Each instructor shall provide detailed criteria with percentages for their specific sections. Students must complete a sufficient amount of assignments in order to be assessed.

Final grades 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 written assignments, reading journals, quizzes, oral presentations, midterms, end-of-term exams, and other possible learning and assessing activities will be provided by the instructors. There will be no make-ups for quizzes. Late turn-ins may be penalised by the instructors.

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

There will be one final examination for students who have requested exemption from the continuous evaluation 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 continuous 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

Homework is essential for the continuous evaluation process. Instructors shall provide students with guidelines on the readings and / or chores due for each session/s. This course will base its assessment on the following assignments, which should be completed throughout the term:

- Oral presentations: Students will be asked to prepare and produce oral presentations individually and / or in groups, and to convey the results of their research to the class at the sessions specified by the instructors.
- Written assignments: Students shall complete several written assignments on the compulsory readings for this course. These will be announced by the instructors in due time, along with the details for their completion.
- Class participation: Class participation is a unique opportunity for debate and exchange of points of view; it is mandatory and will therefore account for an important share of the grade.

## 6. BIBLIOGRAPHY

In addition to the books recommended below, instructors will provide a detailed bibliography for their sections.

### 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 Drama*. 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 sites

- 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 many links to valuable 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>

## 7. DISPOSICIÓN ADICIONAL

The University of Alcalá guarantees that if, due to health issues, face-to-face teaching is suspended and/or cancelled at the University premises, all the course requirements will be met via online lectures, seminars, and evaluation methodologies. The UAH commits to return to the usual face-to-face teaching as soon as said impediments cease.