Early English Literature — 2016/2017

Code: 100245
ECTS Credits: 6

Degree	Type	Year	Semester
2500245 English Studies	OB	3	1
2501902 English and Catalan	OT	3	0
2501902 English and Catalan	OT	4	0
2501907 English and Classics	OT	3	0
2501907 English and Classics	OT	4	0
2501910 English and Spanish	OT	3	0
2501910 English and Spanish	OT	4	0
2501913 English and French	OT	3	0
2501913 English and French	OT	4	0

Contact

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Use of languages

Principal working language: english (eng)

Some groups entirely in English: Yes

Some groups entirely in Catalan: No

Some groups entirely in Spanish: No

Prerequisites

Taking this subject requires having mastered the contents of the first-year subject "Història i Cultura de les Illes Britàniques". There is a further pre-requirement: having the C1 level of English (advanced) of the Common European framework of the Reference for Laguages: Learning, Teaching, and Assessment, on the basis of which the student can express him or hserself with fluidity and spontaneity, and use the language in a pratical and flexible way for social, academic and professional purposes.

Objectives and Contextualisation

This subject offers an introduction to the main genres and literary traditions from the thirteenth to the seventeenth centuries, through a detailed reading and commentary of the main works from this period, as well as their analysis and commentary. The achieved results are indispensable for the obtention of the literary competence of the degree; their main aim is to give a sufficient background to the student as a reader.

In completing this subject, the student will be able to prove comptetent in the genres of poetry, essay and novel in the late Middle Ages and the Renaissance, to generate a sufficent level of literary criticsim in relation to this period, and to use the resources of any library concerning this subject matter.

Skills

English Studies

- Critically assessing the scientific, literary and cultural production in the English language.
- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Identify the main literary, cultural and historical currents in the English language.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.
- Utilising new technologies in order to capture and organise information in English and other languages, and applying it to the personal continued training and to the problem-solving in the professional or research activity.
- Working in an autonomous and responsible way in a professional or research environment in English or other languages, in order to accomplish the previously set objectives.

English and Catalan
- Critically assessing the scientific, literary and cultural production in the English language.
- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Identify the main literary, cultural and historical currents in the English language.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.

English and Classics
- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Identify the main literary, cultural and historical currents in the English language.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.

English and Spanish
- Critically assessing the scientific, literary and cultural production in the English language.
- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Identify the main literary, cultural and historical currents in the English language.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.

English and French
- Critically assessing the scientific, literary and cultural production in the English language.
- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Demonstrate they know a wide variety of texts in English language of any mean (oral, written, audiovisual) and recognising implicit meanings.
- Distinguish and contrast the various theoretical and methodological models applied to the study of the English language, its literature and its culture.
- Identify the main literary, cultural and historical currents in the English language.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.

Learning outcomes

1. Analysing and interpreting in a basic level literary texts in English of periods preceding the contemporary era.
2. Analysing and interpreting texts in a medium level about the literary genres and literary criticism in English.
3. Applying the acquired methodologies of work planning to work in an environment in the English language.
4. Applying the acquired scientific and work planning methodologies to the research in English.
5. Applying the information in English that is available on the Internet, in databases, etc. to the work and/or research environments.
6. Appropriately placing literary texts in English of periods preceding the contemporary era in their corresponding historical and cultural context.
7. Appropriately placing literary texts in English of periods preceding the contemporary era in their corresponding linguistic context.
8. Carrying out oral presentations in English about topics related to literary texts in English of periods preceding the contemporary era.
9. Comparing in a medium level the methodologies of literary criticism in English.
10. Describing the historical and thematic evolution of the literary text in English of periods preceding the contemporary era.
11. Distinguishing the main ideas from the secondary ones and summarising the contents of literary texts of periods preceding the contemporary era.
12. Distinguishing the main ideas from the secondary ones and summarising the contents of primary and secondary texts related to the English literature of periods preceding the contemporary era.
13. Drawing up brief argumentative essays or text comments in English about topics related to literary texts in English of periods preceding the contemporary era.
14. Identifying the main currents, authors, genres and texts of the main literary texts in English of periods preceding the contemporary era.
15. Localising secondary academic sources in the library or on the Internet related to the English literature of periods preceding the contemporary era.
16. Locating and organising relevant information in English that is available on the Internet, in databases, etc.
17. Making judgements of value in relation to the literary criticism in English associated with the English literature of periods preceding the contemporary era.
18. Participating in face-to-face and virtual debates in English about topics related to literary texts in English of periods preceding the contemporary era.
19. Summarising the content of primary and secondary academic sources related to the English literature of periods preceding the contemporary era.

Content

COURSE DESCRIPTION

1. Orígens de la Literatura Anglesa provides an introduction to the most significant literary genres of the Middle Ages and early modern period in England. It focusses on a reading of literary texts in historical context which takes into account the complex interaction between literature, culture and society.
2. This subject is indispensable to complete the undergraduate curriculum in the history of English literature.
3. On successfully completing Orígens de la Literatura Anglesa, students will be able to:

> a) show good reading comprehension skills in both poetry and prose of the late Middle Ages and the Early Modern period;
> b) develop basic literary criticism skills through essays and class presentations;
> c) be able to use the library resources as applied to this subject matter.

SYLLABUS

Unit 1: The origins and development of the Arthurian Romance: a reading of Perceval and Sir Gawain and the Green Knight.

Unit 2: Geoffrey Chaucer andnarrative poetry: the Canterbury Tales.

Unit 3: Humanism and Reformation: Thomas More's Utopia and selected religious writing.

Unit 4: Renaissance Poetry: sonnet sequences (Wyatt, Howard, Sidney and Spenser)

Methodology

1 credit ECTS = 25 hores of activity > 6 credits = 150 hours

- Directed activities (30%, 1.8 cr)
- Supervised activities (15%, 0.9 cr)
- Autonomous activities (50%, 3 cr)
- Evaluation activities (5%,0.3 cr)

RESULTS OF THE LEARNING PROCESS

1. Directed activities

Reading and understanding texts from the Late Middle Ages and the Renaissance. Analyzing and iterpreting, at an intermediary level, primary and secondary texts in english from the Late Middle Ages an the Rebaissance.Distinguishing the main ideas from the secondary ones and synthesizing their contents in primary and secondary texts from the Late Middle Ages and the Renaissance.

1.2.Reading and debating texts

Communicating in English, with only occasional errors, with other speakers, about subjects related to the Literature of the Late Middle Ages and the Renaissance.

2. Supervised activities.

Writing and commenting academic papers expressing opinions, arguing on ideas and commenting texts, with iccasional errors, on any subject related to the late Middle Ages and the Renaissance.

3. Autonomous activities

3.1. Individual reading

Reading and understanding English texts from the thirteenth to the sixteenth century. Distinguishing main ideas from the secondary ones in texts from the Late Middle Ages and the Renaissance. Sythesising contents fromprimary and secondary texts from the Late Middle Ages andthe Renaissance.

3.2. Personal study

Identifying the main literary traditions from the thirteenth to the sixteenth century. Distinguishing main ideas from the secondary ones in texts from the Late Middle Ages and the Renaissance. Developing personal approaches to texts from the Late Middle Ages and the Renaissance.

4. Evaluation

4:1 Preparation for the exam

4.1.

Reading and understanding English texts from the thirteenth to the sixteenth century. Identifying the main literary traditions from the thirteenth to the sixteenth century. Distinguishing main ideas from the secondary ones in texts from the Late Middle Ages and the Renaissance. Developing personal approaches to texts from the Late Middle Ages and the Renaissance.

4.2. Exams

Writingacademic texts expressing opinions or ideas, and commenting texts in English, with only occasional mistakes, on themes related to English Literature of the Late Middle Ages and the Renaissance.

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
In-class reading and debates	20	0.8	1, 3, 4, 9, 17, 18
Lectures	30	1.2	2, 9, 10, 12, 17, 14
Type: Supervised			
Essay writing and other assessed activities	25	1	1, 2, 5, 9, 8, 16, 18, 13
Type: Autonomous			
Individual reading	35	1.4	1, 2, 11, 14, 19
Individula study	15	0.6	10, 14, 15, 16, 19

Evaluation

ASSESSMENT

Assessment for this course is based on the following:

- Exam 1 = 45%
- Exam 2 / Paper = 45%
- Participation in class discussion and debates = 10%

PLEASE NOTE:

- All the subjects in this degree follow continuous assessment.
- All the exercises are COMPULSORY.
- An exercise not handedin or anexam the student has not taken will count as an 'NA' ('no avaluable' or 'no evidence'), that is to say a 0.
- Doing at least 30% of the assessment exercises, of any type, excludes obtaining an NA as final mark.
- The minimum mark for an exercise or exam to be considered for the average final mark is 4, although the minimum pass mark for the whole subject is 5.
- The student's command of English will be taken into account when marking all exercises and for the final mark. It will count as 25% of this mark for all the exercises and will be assessed as follows:
    Grammar (morphology and syntax): 30%

    Vocabulary (accuracy and variety): 15%
    Cohesion (among sentences and paragraphs): 15%
    Organization (sound argumentation of ideas): 20%
    Style (expression and register): 15%
    Spelling: 5%
- Reviewing procedure: Students have a right to review their exercises with the teacher in a personal tutorial, on the set dates, never later than 2 weeks after the exercise/exam is marked, including re-assessment. The student loses this right if s/he fails to collect the exercise/exam within the period announced by the teacher.

Re-assessment conditions:

- Only students who pass 70% of the exercises/exams for continuous assessment may take re-assessment for the remaining 30%, provided they have done all the exercises or taken all the exams.
- A re-assessment exam is always programmed by the 'Facultat' but the teacher may offer other forms of re-assessment for the exercises.

IMPORTANT NOTICE: Partial or total plagiarising will immediately result in a FAIL (0) for the plagiarisedexercise (first-year subjects) or the WHOLE SUBJECT (second-, third- and fourth-year subjects). PLAGIARISING consists of copying text from unacknowledged sources -whether this is part of a sentence or a whole text- with the intention of passing it off as the student's own production. It includes cutting and pasting from internet sources, presented unmodified in the student's own text. Plagiarising is a SERIOUS OFFENCE. Students must respect authors' intellectual property, always identifying the sources they may use; they must also be responsible for the originality and authenticity of their own texts.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Exam 1	45%	2	0.08	1, 2, 9, 6, 7, 10, 11, 17, 14
Exam 2 / Paper	45%	2	0.08	3, 4, 5, 12, 17, 15, 16, 13, 19
Practicipation in debates	10%	21	0.84	8, 18

Bibliography

UNIT 1 Ficció: la Literatura Artúrica Lectura de The Story of the Grail (segle XII, trad. anglesa al segle XIII) i de Sir Gawain and the Green Knight (segle XIV) Llibre: Sir Gawain and the Green Knight: Paperback, 2008, Oxford Classics. Si vols continuar llegint (OPCIONAL, en ordre de recomanació): Lancelot du Lac (segle XIII) Queste du Graal (segle XIII) La Morte D´Arthur, de Thomas Malory (1485)

UNIT 2 Poesia Narrativa: The Canterbury Tales i la Seva Significació. Lectura de The Canterbury Tales by Geoffrey Chaucer (finals del segle XIV) de Geoffrey Chaucer. Poema: The Canterbury Tales by Geoffrey Chaucer. Especialment: General Prologue, The Miller´s Tales, The Pardoner´s Tale. Llibre: The Canterbury Tales, Paperback, 2009, Oxford Classics. Si vols continuar llegint (OPCIONAL, en ordre de recomanació): Troilus and Criseyde, Geoffrey Chaucer (finals segle XIV) The Parlyament of Fowles, Geoffrey Chaucer (finals segle XIV)

UNIT 3 Humanisme i Reforma Lectura de Prosa del Renaixement: Utopia (1516) de Thomas More. Sel·lecció de textos teològics ("Faith in Conflict", Norton Anthology I) Llibre: Thomas More, Utopia, 2003, Penguin Classics. Si vols continuar llegint (OPCIONAL, en ordre de recomanació): A Dialogue of Comfort, 1534, Thomas More.

UNIT 4 Poesia del Primer Renaixement Sel·lecció de sonets de Thomas Wyatt, Isabella Whitney, Philip Sidney i Edmund Spenser Si vols continuar llegint (OPCIONAL, en ordre de recomanació): A Defence of Poetry, 1595, Philip Sidney Amoretti/Epithalamion,1595, Edmund Spenser

Websites

The Internet Medieval Sourcebook: http://www.fordham.edu/halsall/sbook.html

English Literature on the Web: http://www.lang.nagoya-u.ac.jp/~matsuoka/EngLit.html - The Norton Online: http://www.wwnorton.com/college/english/nael/

Other recommended texts:

Aers, David, ed, Medieval Literature: Criticism, Ideology and History, ed. David Aers (New York: St. Martin's Press, 1986)

Boitani, Piero, and Jill Mann, eds. The Cambridge Chaucer Companion. Cambridge: Cambridge University Press, 1986

Glasscoe, Marion, English Medieval Mystics. London: Longman, 1993.

Jost, Jean A., Middle English Arthurian Romances: A Reference Guide (Boston, 1986).

Krueger, Roberta L. The Cambridge Companion to Medieval Romance (Cambridge: Cambridge UP, 2000). 809.02 C144 EGX.

Easting, Robert, Visions of the Other World in Middle English (Rochester, NY, 1997).

Levi, Anthony. Renaissance and Reformation: Intellectual Genesis. New Haven: Yale University Press, 2002.

Mahoney, Dhira, ed., The Grail: A Casebook, ed. Dhira Mahoney (New York and London: Garland, 2000), 117-147.

Mann, Jill. Feminizing Chaucer. Woodbridge, Suffolk: Boydell and Brewer, 2002.

Norbrook, David (ed.) The Penguin Book of Renaissance Verse. London: Penguin, 2005.

Wallace,David, The Cambridge History of Medieval English Literature, (Cambridge: Cambridge UP, 1999). 820.9 C1444 EGX.