

English Prose

Code: 100267
ECTS Credits: 6

Degree	Type	Year	Semester
2500245 English Studies	OT	3	0
2500245 English Studies	OT	4	0

Contact

Name: Felicity Hand Cranham
Email: Felicity.Hand@uab.cat

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

A keen interest in crime and environmental fiction is essential.

Students are advised to have passed all first and second year subjects in the English Studies degree before taking this subject.

The required level of English is C2 of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment, which means that the student is able to understand a wide range of long, complex texts and can recognize implicit meanings. S/he can express him or herself fluently and spontaneously without it being obvious that s/he is searching for the correct word or expression. The student should be able to use the language efficiently and flexibly for social, academic and professional purposes. S/he should be able to produce clear, well structured and detailed texts on complex topics and demonstrate his or her control over organizing structures and connectors.

Objectives and Contextualisation

Subject description

In the 2017-8 edition, 'Prose in English' will focus on two specific genres: crime writing and environmentally concerned literature from the English-speaking world. Upon completing the course and as befits the subject-matter 'Genres of English Literature', students will be able to:

- Recognize the distinctive characteristics that determine these two specific genres
- Demonstrate their knowledge of the historical evolution of these genres
- Make basic critical contributions to literary theory, from an informed perspective.
- Demonstrate their knowledge of the interaction between critical discourse and literature, especially showing the interconnection between the two.

Skills

English Studies

- Critically assessing the scientific, literary and cultural production in the English language.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Effectively working individually or in teams in multicultural and interdisciplinary environments in English and other languages, applying values of a culture of peace, and the characteristic democratic values of a degree in a foreign language that trains the student for intercultural communication.
- Generate innovative and competitive proposals in research and professional activities.
- 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.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- 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.

Learning outcomes

1. Apply the acquired knowledge to the generation of innovative and competitive research on a basic level.
2. Apply the knowledge and competences acquired in the professional and academic activities related to literature, history and culture.
3. Applying appropriate secondary academic sources to text comments and argumentative essays about literary genres and literary criticism in English.
4. Applying the acquired knowledge about intercultural communication to the work in multicultural and interdisciplinary environments in English.
5. Applying the acquired methodologies of work planning to work in an environment in the English language.
6. Applying the acquired scientific and work planning methodologies to the research in English.
7. Applying the information in English that is available on the Internet, in databases, etc. to the work and/or research environments.
8. Carrying out oral presentations about topics related to the genres of English literature and its academic criticism using secondary academic sources.
9. Communicating in the studied language in oral and written form, properly using vocabulary and grammar.
10. Demonstrate a master of the specific methods of individual academic work that prepare the student for a postgraduate specialised education in the same or a different field of study.
11. Demonstrate a sound knowledge about advanced topics related to the study of literature and culture.
12. Developing a labour and research bond in multicultural and interdisciplinary environments in English that contribute to international collaboration.
13. Distinguishing the main ideas from the secondary ones and summarising the contents of primary and secondary texts related to the literary genres and literary criticism in English.
14. Drawing up academic essays of medium length in relation to the genres of the English literature and its academic criticism using secondary academic sources.
15. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.

16. Explaining in an advanced level, the nature and main traits of the literary genres and literary criticism in English.
17. Localising secondary academic sources in the library or on the Internet related to the literary genres and literary criticism in English.
18. Locating and organising relevant information in English that is available on the Internet, in databases, etc.
19. Mastering the advanced knowledge and scientific methodologies related to linguistics, literature, history and culture that prepare the student for a postgraduate specialised education in the same or a different field of study.
20. Produce new professional initiatives.
21. Students must be capable of comprehending advanced academic or professional texts in their own language or the another acquired in the degree.
22. Students must be capable of precisely arguing ideas and opinions in their own language or another acquired in the degree.
23. Summarising the content of primary and secondary academic sources about literary genres and literary criticism in English.

Content

Syllabus

1. Introduction to crime writing. The evolution of the genre
2. Overview of the characteristics of crime writing. Commentary of various examples.
3. Reading and analysis of two crime novels
4. Introduction to ecocriticism and its various approaches
5. Commentary of various examples
6. Reading and analysis of two environmentally concerned novels

Methodology

1 credit ECTS = 25 hours of training > 6 credits = 150 hours

- Directed activities (1.8 cr), 50 hours
- Supervised activities (0.9 cr), 20 hours
- Autonomous activities (3 cr), 75 hours
- Assessment activities (0.3 cr), 5 hours

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Assessed activities	20	0.8	5, 7, 22, 18
Directed activities	25	1	21
Type: Supervised			
Supervised activities	15	0.6	5, 6, 1, 21, 18
Type: Autonomous			

Evaluation

Assessment

2 exams (25% each) on the novels discussed in class

An essay done at home on one of the short texts provided (25%)

Participation (25%) - 15% for a class presentation on a critical text and 10% for the virtual forum contributions

PLEASE NOTE

Students are required to do ALL the readings. All the exercises are COMPULSORY. The level of English will be taken into account.

Reassessment is only for those students who have at least 4.5 and who have done all the exercises. The reassessment exam will cover the whole syllabus. The maximum grade in the reassessment exam is 5.

Any student found plagiarizing will automatically fail the subject.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Class Presentation	15%	2	0.08	22, 8, 16, 15, 9, 20, 17
Essay	25%	10	0.4	5, 6, 4, 3, 2, 22, 19, 13, 15, 9, 18, 14, 23
Exams	50%	5	0.2	22, 21, 11, 10, 12, 16, 23
Virtual Forum	10%	8	0.32	1, 7, 22, 16, 15, 9, 20, 18

Bibliography

Compulsory Texts

2 Reading Packs (one per genre (available at the beginning of September))

Novels

1. Sophie Hannah, *Closed Casket*, London: HarperCollins, 2017.
2. Val McDermid, *Out of Bounds*, London: Little, Brown, 2016.
3. Indra Sinha, *Animal's People*, London & New York: Simon & Schuster, 2007.
4. Zakes Mda, *The Heart of Redness*, New York: Picador, 2000.

Secondary Bibliography

Crime

Franks, Rachel. "A Taste for Murder: The Curious Case of Crime Fiction". *M/C Journal. A Journal of Media and Culture*, Vol 17, N° 1. 2014 <http://journal.media-culture.org.au/index.php/mcjournal/article/view/770>

Klein, Kathleen Gregory. *The Woman Detective: Gender and Genre*. Urbana: University of Illinois Press. 1988.

Harrington, Ellen. "Nation, Identity and the Fascination with Forensic Science in Sherlock Holmes and CSI." *International Journal of Cultural Studies* Vol 10, N° 3, pp 365-382. 2007.

Marcus, Laura. "Detection and Literary Fiction." In *The Cambridge Companion to Crime Fiction*, ed. Martin Priestman. Cambridge: Cambridge University Press. 2003.

Munt, Sally. *Murder by the Book? Feminism and the Crime Novel*. London: Routledge. 1994.

Plain, Gill. *Twentieth-Century CrimeFiction. Gender, Sexuality and the Body*. Edinburgh: Edinburgh UP. 2001.

Sargent Neil C. "Mys-Reading thePast in Detective Fiction and Law" *Law & Literature*, Vol 22, N° 2, pp 288-306. 2010.

Scaggs, John. *Crime Fiction*, London: Routledge. 2005.

Symons, Julian. *Bloody Murder: from the Detective Story to the Crime Novel*. London: Viking. 1985.

Wilson, Edmund. 1988. "Who Cares Who Killed Roger Ackroyd?" In *Detective Fiction: A Collection of Critical Essays*, ed. Robin Winks. Woodstock, VT: Foul Play Press. 1988.

Worthington, Heather. *Key Concepts in Crime Fiction*. Basingstoke: Palgrave Macmillan. 2011.

Ecocriticism

Buell, Lawrence. *The Future of Environmental Criticism: Environmental Crisis and Literary Imagination*. Oxford: Blackwell. 2005.

Carson, Rachel. *Silent Spring*. Boston: Houghton, 1992 [1962].

DeLoughrey, Elizabeth and George B. Handley. *Postcolonial Ecologies. Literatures of the Environment*. Oxford: Oxford UP. 2011.

Glotfelty, Cheryll. "Introduction: Literary Studies in an Age of Environmental Crisis." In *The Ecocriticism Reader: Landmarks in Literary Ecology*, eds. Cheryll Glotfelty and Harold Fromm, pp xv-xxxvii. Athens, Ga.: University of Georgia Press. 1996.

Guha, Ramachandra and Juan Martinez-Alier. *Varieties of Environmentalism*. London: Earthscan. 1997.

Heise, Ursula K. *Sense of Place and Sense of Planet: The Environmental Imagination of the Global*. New York: Oxford University Press. 2008.

Huggan, Graham, and Helen Tiffin. *Postcolonial Ecocriticism: Literature, Animals, Environment*. London: Routledge. 2009.

Nixon, Rob. "Neoliberalism, Slow Violence, and the EnvironmentalPicaresque." *MFS Modern Fiction Studies*, Volume 55, Number 3, Fall, pp. 443-467. 2009.

Ramsey-Kurz, Helga and Geetha Ganapathy-Doré, (eds). *Projections of Paradise. Ideal Elsewheres in Postcolonial Migrant Literature*. Amsterdam and New York: Rodopi. 2011.