

Degree	Type	Year
2504212 English Studies	OT	3
2504212 English Studies	OT	4
2504380 English and Catalan Studies	OT	3
2504380 English and Catalan Studies	OT	4
2504386 English and Spanish Studies	OT	3
2504386 English and Spanish Studies	OT	4
2504393 English and French Studies	OT	0
2504393 English and French Studies	OT	3
2504393 English and French Studies	OT	4
2504394 English and Classics Studies	OT	3
2504394 English and Classics Studies	OT	4

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

A level of spoken and written English at C2 (CEFR) is a fundamental requirement for this subject.

It is highly recommended that UAB students taking this course should previously have successfully completed all the obligatory first- and second-year literature subjects on the syllabus.

Students taking this course who are from a distinct degree or university are ideally recommended to have taken and passed at least one literature subject.

If your degree is distinct from this area of study, you are advised to pay close attention to the reading listed in the course bibliography and to reflect carefully on your own experience as a reader of literary texts.

Objectives and Contextualisation

This subject is actually less about teaching literature than about understanding how to approach and understand literature at a pragmatic level, to discuss how it works, and to debate how it can or should be

presented. In a sense, it is concerned with what we need to know about literature not primarily as readers or students, but as critics who can analyse and communicate its fundamental components.

More broadly, the course has the following aims:

- To explore various definitions and interpretations of literature.
- To understand the mechanics and defining characteristics/elements of poetry and prose.
- To differentiate between the aesthetic purposes of poetry and prose.
- To comprehend the characteristics and processes of literary fiction.
- To approach songs, films, journalism, and advertising narratives (as well as other "texts" that tell a story) as forms of literature and as tools for literary analysis.
- To comprehend and apply literary theory in the analysis of literary (and non-literary) texts and in better explaining the characteristics of such texts.

A connecting thread, however, will be the constant underlying query: "if you had to teach this, what would you do, and why?"

Competences

English Studies

- Apply scientific ethical principles to information processing.
- Apply the methodology of analysis and critical concepts to analysing the literature, culture and history of English-speaking countries.
- Critically evaluate linguistic, literary and cultural production in English.
- Demonstrate skills to develop professionally in the fields of linguistic applications, teaching and literary and cultural management in English.
- Demonstrate skills to work autonomously and in teams to fulfil the planned objectives.
- Develop arguments applicable to the fields of literature, culture and linguistics and evaluate their academic relevance.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Understand and produce written and spoken academic texts in English at advanced higher-proficient-user level (C2).
- Use current philological methodologies to interpret literary texts in English and their cultural and historical context.
- Use digital tools and specific documentary sources for the collection and organisation of information.
- Use written and spoken English for academic and professional purposes, related to the study of linguistics, the philosophy of language, history, English culture and literature.

English and Catalan Studies

- Act in one's own field of knowledge evaluating inequalities based on sex/gender.
- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Apply scientific ethical principles to information processing.
- Critically evaluate the literary and cultural production in the Catalan and English languages and their historical and social context.
- Demonstrate knowledge of the rules of Catalan and mastery of its foundations and applications in the academic and professional fields.
- Demonstrate the ability to work autonomously and in teams with the aim of attaining the planned objectives in multicultural and interdisciplinary contexts.
- Demostrar habilitats per desenvolupar-se de manera professional en els àmbits de les aplicacions lingüístiques, la docència i la gestió literària i cultural en català i anglès.
- Develop arguments applicable to the fields of English and French literature, culture and linguistics and evaluate their academic relevance.

- Identify and interpret literary texts in different languages, analysing the generic, formal, thematic and cultural characteristics in accordance with the concepts and methods of comparative literature and literary theory.
- Make correct use of written and spoken English for academic or professional purposes, related to the study of language, history, culture and literature.
- 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 collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.
- 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.
- Understand and produce oral and written academic texts with appropriateness and fluency in distinct communicative contexts.
- Use digital tools and specific documentary sources to gather and organise information.

English and Spanish Studies

- Apply scientific ethical principles to information processing.
- Correctly use written and oral English and Spanish for academic and professional purposes, related to the study of linguistics, history, culture and literature.
- Critically analyse linguistic, literary and cultural production in English and Spanish, applying the techniques and methods of critical editing and digital processing.
- Demonstrate skills for professional development in the fields of linguistic applications, teaching, and literary and cultural management in English and Spanish.
- Demonstrate the ability to work autonomously and in teams in order to achieve the planned objectives in multicultural and interdisciplinary contexts.
- Develop arguments applicable to the fields of literature, culture, literary theory, language and linguistics, in Spanish and English, and evaluate their academic relevance.
- Interpret literary texts in English or Spanish within their cultural and historical context using current philological methodologies and textual and comparative strategies.
- 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 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.
- Understand and produce oral and written academic texts with appropriateness and fluency in distinct communicative contexts.
- Use digital tools and specific documentary sources to gather and organise information.

English and French Studies

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Adapt the acquired knowledge to the practical needs related to English and French literature, culture and linguistics in the professional field.
- Critically apply the different current philological methodologies to interpret literary texts in English and French and their cultural and historical context.
- Demonstrate the ability to work autonomously and in teams with the aim of attaining the planned objectives in multicultural and interdisciplinary contexts.
- Develop arguments applicable to the fields of English and French literature, culture and linguistics and evaluate their academic relevance.
- 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 have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- 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.
- Understand and produce oral and written academic texts with appropriateness and fluency in distinct communicative contexts.
- Use digital tools and specific documentary sources to gather and organise information.
- Use spoken English and French correctly for academic and professional purposes related to the study of linguistics, history, culture and literature.

English and Classics Studies

- Apply scientific ethical principles to information processing.
- Apply the methodology of analysis and knowledge of genres, metrics and stylistics to comment on literary texts and analyse the culture and history of English-speaking countries and the ancient world.
- Demonstrate skills for professional development in the fields of linguistic applications, teaching and literary and cultural management in English and in the field of classical languages.
- Demonstrate the ability to work autonomously and in teams in order to achieve the planned objectives in multicultural and interdisciplinary contexts.
- Develop arguments applicable to the fields of literature, culture and linguistics and evaluate their academic relevance.
- 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.
- Take sex- or gender-based inequalities into consideration when operating within one's own area of knowledge.
- Use digital tools and specific documentary sources to gather and organise information.
- Use written and spoken English correctly for academic and professional purposes related to the study of English linguistics, history, culture, and literature.

Learning Outcomes

1. Analyse and interpret literary texts in English from periods prior to the contemporary period.
2. Analyse sex/gender inequalities and gender bias in English literature.
3. Analyse the contexts of application of literary and interpretative criticism in the different areas of literary and cultural production in English.
4. Apply the acquired work planning methodologies to individual and group professional tasks.
5. Apply the knowledge and competences acquired to the analysis of problems and their resolution.
6. Apply the theoretical knowledge acquired to carry out work.
7. Apply the tools and know consult the documentary sources.
8. Apply the work-organisation methodologies acquired to individual and group-based professional tasks.
9. Autonomously search, select and process information both from structured sources (databases, bibliographies, specialized magazines) and from across the network.
10. Commenting on literary texts, applying the acquired tools and taking into account the historical and sociocultural context.
11. Conduct bibliographic searches of secondary sources related to nineteenth-century Literature using digital technologies.
12. Demonstrate a solid knowledge of subjects related to the study of Literature and Culture in general.
13. Demonstrate comprehension of specialist and non-specialist texts in English of high difficulty and interpret these critically.
14. Develop advanced oral and written criticism in teaching, academic and cultural contexts in English.
15. Develop coherent discourses on literature and culture in English and apply these discourses to the analysis of social and academic reality.

16. Develop effective written work and oral presentations and adapted to the appropriate register.
17. Discern the sex/gender factor in the configuration of the literary canon.
18. Distinguish principal ideas from secondary ideas and synthesise their contents in literary texts in English from earlier to contemporary periods.
19. Distinguish the sex/gender factor in the configuration of the literary canon.
20. Distinguishing the main ideas from the secondary ones and summarising the contents of literary texts of periods preceding the contemporary era.
21. Express oneself effectively orally and in writing, in an appropriate manner in each professional field.
22. Express oneself in English orally and in writing in an academic register, using terminology appropriate to the study of the texts and contexts of English literature.
23. Identify the stylistic and cultural elements that make up the interpretation of different literary genres in English.
24. In an effective manner, organise the autonomous component to learning.
25. Incorporate ideas and concepts from published sources into work, citing and referencing appropriately.
26. Integrate knowledge and information from academic sources consulted for written work, citing, referencing and paraphrasing correctly.
27. Integrate secondary sources related to nineteenth-century Literature in the production of basic academic criticism.
28. Interpret extracts from documents and texts in English representative of distinct historical periods.
29. Interpreting characteristic extracts from different historical periods of documents and texts in English.
30. Locate and organise relevant English-language information available on the internet, databases and libraries, and apply this to work and/or research environments.
31. Locate specialised and academic information and select this according to its relevance.
32. Maintain an attitude of respect for the opinions, values, behaviors and practices of others.
33. Organise the autonomous component to the learning process in an effective manner.
34. Plan work effectively, individually or in groups, in order to fulfil the planned objectives.
35. Plan, organise and carry out work in a team.
36. Produce normatively correct written and oral texts.
37. Produce work in accordance with academic ethics.
38. Produce works in which the fundamental digital and bibliographic tools for the field of study are applied.
39. Produce written and spoken academic texts (C2) on the concepts and skills relevant to the study of English literary texts and contexts.
40. Produce written and spoken academic texts at a higher-proficient-user level (C2) on the concepts and skills relevant to the study of English literary texts and contexts.
41. Recognise and put into practice the following teamwork skills: commitment, collaborative skills, ability to contribute to problem solving.
42. Synthesise information obtained from distinct sources, problematise a topic, and structure the information in a relevant way in oral and written presentations adapted to the audience.
43. Understand and differentiate adequately between the concepts of literature and culture in English, as well as their mutual relations and interactions.
44. Understand and reflect on literature and culture in English, situating these in their contexts and historical circumstances.
45. Understand and reflect on the different critical and interpretative contexts of the teaching of literature in English.
46. Understand specialised academic texts (C2) on research into the texts and contexts of English literature.
47. Understand specialised academic texts on research into the texts and contexts of English literature at Mastery level (C2).
48. Understand specialised academic texts on research into the texts and contexts of English literature.
49. Use digital tools and documentary sources to obtain, classify, interpret and analyse relevant data related to the practice of commenting on literary texts.
50. Use the appropriate terminology in the construction of an academic text and in the transmission of their knowledge.
51. Work with independence and initiative, integrating the contributions of others and respecting the established work plan.

Content

- Unit 1: Prose
- Unit 2: Poetry
- Unit 3: "Other" Texts
- Unit 4: Some Theory

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Class Discussions	20	0.8	1, 2, 3, 4, 10, 12, 13, 14, 15, 16, 17, 18, 21, 22, 28, 29, 31, 32, 33, 34, 36, 41, 42, 43, 44, 45, 48, 50
Lectures	30	1.2	1, 2, 3, 4, 7, 9, 10, 11, 12, 13, 15, 17, 18, 21, 22, 24, 28, 29, 31, 34, 35, 38, 41, 42, 43, 45, 47, 48, 50
Type: Supervised			
Bibliographical Research	10	0.4	7, 9, 11, 13, 18, 27, 30, 31, 42, 48, 49
Essay Writing	20	0.8	1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 15, 16, 17, 18, 21, 22, 23, 25, 26, 27, 28, 29, 31, 32, 33, 34, 35, 36, 37, 40, 41, 42, 43, 44, 45, 49, 50, 51
Type: Autonomous			
Personal Study	20	0.8	1, 2, 3, 4, 5, 6, 7, 9, 12, 13, 15, 17, 18, 19, 23, 24, 25, 26, 29, 31, 32, 35, 37, 41, 43, 44, 45, 47, 51
Reading	25	1	1, 2, 3, 8, 9, 11, 13, 17, 18, 25, 26, 28, 29, 30, 31, 33, 34, 43, 44, 45, 46, 49, 51

1 ECTS credit = 25 teaching/assessment hours > 6 credits = 150 hours.

The course is based on the presentation, analysis and discussion-from practical and pragmatic perspectives-of a range of literary and non-literary texts, including novels, short stories, poems, folk tales, songs, journalism, advertising, internet texts, message-type texts (SMA/Whatsapp, etc.) and commercial writing, among others.

Note: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

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Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Attendance and Participation in Class Discussions	10%	5	0.2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 38, 40, 41, 43, 44, 45, 48, 49, 50, 51
Essay 1	45%	10	0.4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51
Essay 2	45%	10	0.4	1, 2, 3, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 17, 18, 22, 25, 26, 27, 28, 29, 30, 31, 32, 33, 36, 38, 40, 42, 43, 44, 45, 47, 49, 50

Assessment is based on the following items:

1. Two essays (2 x 45%) = 90%.
2. Attendance and participation in class = 10%. Please note: this an optional subject for which participation and debate are expected. The subject is not concerned with "transmitting the teacher's knowledge" but, instead, with a shared, general reflection on aspects of literature.
 - Definitive dates for each of the above exercises will be published at the start of the course.
 - On carrying out each assessment activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.
 - All exercises are COMPULSORY

Students will obtain a *Not assessed/Not submitted* course grade unless they have submitted more than two thirds of the assessment items.

Reassessment conditions

- Students whose final average mark of the two exams is between 3,5 and 4,8 are eligible for re-assessment.
- The specific re-assessment activity will be confirmed by the lecturer.
- The only pass mark awarded in re-assessment will be a 5.
- In case students cannot take the exam on the date set up by the teacher for justified medical reasons, a different date can be agreed on with the lecturer.
- Reassessment is available ONLY to students who have failed the initial assessment; it is NOT available to students who have passed but wish to improve their final grade.

Plagiarism

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place.

In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

Irregularities refer, for instance, to copying in an exam, copying from sources without indicating authorship, or a misuse of AI such as presenting work as original that has been generated by an AI tool or programme. These evaluation activities will not be re-assessed.

Single Assessment

Students who opt for this will be required to take the following assessment, which will be scheduled on a single day:

1. Exam 1 (Units One and Two) (50%)
2. Exam 2 (Units Three and Four) (50%)

3. The same re-assessment method as continuous assessment will be used.

Procedure for Reviewing Grades

On carrying out each evaluation activity, lecturers will inform students (on Moodle) of the procedures to be followed for reviewing all grades awarded, and the date on which such a review will take place.

Bibliography

The main work of reference for this subject is:

- Showalter, Elaine. *Teaching Literature*. Oxford: Blackwell Publishing, 2003

Other works that will be referred to include:

- Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester University Press, 2017
- Bennet, Andrew & Nicholas Royle. *Literature, Criticism and Theory*. Harlow: Pearson Education, 1995 (4th Ed., 2009)
- Berger, John. *Ways of Seeing*. London: Penguin Books, 2008.
- Eagleton, Terry. *Literary Theory: An Introduction*. Oxford: Basil Blackwell, 1983.
- _____. *How to Read Literature*. New Haven; Yale University Press, 2013
- Mullan, John. *How Novels Work*. Oxford: Oxford University Press, 2008
- Wainwright, Jeffrey. *Poetry: The Basics*. Abingdon: Routledge, 2004
- Wood, James. *How Fiction Works*. Jonathan Cape: London, 2008

Software

Moodle/UAB Virtual Campus

Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	English	second semester	morning-mixed
(TE) Theory	1	English	second semester	morning-mixed