

COMENTARIO DE TEXTOS LITERARIOS EN LENGUA INGLESA

Curso 2009/2010

(Código: 64021028)

1. PRESENTACIÓN DE LA ASIGNATURA

Please note that the texts you will study on this course will be by English and American authors.

This course is a compulsory (= *obligatoria*) part of the First Year of the *Grado en Estudios Ingleses: Lengua, Literatura y Cultura*. You will be studying *Comentario...* together with other subjects (= *asignaturas*) directly related to English Studies such as *Literatura inglesa I: Ejes de la literatura medieval y renacentista* and *Mundos anglófonos en perspectiva histórica y cultural*.

As its title implies, *Comentario...* is about close reading of literary texts in English and being able to provide a textual commentary on them. Together with practical examples of modern literature in English, the course will also introduce you to some of the most important critical and literary theories of the 20th century. Applying these theories to the literary texts will be a central part of *Comentario...*

You will also be introduced to certain critical vocabulary.

The entire course will be taught and assessed in English.

2. CONTEXTUALIZACIÓN EN EL PLAN DE ESTUDIOS

As indicated, *Comentario...* is part of a group of subjects that relate to English Studies directly, but also to *Filología* generally. Thus, together with *Comentario...*, *Literatura inglesa I* and *Mundos anglófonos* (all of them compulsory), you will be able to study *Inglés instrumental I & II*, *Comunicación oral y escrita en lengua española I & II*, *El lenguaje humano* and *Teoría lingüística. Métodos, herramientas y paradigmas*.

Comentario... is one of your first literature-related subjects. It will provide entry-level training in the relation between critical theory, close reading and literary texts, something you will need to keep in mind throughout your *Grado en Estudios Ingleses*. You will be introduced to certain concepts such as feminist critical theory or poststructuralism and will gain some experience in discussing them in English. This training will be essential later on both professionally and academically if, among others:

- you are considering going into higher education (= *enseñanza superior*) as a teacher of *Estudios Ingleses*;
- you want to be an English language teacher in a secondary school;
- you need to communicate, whether in written or spoken form, sophisticated concepts in English;
- you wish to work in sectors such as publishing or arts and cultural management;
- you decide to do a *postgrado* in literature, whether in English or Spanish.

You will also begin to acquire certain general competencies such as using the internet as a learning and study aid; working in a team with fellow students; time and work management; analysing and summarizing complex material; and critical abilities.

3. REQUISITOS PREVIOS REQUERIDOS PARA CURSAR LA ASIGNATURA

Level B1 English (intermediate) of the Common European Framework of Reference.

Internet access and basic computer skills.



4.RESULTADOS DE APRENDIZAJE

Learning activities: *Comentario...* will:

- introduce you to a selection of short texts in English written by leading critics and cultural theorists of the twentieth century;
- introduce you to a selection of literary texts in English;
- introduce you to ideas about reading and commenting on literary texts;
- require you to read, analyse and write about literary texts in English from differing critical and cultural points of view;
- introduce you to concepts and vocabulary in English associated with critical reading.

Learning outcomes: after completing *Comentario...* you should have acquired:

- a general understanding of important critical theories regarding literature and culture;
- a knowledge of certain literary texts in the English language;
- the ability to read and analyse literary texts in English from different critical and cultural perspectives;
- the ability to write in English about literary texts from varying critical and cultural positions.
- a familiarity with concepts and vocabulary in English associated with critical reading.

5.CONTENIDOS DE LA ASIGNATURA

UNIT 1: Introduction to Poststructuralist Theories

Critical writings: Roland Barthes, Jacques Derrida.

Literary texts: Dylan Thomas, "A refusal to mourn the death, by fire, of a child in London" (Appendix 2, Peter Barry, *Beginning Theory*, 275-276)

Readings: Barthes and Derrida extracts; Peter Barry, *Beginning Theory*, Chapter 3; Michael Ryan, *Literary Theory*, Chapter 4; Dylan Thomas.

Activities: readings, online and face-to-face discussions with Course team (Equipo docente), tutor or in groups, critical practice, self-assessment questions and written assignments (Pruebas de Evaluación a Distancia: PEDs).

UNIT 2: Introduction to New Historicism

Critical writings: Hayden White, Stephen Greenblatt.

Literary texts: Elizabeth Bishop, "Twelve O'Clock News".

Readings: White and Hall extracts; Barry, *Beginning Theory*, Chapter 9; Ryan, *Literary Theory*, Chapter 9; Elizabeth Bishop.

Activities: readings, online and face-to-face discussions with Course team (Equipo docente), tutor or in groups, critical practice, self-assessment questions and written assignments (Pruebas de Evaluación a Distancia: PEDs).

UNIT 3: Introduction to Feminism

Critical writings: Sandra Gilbert & Susan Gubar.

Literary texts: Elizabeth Bishop, "Roosters".

Readings: Gilbert & Gubar extract; Barry, *Beginning Theory*, Chapter 6; Elizabeth Bishop.

Activities: readings, online and face-to-face discussions with Course team (Equipo docente), tutor or in groups, critical practice, self-assessment questions and written assignments (Pruebas de Evaluación a Distancia: PEDs).

UNIT 4: Introduction to Gender and Queer Studies

Critical writings: Adrienne Rich, Barbara Smith.

Literary texts: Elizabeth Bishop, "In the Waiting Room", "Exchanging Hats".

Readings: Rich and Smith extracts; Barry, *Beginning Theory*, Chapter 7; Ryan, *Literary Theory*, Chapter 7; Elizabeth Bishop.

Activities: readings, online and face-to-face discussions with Course team (Equipo docente), tutor or in groups, critical practice, self-assessment questions and written assignments (Pruebas de Evaluación a Distancia: PEDs).

UNIT 5: Introduction to Ethnic and Post-Colonial Studies

Critical writings: Chinua Achebe, Edward Said.

Literary texts: Toni Morrison, *The Bluest Eye*, Joseph Conrad, *Heart of Darkness*.

Readings: Achebe and Said extracts; Barry, *Beginning Theory*, Chapter 10; Ryan, *Literary Theory*, Chapters 9 & 10; *The Bluest Eye* and *Heart of Darkness*.

Activities: readings, online and face-to-face discussions with Course team (Equipo docente), tutor or in groups, critical practice, self-assessment questions and written assignments (Pruebas de Evaluación a Distancia: PEDs).

Exam Preparation Unit



Activities: summary of course units, discussion of queries (= *consultas*) and problems on line, in tutorials or groups, mock exam.

6.EQUIPO DOCENTE

- DATOS NO DISPONIBLES POR OBSOLESCENCIA

7.METODOLOGÍA Y ACTIVIDADES DE APRENDIZAJE

UNED is a distance university and its pedagogy is too. The 'distance' component is complemented by attendance-based tutorials at its regional study centres (= *Centros Asociados*) as well as online activities, and interaction with the Course team, tutors and fellow-students. There is a large component of autonomous learning.

Comentario de textos literarios en lengua inglesa is a 5 ECTS course, equivalent to 125 hours or approximately 13 weeks. There are 5 course units + one two-week preparation unit immediately prior to the exams.

Below is a suggested plan for how you should distribute and manage your time.

UNIT 1: Introduction to Poststructuralist Theories

Duration: approx. 2 weeks

UNIT 2: Introduction to New Historicism

Duration: approx. 2 weeks

UNIT 3: Introduction to Feminism

Duration: approx. 2 weeks

UNIT 4: Introduction to Gender and Queer Studies

Duration: approx. 2 weeks

UNIT 5: Introduction to Ethnic and Post-Colonial Studies

Duration: approx. 3 weeks

Exam Preparation Unit

Duration: approx. 2 weeks

Contact hours with course supervisors and tutors – 40% of your time – distributed thus:

- Theoretical activities (reading, online or face-to-face queries); going over your work with your tutor; exam revision with your tutor or Course team member.
- Practical activities (attending tutorials, reading and Study Guide instructions).

Autonomous learning – 60% of your time – distributed thus:

- Theoretical activities (studying course material, participating in study groups, interacting on line with fellow students, searching for information on the internet and other sources, preparing for exams, sitting exams, one-on-one exam revision with supervisor or tutor).
- Practical activities (problem solving, textual analysis and commentary, written and online group activities).

8.EVALUACIÓN

You will be assessed in various ways. Firstly, by the Course team or tutor through:

- a) exams, i.e. the *pruebas presenciales* held at UNED study centres at the end of the first *cuatrimestre*, and the September session. These will be marked by the UNED Course team in Madrid (Senda del Rey campus).
- b) marked assignments (= *pruebas de evaluación a distancia or PEDs*). These will be marked by local tutors.
- c) tutorial attendance and participation, whether written or oral. Assessed by tutors.
- d) group activities either in the tutorials or online, through the *curso virtual*. Assessed by local tutors.

You will also have the chance to assess yourself through:

- a) self-assessment exercises, the answers to which will be available to you through the *curso virtual*;
- b) written feedback to exams and *PEDs*. You will also be able to access these through the *curso virtual*;
- c) a mock exam before the official exam. You will be given assessment and feedback. Remember this is an *unofficial exam* and only for the purposes of extra preparation for the *prueba presencial*.

9.BIBLIOGRAFÍA BÁSICA



Comentarios y anexos:

Bibliografía básica

Introduction to critical and literary theory

BARRY, Peter. *Beginning Theory. An Introduction to Literary and Cultural Theory*. Manchester: Manchester UP, 2002, 2009

RYAN, Michael. *Literary Theory: A Practical Introduction*. Oxford: Blackwell, 2007.

Critical texts

Brief extracts from the following literary and critical theorists: Roland Barthes, Jacques Derrida, Hayden White, Stephen Greenblatt, Sandra Gilbert and Susan Gubar, Adrienne Rich, Barbara Smith, Chinua Achebe, Edward Said. (1)

Literary texts

Dylan Thomas, "A refusal to mourn the death, by fire, of a child in London" (Barry, *Beginning Theory*, Appendix 2, 275-276).

Elizabeth Bishop poems: "Twelve O'Clock News", "Roosters", "In the Waiting Room", "Exchanging Hats". (1)

CONRAD, Joseph. *Heart of Darkness* (1899, 1902).

MORRISON, Toni. *The Bluest Eye* (1970). London: Vintage: 1999.

The *Guía de Estudio. Plan de trabajo for Comentario de textos literarios en lengua inglesa* is an essential document, providing study guidelines on how to proceed through the course in terms of activities, time management and resources, among others. It will be available through the *curso virtual*. UNITS 1-6 (on the *curso virtual*) are also essential: they provide critical texts, study materials, self-assessment-exercises and answers.

The books by PETER BARRY and MICHAEL RYAN provide reasonably accessible introductions to literary and critical theory together with practical examples of close critical readings of literary texts. They will be used in conjunction.

(1) The extracts from the critical authors (Barthes, Derrida, etc.) and all of Elizabeth Bishop's poems will be posted on the *curso virtual*.

Heart of Darkness is widely available free on the internet. The following is one of the better *e-editions*:

<http://www.enotes.com/darkness-text/>

The Bluest Eye: the 1999 Vintage edition is recommended for the afterword it includes by the author.

10. BIBLIOGRAFÍA COMPLEMENTARIA

Comentarios y anexos:

Bibliografía complementaria

LEITCH, VINCENT B., *The Norton Anthology of Theory and Criticism*. New York: W.W.Norton and Co., 2001, 2010?.

BALDICK, CHRIS. *Oxford Concise Dictionary of Literary Terms*. Oxford: Oxford University Press, 1990.

CASHMORE, ELLIS. Ed. *Dictionary of Race and Ethnic Relations*. London: Routledge, 1996.

CUDDON, J.A. (1977) *The Penguin Dictionary of Literary Terms and Literary Theory*. Harmondsworth: Penguin Books, 1999.

LENTRICCHIA, FRANK and McLAUGHLIN, THOMAS, Eds. *Critical Terms for Literary Study*. Chicago: University of Chicago Press, 1995.

WOLFREYS, JULIAN. *Critical Keywords in Literary and Cultural Theory*. Basingstoke: Palgrave Macmillan, 2004.

-----, Ed. *Introducing Criticism at the 21st Century*. Edinburgh: Edinburgh University Press, 2002.

None of the above texts is compulsory. They are a suggested *bibliografía complementaria*. The list will be updated on a regular basis and suggestions from tutors and students alike are welcome.

The *Norton Anthology* provides an extraordinary selection of critical writings from Georgias of Leontini (ca. 483-376 B.C.E.) to Stuart Moulthrop (b. 1957). It is divided into thematic sections, each one accompanied by a clear introduction. There is an extensive bibliography. A new edition is forthcoming.

The rest of the suggested texts (= *bibliografía complementaria*) all combine extensive glossaries with useful added commentaries.

Websites

<http://www.uta.edu/huma/illuminations/>

Illuminations: The Critical Theory Website

<http://vos.ucsb.edu/browse.asp?id=2718>

Voice of the Shuttle: Literary Theory



11.RECURSOS DE APOYO

Together with the *Guía de Estudio*, the *curso virtual* which accompanies *Comentario...*, and online interaction with your course supervisors and tutor, among others. The UNED Humanities library is one of the best university libraries in Spain. It offers students an extensive loan collection, as well as electronic resources and online journals (=publicaciones científicas).

12.TUTORIZACIÓN

The UNED's blended distance methodology means that students have the chance to meet with tutors and fellow-students at local study centres on a regular basis. You are strongly encouraged to attend these sessions, since they provide a human context to your studies and allow you to discuss issues and problems directly with your tutor and/or classmates. All study centres have facilities such as a library and computer terminals.

Though the UNED is a distance university, remember that it is committed to being "*La universidad más cercana*". This is no idle claim. Through your tutorials, the *curso virtual*, email and more traditional means such as the telephone, letters or even personal appointments, you will receive the support you need.

Please try to contact your tutor and course supervisors at the appropriate office hours (see below). If you call us by phone and we are away from our desk, remember always to leave your name, reason for calling and, most importantly, a contact number.

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