



Universitat de Lleida

DEGREE CURRICULUM  
**CRITICAL THEORY AND  
ENGLISH LITERATURE**

Coordination: DOMÍNGUEZ RUÉ, EMMA

Academic year 2019-20

## Subject's general information

<b>Subject name</b>	CRITICAL THEORY AND ENGLISH LITERATURE			
<b>Code</b>	101272			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Bachelor's Degree in English Studies	4	COMPULSORY	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	3.3		2.7
	<b>Number of groups</b>	1		1
<b>Coordination</b>	DOMÍNGUEZ RUÉ, EMMA			
<b>Department</b>	ENGLISH AND LINGUISTICS			
<b>Teaching load distribution between lectures and independent student work</b>	60 / 90			
<b>Language</b>	English			

## Teaching staff

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
DOMÍNGUEZ RUÉ, EMMA	edominguez@dal.udl.cat	6	Monday and Tuesday from 13h to 14h

## Learning objectives

Communicate orally and in writing with the appropriate grammatical correction and fluency, while using the appropriate structures, styles and vocabulary.

Be able to understand and associate abstract concepts and extract logical conclusions.

Be able to work in groups and interact in an oral or written way with other classmates.

Understand the basic characteristics of the main currents in literary theory and be able to summarize the contents in a clear and understandable way.

Apply in writing and orally the basic concepts of each literary discourse in order to analyze concrete works in a coherent way.

## Significant competences

### Competences

- **General Competences:**

- CG5: show ability for independent work
- CG16: develop academic work by using the terminology and methodology appropriate to the field
- CG2: analyse and synthesise data from different documentary sources

- **Specific Competences:**

- CE6: undertake academic research in the field of literary studies
- CE12: identify critical approaches to literature in English
- CE14: analyse the interaction between history, society and cultural production in English

## Subject contents

### TEXT-ORIENTED CRITICISM

- 1. The Formalist Approach

*Practice Session:* Andrew Marvell, "To His Coy Mistress"

- 2. The Structuralist Approach

*Practice Session:* D. H. Lawrence, "Second Best" (1914)

- 3. The Mythological-Archetypal Approach

*Practice Session:* Anne Sexton, "The Frog Prince" (1971)

- 4. Semiotics and Deconstruction

*Practice Session:* Toni Morrison, "Recitatif" (1983)

#### AUTHOR-ORIENTED CRITICISM

- 5. The Psychoanalytical Approach

*Practice Session:* Joyce Carol Oates, "Where Are You Going, Where Have You Been" (1966)

#### READER-ORIENTED CRITICISM

- 6. Reader Response

*Practice Session:* William Faulkner, "A Rose for Emily" (1930)

#### CONTEXT-ORIENTED CRITICISM

- 7. The Marxist Approach

*Practice Session:* Francis Scott Fitzgerald, "Winter Dreams" (1926)

- 8. New Historicism

*Practice Session:* Alice Walker, "Everyday Use" (1973)

- 9. Feminism

*Practice Session:* Ellen Glasgow, "The Shadowy Third" (1923)

- 10. The Post-colonial Approach

*Practice Session:* Jean Rhys, "Till September, Petronella" (1968)

- 11. Postmodernism

*Practice Session:* Angela Carter, "The Tiger's Bride" (1979)

## Methodology

The methodology for this course will combine theoretical sessions, tutorials, independent work, tutorials and oral presentations. The course involves a workload of 150 hours distributed as follows:

- Contact Hours: 60h (including lectures, oral presentations and tutorials).

- Independent Study: 90h (including preparation for exams, reading of primary and secondary sources, essay writing, and preparation for oral presentation).

#### *Teaching and Learning Activities:*

- Lectures provide an introduction and overview of the critical approach under discussion.
- Practice sessions explore the critical approach in greater detail through analysis and discussion of selected works.
- The written assignment and the oral presentation will help students to put into practice the formal and research conventions of academic work in a literary context.
- Tutorials are intended to guide and supervise students' work during the course, where the teacher is available at the times specified for individual guidance.

## Evaluation

Evaluation procedures will consist of four parts, each of which will amount to 25% of the final mark. All parts are designed to provide evidence of the competences expressed by the study plan as well as to offer students the possibility to display their different abilities and talents.

- **Essay 1: Theory in Practice – 25 points**

Students are required to write an essay in pairs analysing one of the texts discussed during the practice sessions so far by applying any critical approach to the text ***other than the one discussed in class*** - i.e. analyzing Toni Morrison, "Recitatif" (1983) not from a deconstruction but from a mythological / archetypal point of view. This essay, which should be based on the material analysed during the semester, is intended to evaluate students' comprehension of the literary approaches, their creativity and ability to articulate and synthesise ideas. At the same time, the essay is intended at familiarising students with research tools and methods while assessing their ability to articulate and synthesise ideas in academic English.

#### ***Assessment Criteria for the Essay:***

The following criteria will be taken into account, all of them amounting to 25 points:

- The student shows s/he has understood the concepts dealt with in class: up to 5 points
  - The student shows capacity to interpret ideas explained in class and is able to apply them to the chosen literary work / critical approach: up to 5 points
  - The student can express his / her ideas in a clear and coherent way: up to 5 points
  - The student is able to make critical judgements about main concepts in literary criticism: up to 5 points
  - The student can express him/herself fluidly, with an acceptable command of grammar and vocabulary: up to 5 points
- **Written Exam – 25 points**

This short written exercise is intended to assess students' knowledge and understanding of the main critical

approaches to literature that have been discussed in class. The exam will consist of 25 short questions.

- **Essay 2: Theory in Practice – 25 points**

Students are required to write an individual essay one of the texts discussed during the practice sessions so far by applying any critical approach to the text **other than the one discussed in class** - i.e. analyzing Walker's "Everyday Use" not from a New Historicist but from a Postcolonial point of view. This essay, which should be based on the material analysed during the semester, is intended to evaluate students' comprehension of the literary approaches, their creativity and ability to articulate and synthesise ideas. At the same time, the essay is intended at familiarising students with research tools and methods while assessing their ability to articulate and synthesise ideas in academic English.

- **Oral presentation – 25 points**

This oral presentation will consist of a 10 to 15-minute talk in which students are intended to analyse any literary work of their choice and discuss it according to one of the approaches to criticism explained in class. Students should be able to describe and interpret aspects of their chosen literary work and make a critical judgement of its relevance. While assessing the students' ability to articulate and synthesise ideas in spoken English, the presentation also allows students to share the results of their research with the rest of the class.

### **Assessment Criteria for the Oral Presentation:**

The following criteria will be taken into account, all of them amounting to 25 points:

- The student shows s/he has understood the concepts dealt with in class: up to 5 points
- The student shows capacity to interpret ideas explained in class and is able to apply them to the chosen literary work / critical approach: up to 5 points
- The student can describe the literary work / critical approach and its relevance in a clear and coherent way: up to 5 points
- The student can express him/herself fluidly without excessive hesitation, without the need to read from a text: up to 5 points
- The student has an acceptable command of grammar and vocabulary: up to 5 points

The course is evaluated through continuous assessment. Students who combine their studies with a full-time job they have the right to request an alternative assessment within 5 days from the beginning of the semester. For information, send an email to [academic@lletres.udl.cat](mailto:academic@lletres.udl.cat) or speak to the staff at Secretaria de Lletres.

## Bibliography

### **BIBLIOGRAPHY**

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Eagleton, Terry. *Literary Theory: An Introduction*. Oxford: Blackwell, 1983.

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- Hawthorn, Jeremy. *A Concise Glossary of Contemporary Literary Theory*. London: Arnold, 1998.
- Klages, Mary. *Literary Theory: A Guide for the Perplexed*. London: Continuum, 2006.
- Newton, K.M., ed. *Twentieth Century Literary Theory: A Reader*. New York: St. Martin's Press, 1988.
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- Selden Raman. *A Reader's Guide to Contemporary Literary Theory*. Lexington, KY: University Press of Kentucky, 1989.
- Webster, Roger. *Studying Literary Theory: An Introduction*. London: Arnold, 1996.