

**Facultad de Ciencias de la Educación  
Universidad de Córdoba**

**PLANIFICACIÓN DOCENTE**

NOMBRE DE LA ASIGNATURA	LITERATURA DE LA LENGUA EXTRANJERA: INGLÉS			
TITULACIÓN	Maestro Especialidad Lengua Extranjera			
CURSO ACADÉMICO	2011/2012			
CURSO EN EL QUE SE IMPARTE	3º	CARÁCTER	Anual	
TIPO DE ASIGNATURA	Obligatoria	CÓDIGO	6018	
NÚMERO DE CRÉDITOS	Teóricos	6	Prácticos	3
HORAS NO PRESENCIALES	24			
ÁREA/S DE CONOCIMIENTO	Filología Inglesa			

**DEPARTAMENTO/S RESPONSABLE/S**

Filologías Inglesa y Alemana

**PROFESORADO QUE LA IMPARTE**

Ana Luján Jiménez

**DESCRIPTORES SEGÚN B.O.E.**

*CAMBIOS SOCIALES Y LITERATURA CLÁSICA Y MODERNA*

**OBJETIVOS DE LA ASIGNATURA**

1. To familiarize students with the social background of the main English literary movements.
2. To introduce students to the works of the main representative British literary authors.
3. To enlarge and enrich students' English vocabulary
4. Students will use appropriate analytic tools for the study of literary texts.
5. To get students aware of British cultural values, useful for their completion as human beings.

**CONTENIDOS (programa teórico y práctico)**

1. Elizabethan and Jacobean period (1485-1649). Social and political background.- Shakespeare.- C. Marlowe and B. Jonson. Other major figures in Drama.- Poetry, from Renaissance to Metaphysical.- Elizabethan and Jacobean prose.
2. The Commonwealth and Restoration (1.649-1713).- Social and political background.- Poetry, politics and John Milton.- John Bunyan.- Augustans and satires.- Restoration drama: comedy, tragedy and serious drama.-
3. Augustan to Gothic (1713-1789).- Social and political background.- The Rise of the novel.- the novel after 1750.- Augustan poetry.- Journalism and criticism.- Letters and diaries.
4. The romantic age (1789-1832).- Social and political background.- Blake.- Wordsworth.- Coleridge.- Keats.- Shelley.- Byron.- Other romantic writers.
5. The Victorian period (1832-1900).- Social and political background.- Victorian novel: Dickens.- The Brontë Sisters.- George Eliot.- Thackeray and Trollope.- Thomas Hardy.- Victorian poetry: Tensión.- Browning.- The Pre-Raphaelite: Rosetti, Swinburne, Dowson.- Victorian essays: Lamb, Hazlitt, Hunt, Arnold, Ruskin.- Other writers: O. Wilde, R.

Stevenson, R. Kipling, Robertson.

6. The twentieth century to 1939.- Social and political background.- The novel: H. James, J. Conrad, E.M. Foster, D.H. Lawrence, J. Joyce, V. Woolf, J. Galsworthy.- Theatre: G.B. Shaw, O'Casey, S. Maughan.- Poetry: Hopkins, Hardy, Housman, Yeats.- The Georgian poets.- First World War poetry: W. Owen, R. Brooke, E. Thomas, I. Rosenberg, S. Sassoon, T.S. Eliot.- Poetry after Elliot: W.H. Auden, S. Spender, etc.

7. The Contemporary Period (1939 to Today). Social and political background.- The novel: G. Greene, S. Beckett, E. Waugh, G. Orwell.- The novel in the 50s and 60s: A Wilson, J. Wain, A. Sillitoe. K. Amis, M. Spark, D. Lessing, W. Golding, I. Murdoch.- The novel from the 70s: J. Barnes, M. Amis.- Absurd and social Drama.

## **METODOLOGÍA**

1. Work in groups in order to get appropriate information on representative authors' texts.- Selection from various sources, application of analytical tools to them.- English script of work done in groups, followed by giving a presentation of each text to the rest of the class in order to arrive at a group interpretation of the text.
2. Individual study of a short history of British literature.
3. Teacher's guidance and exemplification on comprehending and using theoretical background and analytical materials to be used in dealing with the literary texts.

## **ACTIVIDADES Y RECURSOS DIDÁCTICOS**

1. Group searching for appropriate information of an author's work outside the classroom making use of bibliography and of Internet specialised webs.
2. In the classroom, reaching a group agreement on valuable and usable information already obtained.- Application of analytical tools to it in order to give a presentation of the text proposing a well founded interpretation of it.
3. Outside the classroom, individual search for information on British literature.
4. Use of material resources such as specific bibliography, information from Internet webs, history books for social and political background, books on history of English literature, etc

## **EVALUACIÓN**

1. Continuous individual assessment will be focused on pupils' active participation in group work and in classroom activities.
2. Group work assessment based on their classroom presentations of literary texts interpretations.
3. Individual assessment on the exam of British literature.
4. Appropriate content and good-use of methodological tools will be assigned 80% of grading; appropriate English expression will be allotted 20% of grading.

## **BIBLIOGRAFÍA BÁSICA RECOMENDADA**

Abrams, M.H. (ed.) 1968. The Norton Anthology of English Literature. New York: Norton & Company.

Carter, R. and J. McRae 1996. The Penguin Guide to Literature in English. Britain and Ireland. London: Penguin.

Daiches, D.A. 1984. A Critical History of English Literature, 3. vol. London: Secker & Warburg

Ford, B. (ed.) The Pelican Guide to English Literature. 10 vol. London: Penguin

Hidalgo P. y E. Alcaraz 1984. La literatura inglesa en los textos. Madrid: Alhambra.

Kermode F. and J. Hollander 1975. Modern British Literature. London: O.U.P.

Pérez Gállego y otros 1990. Historia de la literatura inglesa. 2vol. Madrid: Taurus.

Sanders, A. 2000. The Short Oxford History of English Literature. 2<sup>nd</sup> ed. Oxford: O.U.P.

## TEMPORALIZACIÓN

Weekly

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