



IDENTIFYING DATA

Literary scope I of a first foreign language: English

Subject	Literary scope I of a first foreign language: English			
Code	V01G180V01502			
Study programme	(*)Grao en Linguas Estranxeiras			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Mandatory	3rd	1st
Teaching language	English			
Department				
Coordinator	Figueroa Dorrego, Jorge Juan			
Lecturers	Figueroa Dorrego, Jorge Juan			
E-mail	jdorrego@uvigo.es			
Web	http://fatic.uvigo.es			
General description	Study of the novel written by women during the 18th and 19th centuries.			

Competencies

Code	
A1	Students will have shown they have sufficient knowledge and understanding of an area of study, starting after completion of general secondary education, and normally reaching a level of proficiency that, being mostly based on advanced textbooks, will also include familiarity with some cutting-edge developments within the relevant field of study.
A2	Students will be able to apply their knowledge and skills in their professional practice or vocation and they will show they have the required expertise through the construction and discussion of arguments and the resolution of problems within the relevant area of study.
A3	Students will be able to gather and interpret relevant data (normally within their field of study) that will allow them to have a reflection-based considered opinion on important issues of social, scientific and ethical nature.
A4	Students will be able to present information, ideas, problems and solutions both to specialist and non-specialist audiences.
A5	Students will acquire the learning skills that are required to pursue further studies with a high degree of independence.
B1	To promote and improve communication in the languages being studied in the degree, in different social, professional and cultural contexts with speakers of such languages, acquiring oral and written comprehension and expression skills, and showing attitudes of tolerance towards social and cultural diversity, including the defense of human rights, social equality with regard to gender, race, sexual orientation, as well as democratic values and a culture of peace.
B2	To identify the main theoretical contributions, in the different geographical, social and cultural areas, of the literature written in the first foreign language, from a perspective that upholds values of democracy, social equality, equality with regard to gender, race, sexual orientation, as well as the values of a culture of peace.
B5	To acquire the required knowledge to understand, develop, analyze, evaluate and make good use of the linguistic and literary resources for professional practice in the future.
B6	To build solid arguments about the themes and texts studied, following academic standards, using sufficient evidence to support the arguments presented, using the available bibliographical and electronic resources, especially those oriented to linguistic and literary research and to the teaching of the languages taught in the degree.
B7	To participate in group debates and activities, developing independent critical thinking, engaging in respectful and critical dialogue with others, and showing attitudes of tolerance towards the social and cultural diversity of the countries where the relevant foreign languages are spoken, upholding fundamental rights, principles of equality and democratic values.
B9	To plan, structure and produce critical essays and oral presentations in the different foreign languages, formulating hypotheses, using an appropriate methodology to convey ideas correctly and effectively, following academic standards and using sufficient evidence to support the arguments being presented.
B11	To raise awareness about and highlight the contributions of women to the literature and culture produced in the first foreign language in different geographical and cultural areas. Likewise, to identify the mechanisms of exclusion and discrimination of women in language and acquire training in the use of inclusive language.

C157 To summarize, establish links and describe the literatures written in the first foreign language through the study of a number of authors and texts from different cultural and social areas, belonging to different historical periods, genres and movements.

C158 To describe and analyze the characteristics, themes, styles and symbols employed in the literary texts constituting the object of study, establishing links between these characteristics and their contexts of production and reception.

C159 To construct solid arguments about the themes and texts studied, following academic standards, using sufficient evidence to support the arguments presented, making good use of appropriate resources and expressing this critical reflection orally and in writing.

C160 To participate in group debates and activities, developing a personal style of critical thinking, engaging in respectful and critical dialogue with other agents in the classroom, and upholding attitudes of tolerance and democratic values.

Learning outcomes

Expected results from this subject	Training and Learning Results		
Ability to do activities that imply the understanding and identification of the main theoretical contributions about the social, cultural and geographical aspects of anglophone literature.	A1	B1	C157
	A2	B2	C158
	A3	B5	C159
	A4	B6	C160
	A5	B7 B9 B11	
Ability to describe and analyse literary texts, paying attention to formal and thematic aspects, synthesizing ideas, and relating texts with other texts and the context of their production and reception.	A2	B6 B11	C157 C158
	A2 A4	B7 B9 B11	C158 C159 C160
Preparation of oral presentations, written assignments and other activities that will show the students' critical thinking and their ability to expose solid arguments, following academic conventions and using evidence and the most appropriate resources.	A4	B9 B11	C159 C160
Participation in debates and other learning activities in group, developing autonomous thinking, and showing attitudes of tolerance and democratic values.	A2	B6	C159
	A4	B7 B11	C160

Contents

Topic	
1. Introduction: the early woman writer and the novel.	1.1. Constructing women throughout history. 1.2. Prose fiction and early women writers.
2. The protest tradition and the seduction theme.	2.1. Delarivier Manley's New Atlantis (1709). 2.2. Eliza Haywood's Fantomina (1725). 2.3. Mary Wollstonecraft's Maria, or The Wrongs of Woman (1798).
3. The Gothic and the tradition of escape.	3.1. Ann Radcliffe's The Romance of the Forest (1791) and The Mysteries of Udolpho (1794). 3.2. Mary Shelley's Frankenstein (1818).
4. The didactic tradition: reforming and socialising heroines.	4.1. Mary Davy's The Reform'd Coquet (1724). 4.2. Charlotte Lennox's The Female Quixote (1752) 4.3. Frances Burney's Evelina (1778) 4.4. Jane Austen's Northanger Abbey (1818).
5. Victorian women novelists: passion, subversion, and social comment.	5.1. The Victorian period and novel. 5.2. Emily Brontë's Wuthering Heights (1847) 5.3. Charlotte Brontë's Jane Eyre (1847). 5.4. George Eliot.

Planning

	Class hours	Hours outside the classroom	Total hours
Introductory activities	2	0	2
Lecturing	24	12	36
Seminars	24	48	72
Essay questions exam	2	24	26
Essay	0	14	14

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

	Description
Introductory activities	Introduction to the subject, contents, teaching materials, methodology and assessment.
Lecturing	Presentation of the theoretical aspects of the course.

Seminars	Analysis and commentary of texts. Exchange of ideas on the given analysis, developing an autonomous and critical thought, and showing attitudes of tolerance as it is indicated in the main description of the course.
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Personalized assistance

Tests	Description
Essay questions exam	The lecturer will help the students to prepare the assignments and the exam during office hours.
Essay	The lecturer will help the students to prepare the assignments and the exam during office hours.

Assessment

	Description	Qualification	Training and Learning Results		
Seminars	Analysis and commentary of texts. Exchange of ideas on the aforementioned analysis, developing an autonomous and critical thinking, and showing attitudes of tolerance. The lecturer will assess the students' active participation in the classroom and in Fatic forums.	20	A1 A2 A3 A4 A5	B1 B2 B5 B6 B7 B11	C157 C158 C159 C160
Essay questions exam	Written examination about the contents of the subject, with essay-type questions and the commentary of certain texts.	40	A1 A2 A3 A4 A5	B1 B2 B5 B6 B7 B11	C157 C158 C159 C160
Essay	Two written assignments about the topics and texts that will be studied in this module, following the academic conventions, and employing textual evidence, and contextual and critical support.	40	A1 A2 A3 A4 A5	B1 B2 B5 B6 B7 B9 B11	C157 C158 C159 C160

Other comments on the Evaluation

January assessment

Continuous assessment

The students will have to do two written assignments during the semester and a written exam. The lecturer will inform of the type of works and of the dates when they must be handed in at the beginning of the semester. The date of the exam will be the one established in the official calendar of examinations that will be published by the Dean's office.

The evaluation will take into account not only the relevance and quality of the answers but also clarity and linguistic correction.

Non-continuous assessment

The system of evaluation mentioned above is designed for the students that attend classes regularly. Students that, exceptionally and for some justified reason, cannot attend classes regularly must communicate it to the lecturer at the beginning of the semester. These students will have to do the assignments and the exam like the rest of the students, and that will be 80% of their final mark. The other 20% will correspond to an oral exam with questions about the texts. The date of these exams will be the established in the official calendar. The assignments can handed in that same date.

Assessment in July

For the assessment in July, the students that do continuous or non-continuous evaluation that have not passed the assignments or the exam in January will be able to try again in the dates established for that purpose, being able to keep the other marks. For the students that do not have any mark of continuous evaluation, the system will be similar to that of non-continuous assessment explained above (assignments, and written and oral exams). The exams will take place on the date indicated by the official calendar.

Sources of information

Basic Bibliography

Austen, Jane, **Northanger Abbey**, Norton, 2004
 Brontë, Charlotte, **Jane Eyre**, Norton, 1987

Haywood, Eliza, **Fantomina and Other Works**, Broadview Press, 2004

Shelley, Mary, **Frankenstein**, Norton, 1996

Complementary Bibliography

Ballaster, Ros, **Seductive Forms. Women's Amatory Fiction from 1684 to 1740**, Clarendon Press, 1995

Copeland, Edward & Juliet McCaster (eds), **The Cambridge Companion to Jane Austen**, 2nd ed., Cambridge U.P., 2011

Figes, Eva, **Sex and Subterfuge: Women Writers to 1850**, Pandora, 1982

Gilbert, S.M. & S. Gubar, **The Madwoman in the Attic. The Woman Writer and the Nineteenth-Century Literary Imagination.**, 2nd ed., Yale U.P., 2000

Hogle, Jerrold ed, **The Cambridge Companion to Gothic Fiction**, Cambridge U.P., 2002

Marsh, Nicholas, **Jane Austen: The Novels**, Macmillan, 1998

Punter, David & G. Byron, **The Gothic**, Blackwell, 2004

Spencer, Jane, **The Rise of the Woman Novelist. From Aphra Behn to Jane Austen**, Oxford, 1986

Showalter, Eleine, **A Literature of Their Own: From Charlotte Brontë to Doris Lessing**, 2nd ed., Virago, 2009

Todd, Janet, **The Sign of Angellica: Women, Writing, and Fiction**, Columbia U.P., 1989

Recommendations

Subjects that continue the syllabus

Literary scope II of a first foreign language: English/V01G180V01601

Literary scope III of a first foreign language: English/V01G180V01602

Subjects that it is recommended to have taken before

Analysis and literary interpretation of texts in the first foreign language: English/V01G180V01401

Introduction to literature of the first foreign language: English/V01G180V01301

Other comments

This being a third-year course, students are expected to have a C1 level of English in order to follow and complete the course.

The lecturer heartily recommends the students' active participation in the classroom, particularly in the sessions in which texts will be analysed and debated, and also to take part in the debate forums opened on the FAITIC platform.

The students must check the materials, forums and comments posted on FAITIC, and find out about the dates of the exam and the assignments deadlines.

It is advisable not to use total or partial plagiarism in the written assignments, because this will invalidate the assignment and it will have to be done again.

It is also recommendable to use of the resources of the university library for the preparation of assignments and exams.