



**COURSE DATA**

**DATA SUBJECT**

**Code:** 35740  
**Name:** Introduction to English literature  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2025-26

**STUDY (S)**

Degree	Center	Acad. year	Period
1001 - Degree in Catalan Studies	Facultat de Filologia, Traducció i Comunicació	3	Second quarter
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Facultat de Filologia, Traducció i Comunicació	3	Second quarter
1008 - Degree in Modern Languages and Literatures	Facultat de Filologia, Traducció i Comunicació	3	Second quarter
1013 - Degree in Classical Philology	Facultat de Filologia, Traducció i Comunicació	3	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1001 - Degree in Catalan Studies	Minor in English studies	ELECTIVES
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Minor in English	ELECTIVES
1008 - Degree in Modern Languages and Literatures	Minor in English studies	ELECTIVES
1013 - Degree in Classical Philology	Minor en Estudios Ingleses	ELECTIVES

**COORDINATION**

FERNANDEZ-CAPARROS TURINA ANA

**SUMMARY**

The course seeks to provide students with guidelines about how to read and build a critical response to fiction, plays and poems of English literature; and to familiarize them with the main conventions, genres, works and authors in the different periods of English-speaking literatures in Great Britain, Ireland and the Commonwealth. Students are expected to be able to locate individual works and authors in their historical and cultural context, and to gain knowledge of the basic techniques and conventions of playwriting, the writing of poems, and the writing of prose and fiction.

**PREVIOUS KNOWLEDGE**



## RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

## OTHER REQUIREMENTS

## COMPETENCES / LEARNING OUTCOMES

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Apply information and communication technologies and computer tools to language studies.

Apply information and communication technologies and computer tools to modern languages and literatures.

Be able to work and learn autonomously and to plan and manage work time.

Be familiar with a literature in a language other than the main Degree language.

Have the ability to communicate orally and in writing in the native languages.

Interrelate different areas of humanistic studies.

Know and apply the currents and methodologies of linguistics.

Know the grammar and develop communicative competences in (a) foreign language(s).

Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

Work as a team in the environment of language studies and develop interpersonal relations.

## DESCRIPTION OF CONTENTS



**1. What is English literature?**

Contexts and definitions. Periodization and canon formation in English literature.

**2. Introduction to reading and analysing English literature.**

Close reading and writing of critical and stylistic analysis of short literary texts.

**3. How to read a poem.**

Rhythm and metre in English literature; verse forms and stanzas; imagery; main genres in the English poetic tradition.

**4. How to read a play.**

Dramatic text and performance. Main genres in the English dramatic tradition.

**5. How to read prose fiction.**

An introduction to narratology. Main narrative genres in English literature.

These contents will lead to the following learning outcomes:

- Situate individual works and authors in their historical and cultural context.
- Explain how certain titles and authors are included in or excluded from literary canons.
- Describe the conventions and techniques used in specific texts in relation to genres, periods, and movements in English literature.
- Identify passages from literary works in English that they have read. Describe the plot, structure, characters, setting, style, and mood or atmosphere of a literary work they have read.
- Discern the meaning and theme(s) of literary works or excerpts in English.
- Explain how the meaning and effect of a literary text are conveyed through its linguistic choices in a stylistic commentary within a close reading or practical criticism essay.
- Explain how a poem's prosody contributes to its communicative purpose.
- Explain how the use of different types of narrators and focalisation shapes the development of narrative.
- Translate a text from English into the official languages of the Valencian Community.

**WORKLOAD**

**PRESENCIAL ACTIVITIES**

Activity	Hours
Theory	60,00
<b>Total hours</b>	<b>60,00</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	60,00
Preparation of lessons	0,00
Preparation for assessment activities	30,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

**TEACHING METHODOLOGY****In-class activities**

**Critical evaluation of primary and secondary source material:** In-class discussion of the most outstanding and controversial issues relating to the major genres, historical periods, intellectual contexts, literary movements, key authors and works.

Lectures will focus on clarification and discussion of key concepts and techniques for students rather than on exposition of matter they can find in the dossiers and bibliography. Consequently, students are expected to work on assigned tasks (reading sections from course dossiers, answering questions set in advance) before attending class.

**Close-reading of relevant texts** taking into account the texts' specific circumstances of production and reception.

Other activities: Tutorials for individual orientation.

The following Sustainable Development Goals will be addressed in class:

- 4. Quality education
- 5 - Gender equality
- 10 - Reduced inequalities
- 16 - Peace, justice and strong institutions

**EVALUATION**

Assessment breakdown in the First and Second Calls:

- Individual written exam : 40%
- Critical and stylistic analysis : 30%



- Activities carried out during the course : 30%

In order to pass the subject, students must obtain a minimum of a 5 out of 10 in both their written exam and their critical and stylistic analysis. For the second call, they will only have to repeat the activity that has not reached that 5-point minimum.

The mark obtained in the ¿Activities carried out during the course¿ will be carried over to the second call. This mark shall not be reassessed in the second call, but will remain the same as in the first call.

The ability to communicate at the B2 (CEFR level) is required to pass the course as a whole. Students whose communication (written and/or oral) displays errors that are not consistent with the above level will fail the module regardless of their performance related to the course contents.

Plagiarism will not be tolerated; it is a serious academic offence. Any student who is found to have committed plagiarism in his/her work for the course will face serious consequences which will lead to failing the whole subject.

Intellectual honesty is vital to an academic community and for the fair evaluation of the student's work. All work submitted in this course must be originally authored by every student. No student shall engage in unauthorized collaboration or make use of ChatGPT or other AI composition software.

## REFERENCES

### Basic:

- Abrams, M.H. *A Glossary of Literary Terms*. 7th ed., Heinle & Heinle, 1999.
- Bate, Jonathan. *English Literature: A Very Short Introduction*. Oxford UP, 2016.
- Cavanagh, Dermot et al. *The Edinburgh Introduction to Studying English Literature*. Edinburgh UP, 2010.
- Eagleton, Terry. *Literary Theory: An Introduction*. 2nd ed., Blackwell, 2008.
- Greenblatt, Stephen, gen. ed. *The Norton Anthology of English Literature*. Norton, 2006.
- Lennard, John. *The Poetry Handbook: A Guide to Reading Poetry for Pleasure and Practical Criticism*. 1996. Oxford UP, 2005.
- Mikics, David. *A New Handbook of Literary Terms*. Yale UP, 2007.
- Miller, Lindy. *Mastering Practical Criticism*. Palgrave, 2001.
- Rainsford, Dominic. *Studying Literature in English: An Introduction*. Oxford UP, 2014.
- Rimmon-Kennan, Shlomit. *Narrative Fiction*. 1983. 2nd ed., London, 2002.
- Whitla, William. *The English Handbook. A Guide to Literary Studies*. Wiley-Blackwell, 2010.

### Further reading:

- Go¿mez Lara, Manuel J., and Juan A. Prieto Pablos. *The Ways of the Word: An Advanced Course on Reading and the Analysis of Literary Texts*. Universidad de Huelva, 1994.
- Fraser, G. S. *Metre, Rhyme and Free Verse*. Routledge, 1991.



- Harmon, William and C. Hugh Holman. *A Handbook to Literature*. Prentice Hall, 2000.
- Murfin, Ross and Suprya M. Ray. *The Bedford Glossary of Critical and Literary Terms*. Bedford/St. Martin's / Palgrave Macmillan, 2009.
- Peck, John. *How to Study a Poet*. Palgrave, 1988.
- Peck, John, and Martin Coyle. *How to Study a Shakespeare Play*. 2nd ed., Palgrave, 1995. Peck, John. *How to Study a Novel*. Palgrave, 1995.
- Wales, Katie. *A Dictionary of Stylistics*. Longman, 1991.
- Widdowson, Peter. *The Palgrave Guide to English Literature and its contexts, 1500-2000*. Palgrave Macmillan, 2004.