

**COURSE DATA****DATA SUBJECT**

**Code:** 44226  
**Name:** Editing English literary texts  
**Cycle:** Master's Degree  
**ECTS Credits:** 3  
**Academic year:** 2025-26

**STUDY (S)**

Degree	Center	Acad. year	Period
2243 - Master's Degree in Advanced English Studies	Facultat de Filologia, Traducció i Comunicació	1	Second quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
2243 - Master's Degree in Advanced English Studies	Editing English literary texts	COMPULSORY

**COORDINATION**

RIBES TRAVER PURIFICACION

**SUMMARY**

The subject *Editing English literary texts* is a useful tool both for students trying to assess the different editions available in the marketplace and for those interested in making their own contribution to the field of Text Editing.

As the field of Text Editing has been the source of substantial critical debate over the past decades, attention is paid to the most outstanding approaches and their practical application to the assessment and edition of texts.

The course is divided into five units which address the following issues:

1. Methodological approaches to scholarly editing
2. How to deal with substantives and accidentals
3. The annotation of texts



4. How to edit different versions of a work
5. The marketplace and the politics of publication

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

### OTHER REQUIREMENTS

The ability to communicate at the C1 (CEFR level) is required to pass the course as a whole. Students whose communication displays errors that are not consistent with the above level will fail the module regardless of their performance related to the course contents.

## COMPETENCES / LEARNING OUTCOMES

### 2196 -

Ability to apply theoretical knowledge and skills to conduct critical, rigorous analysis using various tools, including printed and digital formats (ICT), within English Studies.

Ability to develop autonomy in learning, including resource and information search, and to access bibliographic and documentary sources in different areas of English Studies.

Ability to identify fundamental methodologies, theories, topics, and terminological, theoretical, formal, and ideological principles necessary for initiating linguistic or literary research in English Studies.

Ability to make informed judgments using established criteria and personal reflections. Achievement of proficiency in academic and scientific-technical English, both in written and oral forms.

Ability to organize, structure, and develop ideas in various academic documents, such as essays, technical reports, and advanced research projects masters theses within the field of English Studies.

Ability to publicly present from an advanced and more complex perspective than that of undergraduate studies experiences, ideas, or reports within the field of English Studies.

Advanced ability to understand from a more complex perspective than that of undergraduate studies the methodology required for solving problems specific to the field of English Studies.

Advanced ability to understand from a more complex perspective than that of undergraduate studies those concepts, principles, theories, or models related to different areas of English Studies.

Capacidad para interpretar y analizar textos representativos de la pluralidad lingüística y cultural de las sociedades anglófonas contemporáneas con el fin de reflexionar sobre su relevancia, no sólo en referencia a los contextos socio-lingüísticos, históricos, políticos y culturales en los que se inscriben, sino también en



relación con la globalización de la cultura, dentro de los Estudios Ingleses.

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.

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## DESCRIPTION OF CONTENTS

### 1. GENERAL INTRODUCTION TO THE SUBJECT

General Introduction to Editing English Literary Texts: theoretical and practical aspects.

### 2. METHODOLOGICAL APPROACHES TO SCHOLARLY EDITING

- 2.1 Looking for authorial intention?
- 2.2 Socially-based editions
- 2.3 The editor as mediator between the text and its reader

The following texts will be discussed in class: HOLDERNESS, 2003: 158-178; MURPHY, 2007: 93-108; HONIGMAN, 2004: 77-94; WOULDHUYSEN, 2004: 37-49; MARCUS, 2007: 129-144. In-class discussions will be supplemented with practical exercises.

### 3. DEALING WITH SUBSTANTIVES AND ACCIDENTALS

- 3.1 Omissions and Additions
- 3.2 Spelling
- 3.3 Punctuation
- 3.4 Capitalization
- 3.5 Orthography
- 3.6 Font
- 3.7 Lineation
- 3.8 Act and Scene Division
- 3.9 Speech Prefixes
- 3.10 Stage Directions



The following texts will be discussed in class: ERNE, 2003: 131-173; COX, 2004: 178-194; JOWETT, 2008: 115-135 & 136-157. In-class discussions will be supplemented with practical exercises.

## **4. ANNOTATING LITERARY TEXTS**

### 4.1 Textual Notes

### 4.2 Explanatory Notes

The following texts will be discussed in class: BEVINGTON, 2007: 165-185; CORDNER, 2007: 181-198. In-class discussions will be supplemented with practical exercises.

## **5. EDITING DIFFERENT VERSIONS OF A WORK**

### 5.1 Conflated editions

### 5.2 Multiple-version editions

Students will make their own proposals on specific texts with two or more substantial variants.

## **6. THE MARKETPLACE AND THE POLITICS OF PUBLICATION**

### 6.1 Scholarly editions

### 6.2 Editions aimed at the general reader

### 6.3 Performance editions

### 6.4 Electronic editions

The following texts will be discussed in class: JOWETT, 2008: 158-169; SMITH, 2007: 117-31; WEST, 2007: 71-91; SCHAFER, 2006: 198-212; LAVAGNINO, 2004: 194-210; BEST, 2007: 145-163. In-class discussions will be supplemented with practical exercises.

### **Learning outcomes**

Upon completion of the course Editing English Literary Texts, the student will be able to select the most philologically appropriate text for their specific research. They will also be aware of the different methodological options available when undertaking a text edition and will be able to identify the key aspects on which to base their editorial decisions.

Understand and appreciate, from within the scope of the degree itself, inequalities based on sex and gender in society; integrate the different needs and preferences based on sex and gender in the design of solutions and problem solving.

## **WORKLOAD**

## **PRESENCIAL ACTIVITIES**



Activity	Hours
Theory	24,00
<b>Total hours</b>	<b>24,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	0,00
Independent study and work	10,00
Preparation of lessons	26,00
Preparation for assessment activities	0,00
Resolution of case studies	15,00
<b>Total hours</b>	<b>51,00</b>

### TEACHING METHODOLOGY

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**Critical evaluation of primary and secondary source material:** In-class discussion of the most outstanding and controversial issues relating to the edition of English literary texts.

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 before attending class.

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

Texts (whether theoretical, practical or a combination of both) to be discussed in class will be announced in advance.

Other activities: Tutorials for individual orientation.

MD1 Introduction of theoretical content through lectures or expository classes with support from ICT tools, where applicable.

MD2 Discussion in pairs or group debate.

MD3 Reading of relevant material (independently or with in-class discussion, information selection and concept mapping, studying, making reading cards, outlines or summaries).

MD5 Solving theoretical-practical problems (exercises, compilation of corpora for analysis, analysis of written, oral, audiovisual, digital and/or multimodal texts from different genres).

MD6 Preparation of an individual assignment (design and development of a paper for oral or written presentation).

MD7 Preparation of a group assignment (design and development of a paper for oral or written presentation; negotiation of topic, work organization, task distribution, joint writing and revision).



## EVALUATION

### ASSESSMENT BREAKDOWN FOR THE FIRST CALL

- Assessment of class attendance and active participation (20%)
- Assessment of acquired skills and competences from written and/or oral evidence (30%)
- Assessment of acquired skills and competences through written and/or oral assignments (50%)

### ASSESSMENT BREAKDOWN FOR THE SECOND CALL

- Assessment of class attendance and active participation (20%)  
(This mark will be saved from the first call)
- Assessment of acquired skills from written and/or oral evidence (30%)(Students who have failed these activities in the first call will have to repeat them for the second call)
- Assessment of acquired skills through written and/or oral assignments (50%)  
(Students who have failed these activities in the first call will have to repeat them for the second call)

**IMPORTANT:** Intellectual honesty is a core value in academic communities and essential for the fair assessment of students' work. All assignments submitted for this course must be of **original authorship**. Submissions that involve **fraudulent collaboration** or the use of **generative artificial intelligence** (such as ChatGPT or similar tools) will not be accepted, unless their use is explicitly authorised by the teaching staff and forms part of the course content.

Exams and practical exercises must be free from spelling and grammatical errors. Each spelling, punctuation, or expression mistake will result in a deduction from the final grade, which may lead to a failing mark.

The general grading system will follow the regulations of the Universitat de València on assessment and grading, approved by the Governing Council on May 30, 2017 (ACGUV 108/2017).

## REFERENCES

### Core

-HOLDERNESS, Graham, "Text and Tragedy". A Companion to Shakespeare's Works, Vol. I. The Tragedies. R. Dutton & J.E. Howard, eds. Oxford: Blackwell, 2003, 158-178. [https://trobes.uv.es/permalink/34CVA\\_UV/1bttdu2/alma991009418165706258](https://trobes.uv.es/permalink/34CVA_UV/1bttdu2/alma991009418165706258)

-HONIGMAN, Ernst. "The New Bibliography and its critics". Textual Performances. The Modern Reproduction of Shakespeare's Drama. Lukas Erne & Margaret J. Kidnie, eds. Cambridge: Cambridge University Press, 2004, 77-94.

-MURPHY, Andrew, "The Birth of the Editor". A Concise Companion to Shakespeare and the Text. Oxford:



Blackwell, 2007, 93-108.

-WOUDHUYSEN, H.R. "'Work of permanent utility': editors and texts, authorities and originals". *Textual Performances. The Modern Reproduction of Shakespeare's Drama*. Lukas Erne & Margaret J. Kidnie, eds. Cambridge: Cambridge University Press, 2004, 37-49.

### **Supplementary**

-BEST, Michael. "Shakespeare and the Electronic Text". *A Concise Companion to Shakespeare and the Text*. A. Murphy, ed. Oxford: Blackwell, 2007, 145-163.

-BEVINGTON, David. "Working with the Text: Editing in Practice". *A Concise Companion to Shakespeare and the Text*. A. Murphy, ed. Oxford: Blackwell, 2007, 165-185.

-BLAKE, N.F. *A Grammar of Shakespeare's Language*. Basingstoke: Palgrave, 2002.

-CORDNER, Michael. "Actors, Editors and the Annotation of Shakespearian Playscripts". *Shakespeare Survey Online*, Cambridge University Press, 2007, pp. 181-198.

-COX, John D. "Open stage, open page". *Editing stage directions in early dramatic texts. Textual Performances. The Modern Reproduction of Shakespeare's Drama*. Lukas Erne & Margaret J. Kidnie, eds. Cambridge: Cambridge University Press, 2004, 178-194.

-JOWETT, John. "Versification and Stage Directions". *Shakespeare and the Text*. Oxford University Press, 2008, pp 136-157. [https://trobes.uv.es/permalink/34CVA\\_UV/1bttdu2/alma991009424733706258](https://trobes.uv.es/permalink/34CVA_UV/1bttdu2/alma991009424733706258)

-JOWETT, John. "Texts for Readers". *Shakespeare and the Text*. Oxford University Press, 2008, pp. 158-169. [https://trobes.uv.es/permalink/34CVA\\_UV/1bttdu2/alma991009424733706258](https://trobes.uv.es/permalink/34CVA_UV/1bttdu2/alma991009424733706258)

-SCHAFER, Elizabeth. "Performance Editions, Editing and Editors". *Shakespeare Survey* 59, 2006, 198-212. DOI: <https://doi.org/10.1017/CCOL0521868386.017>

-JOWETT, John. "Emendation and Modernization". *Shakespeare and the Text*. Oxford University Press, 2008, pp 115-135. [https://trobes.uv.es/permalink/34CVA\\_UV/1bttdu2/alma991009424733706258](https://trobes.uv.es/permalink/34CVA_UV/1bttdu2/alma991009424733706258)

-LAVAGNINO, John. "Two varieties of digital commentary". *Textual Performances. The Modern Reproduction of Shakespeare's Drama*. Lukas Erne & Margaret J. Kidnie, eds. Cambridge: Cambridge University Press, 2004, 194-210.

-MARCUS, Leah. "Editing Shakespeare in a Postmodern Age" *A Concise Companion to Shakespeare and the Text*. Andrew Murphy, ed. Oxford: Blackwell, 2007, 129-144.

-SMITH, Helen. "The Publishing Trade in Shakespeare's Time", in Andrew MURPHY. *A Concise Companion*



to Shakespeare and the Text. Blackwell, 2007, pp. 17-31.