



Universidade de Vigo

Xéneros e modos literarios en lingua inglesa

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GUÍA DOCENTE E MATERIAL DIDÁCTICO

2019/2020

MÁSTER INTERUNIVERSITARIO EN ESTUDOS INGLESES AVANZADOS E AS SÚAS APLICACIÓNS

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NOMBRE DE LA ASIGNATURA /SUBJECT NAME

Literary Genres and Modes in English

CRÉDITOS ECTS /CREDITS

3

CARÁCTER /TYPE OF SUBJECT

Optional

CUATRIMESTRE /SEMESTER

2nd Semester

REQUISITOS PREVIOS RECOMENDADOS /RECOMMENDED REQUISITES

None

OBJETIVOS / OBJECTIVES

- Learning to handle literary typology derived from the concepts of “genre” and “mode”
- Engaging in theoretical discussions on the concepts of genre and mode
- Learning about and analysing theoretical and literary texts in English from different historical periods within the conceptual framework of genre and mode.

COMPETENCIAS /COMPETENCE

G01, G02, G04. G05, G06, E07, E09, E11, E12

CONTENIDOS / CONTENTS

1. The concepts of genre and mode: definition, similarities and differences
2. Generic and modal formulation in literary theory in English
3. From comedy and the comic to tragedy and the tragic: genres and modes in a selection of works from the literary tradition in English

METODOLOGÍA / TEACHING METHODOLOGY

1. Lectures on the concepts of literary genre and mode.
2. Seminars: discussion of case studies that exhibit and/or subvert the defining features of genres and modes taken from the literary tradition in English.
3. Individual tasks assigned through the virtual platform based on theoretico-critical and literary texts.
4. Virtual tutorials: reading quizzes, essay revision.
5. Discussion forums in the virtual platform.

ACTIVIDADES FORMATIVAS / ACADEMIC ACTIVITIES

Work time has been calculated according to the following variables

- a) Total number of hours = 75
- b) Top classroom work time= 14;
- c) Top work time through the virtual platform = 10;
- d) Students' individual work time = 51

<i>Classroom work time</i>	<i>Hours</i>	<i>Work time through the virtual platform</i>	<i>Hours</i>	<i>Students individual work time</i>	<i>Hours</i>
<i>Lectures</i>	5	<i>Participation in forums and debates</i>	4	<i>Study time (individual or in groups)</i>	11
<i>Seminars, discussion, oral presentations, etc.</i>	7	<i>Reading quizzes</i>	4	<i>Written tasks, or any other work related to this course</i>	20
<i>Tutorials</i>	2	<i>Self-assessment tasks</i>	2	<i>Bibliographical search and reading</i>	20
<i>Classroom work time</i>	14	<i>Total amount of work time through the virtual platform</i>	10	<i>Students individual work time</i>	51

EVALUACIÓN / ASSESSMENT

The assessment system is based on the following criteria:

- Initial level test
- Participation in seminars (10 %), oral presentation (40 %) and written paper on an assigned topic (50%).

Important notice:

- 1) These criteria will apply to course assessment both in May and July
- 2) In case some student is exempt from attending the course sessions, the 100 per cent of the final grade will be assessed by 2 assigned papers

BIBLIOGRAFÍA RECOMENDADA / RECOMMENDED BIBLIOGRAPHY

- Aristotle. *Poetics*. Trans. Gerald F. Else. Michigan: The University Press, 1977.
- Bushnell, Rebeca, ed. *A Companion to Tragedy*. Malden, MA: Blackwell, 2005.
- Derrida, Jacques. "The Law of Genre". Trans. A. Ronell. *Critical Inquiry* 7/1 (1980): 55-81. Available at: <http://eng1020.pbworks.com/f/DerridaLawofGenre.pdf>
- Fowler, Alastair. *Kinds of Literature: An Introduction to the Theory of Genres and Modes*. Oxford: Oxford University Press, 1982.
- Genette, Gérard. *The Architext: An Introduction*. Trans. Jane A. Lewin. Berkeley, CA: University of California Press, 1992.
- Lodge, David. *The Modes of Modern Writing: Metaphor, Metonymy, and the Typology of Modern Literature*. Cornell University Press, 1977.
- Stott, Andrew. *Comedy*. New York: Routledge, 2005.
- Todorov, Tzvetan. *Genres in Discourse*. Trans. Catherine Porter. Cambridge: Cambridge University Press, 1990.
- Wallace, Jennifer. *The Cambridge Introduction to Tragedy*. Cambridge: Cambridge University Press, 2007.
- Weitz, Eric. *The Cambridge Introduction to Comedy*. Cambridge: Cambridge University Press, 2009.

OTRA INFORMACIÓN Y/O RECOMENDACIONES / FURTHER INFORMATION