

## COURSE SYLLABUS 2022-23

### BASIC INFORMATION ON THE COURSE

Course:	New Trends in English Language Literature		
Course code:	70482116	Plan:	Master in English Studies: Professional Applications and Intercultural Communication
Academic Year:	2022-2023	Undergraduate/Graduate:	Official University Master
Degree Year:	1	Type:	Obligatory
Duration:	Second Term		

### TIME DISTRIBUTION ACCORDING TO REGULATIONS

Credits:	3
Total time:	75
<b>USE OF LEARNING PLATFORM (Teaching support, Multimodal, or Virtual):</b>	Multimodal

**TEACHERS**

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**OTHER IMPORTANT INFORMATION****Content Justification**

The most important one is to facilitate the student's access to the most relevant literary works and authors of the chronological and historical period covered by this master's course: the 20th century and the beginning of the 21st century, as well as an advance within the knowledge related to the current age (stages, movements, genres and authors) and the knowledge related to the methodology of literary analysis applied to texts in English of the new literatures in the English language.

Another lies in the fact of continuing with the study of the subjects studied. This acts as a foundation together with the rest of the subjects of the master's degree. They are directly related to the English language and culture and were taught in the initial steps. They acted as a prelude to a period where the study of language and literature requires some knowledge and should presuppose a specialization.

### **Courses Related in Study Plan**

English Language Literature and Culture

### **Required Knowledge to Address the Course**

Knowledge of the basic concepts and approaches to English language literature and literary analysis applied to English language texts of English literature.

### **Pre-Required Knowledge**

The student needs a knowledge of the culture and linguistic skills related to the specialty. A basic knowledge of English literature is necessarily required. It will allow him/her to advance in the sociocultural, historical and philological study of the basic stages, movements and authors of the current period.

## **COMPETENCES**

### **Basic and General Competences**

*Basic core and general competences*

*General competences•*

- - *Knowledge of a second language*
- - *Social competence and global citizenship*
- - *Basic knowledge of the profession*
- - *Problem solving skills*
- - *Oral and written communication in one's own language*
- - *Skill in the use of ICTs*
- - *Capacity for criticism and self-criticism*
- - *Teamwork*
- - *Ethical commitment*
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### **Specific Competences**

CEM6, To be able to produce effective professional texts, oral and written, in English and/or at least one other foreign language, according to the needs and expectations of the context and discourse

CEM7, To know and apply the communicative and persuasive techniques and strategies that characterize the different professional genres in the business sector, both oral and written, in English and/or at least one other foreign language (German and/or French), paying special attention to differences in registration and politeness rules, which are of vital importance to guarantee a communicative and effective interaction

CEM8, To be able to familiarize with the business habits of the Anglo-Saxon, French and/or German world, as well as the main differences (especially those of a cultural nature) with those of the Hispanic world

CEM9, Be able to use communication strategies appropriate to each professional gender in the business environment, in English and/or at least one other foreign language.

### **LEARNING OUTCOMES**

The student must know in a specialized way the main movements, authors and literary tendencies of the English language literature of our present time (XX-XXI centuries). Likewise, they must know how to analyze from a critical and contextual perspective, relevant and significant parts of texts within the teaching-discent framework provided. He/she will have to acquire basic instrumental techniques related to the textual environment and acquire others that imply a greater mastery within the access to texts, to their critical interpretation and to the expression of the ideology and aesthetics underlying them through a mature expression, at least in an incipient way, in the English language

### **PLANNING**

#### **Contents**

UNIT 1. HISTORICAL, SOCIAL AND CULTURAL CONTEXT OF THE NEW SOCIETY .LITERATURES WRITTEN IN THE ENGLISH LANGUAGE. HYBRIDIZATION, GLOBALIZATION AND LITERARY PRODUCTION IN THE ENGLISH LANGUAGE.

UNIT 2. AFRICAN LITERATURE WRITTEN IN ENGLISH. WOLE SOYINKA, J. M. COETZEE.

UNIT 3. INDIAN CARIBBEAN AND SCOTTISH LITERATURE WRITTEN IN ENGLISH. A.K. RAMANUJAN, DERECK WALCOTT AND CAROL ANN DUFFY.

UNIT 4. CANADIAN LITERATURE WRITTEN IN ENGLISH MARGARET ATWOOD, ALICE MUNRO, "NEW CANADIAN WRITING", CANADIAN ENVIRONMENTAL LITERATURE.

UNIT 5. AUSTRALIAN LITERATURE WRITTEN IN ENGLISH LES MURRAY, NEW AUSTRALIAN WRITING.

### **Learning System and Methodology / Contingency Plan**

Search, consultation and treatment of information- Debate- Discussion and sharing of information- Exposure of work groups- Audiovisual projections- Exercises- Seminars and academically directed activities- Projects- Master classes/participation.

#### **Contingency Plan:**

In the event of high health alert levels, the training activities planned in the Teaching Groups will be delivered via videoconference. The Working Groups will continue with the face-to-face delivery according to the established planning. In the event of more restrictive measures agreed by the health authorities, the Working Groups will also be held by videoconference.

The teaching staff involved in teaching reserves the right not to give consent for the capture, publication, retransmission or reproduction of their speech, image, voice and explanations of the chair, in the exercise of their teaching duties, in the scope of the University of Almeria.

### **Teaching Innovation Activities**

## **Functional Diversity / Functional Disability**

Those students with disabilities or special educational needs can get in contact with the Delegation of the Rector for the Functional Diversity (<http://www.ual.es/discapacidad>) to receive the appropriate guidance and advice in order to facilitate their instructional, learning and training processes. Likewise, these students may request the implementation of the necessary and suitable adaptations of content, methodology and evaluation that guarantee equal opportunities in their academic development. The processing of any personal data or aggregated information regarding these aforementioned students, in full compliance with the GDPR, is strictly confidential. Faculties and academic staff lecturing the course referenced by this guide/document will be in charge of applying the recommended adaptations approved by the Delegation of the Rector for the Functional Diversity. This fact will be, therefore, notified to the School or Faculty as well as to the coordinator of the academic course.

## **COMPETENCY ASSESSMENT**

### **Criteria and Assessment Tools / Contingency Plan**

#### **Follow-Up Mechanisms**

The course is oriented and sequenced around a presentation of each period, author and selected works, as well as the study of their most important characteristics. The second step is a guided reading of the literary works (or parts of these), so that the student acquires the skills to appreciate the literary text and its adjacent elements. attendance and participation in class is essential, as well as the mandatory readings of literary works. Throughout the course the student will be instrumented by means of a series of exercises (written tests and oral works) together with works, seminars, collective works..that have to provide him/her with the necessary elements to be able to generate an oral and written production that will place him/her at a level of competence and mastery of the subject. The evaluation will therefore follow a progressive itinerary through different cataloging of these works, seminars, collective works, debates, proposals, which will culminate in formal tests where a series of theoretical and practical questions referring to the essential contents of the course will appear.

The sequencing in the qualification of the continuous evaluation procedure will follow these percentages: final work 50% Participation and completion of compulsory work 50%.

The EHEA is based on a continuous evaluation system. Academically it is understood as an authentic, continuous and frequent evaluation that provides feedback in the most immediate way possible.

Formally we will understand by continuous evaluation if none of the weights of the evaluation tests exceeds 50% and no minimum score is required in any of them).

In case of opting for a single final evaluation, this will be requested during the first 15 days of the beginning of the course. This single final evaluation will coincide in date with the dates of the evaluations of the ordinary/extraordinary exams.

#### **Contingency Plan**

In those cases in which the health authorities advise and/or agree the non-presence of the evaluation tests in the ordinary and/or extraordinary calls, the indicated tests will be carried out through the virtual platform".

As established by the University in the Learning Assessment Regulations (chapter 1, ap. 4.4): "In the process of carrying out work, these may not be subject to plagiarism or copying of the work done by another student. Non-compliance may invalidate the validity of the work for the evaluation of the subject. The assignments will be verified by means of the anti-plagiarism tools of the University of Almeria In the process of carrying out assignments, these may not be subject to plagiarism or copying of the one carried out by another student. Non-compliance may invalidate the validity of the work for the evaluation of the subject. In the part of the evaluation procedure that is planned to be carried out by exam, the student may exercise his/her right to a final test.

## COURSE MATERIALS

### Recommended Course Materials

#### *Básica*

- Arvind Krishna Mehrotra. A History of Indian Literature in English. Columbia University Press. 2003.
- ANJANA NEIRA DEV AND AMRITA BHALLA. INDIAN WRITING IN ENGLISH: An Anthology of Prose and Poetry Selections . PRIMUS BOOKS, DELHI. 9789380607979. 2013.
- CYNTHIA SUGARS. THE OXFORD HANDBOOK OF CANADIAN LITERATURE. OXFORD UNIVERSITY PRESS. 2015.
- Elleke Boehmer. Postcolonial Poetics 21st-Century Critical Readings . Palgrave Macmillan. 2018.
- Gareth Griffiths. African Literatures in English East and West . Routledge. 2000.
- GERARD CARRUTHERS. SCOTTISH LITERATURE. EDINBURGH UNIVERSITY PRESS. 2009.
- Iris Berger. Women in Twentieth-Century Africa. Cambridge University Press. 2016.
- Puchner, Martin . The Norton Anthology of World Literature. norton. 2012.
- Simon Gikandi. The Routledge Encyclopedia of African literature. Routledge. 2009.
- Tina Chang et al.. Language for a New Century: Contemporary Poetry from the Middle East, Asia and Beyond. W. W. Norton & Company. 2008.

#### *Complementaria*

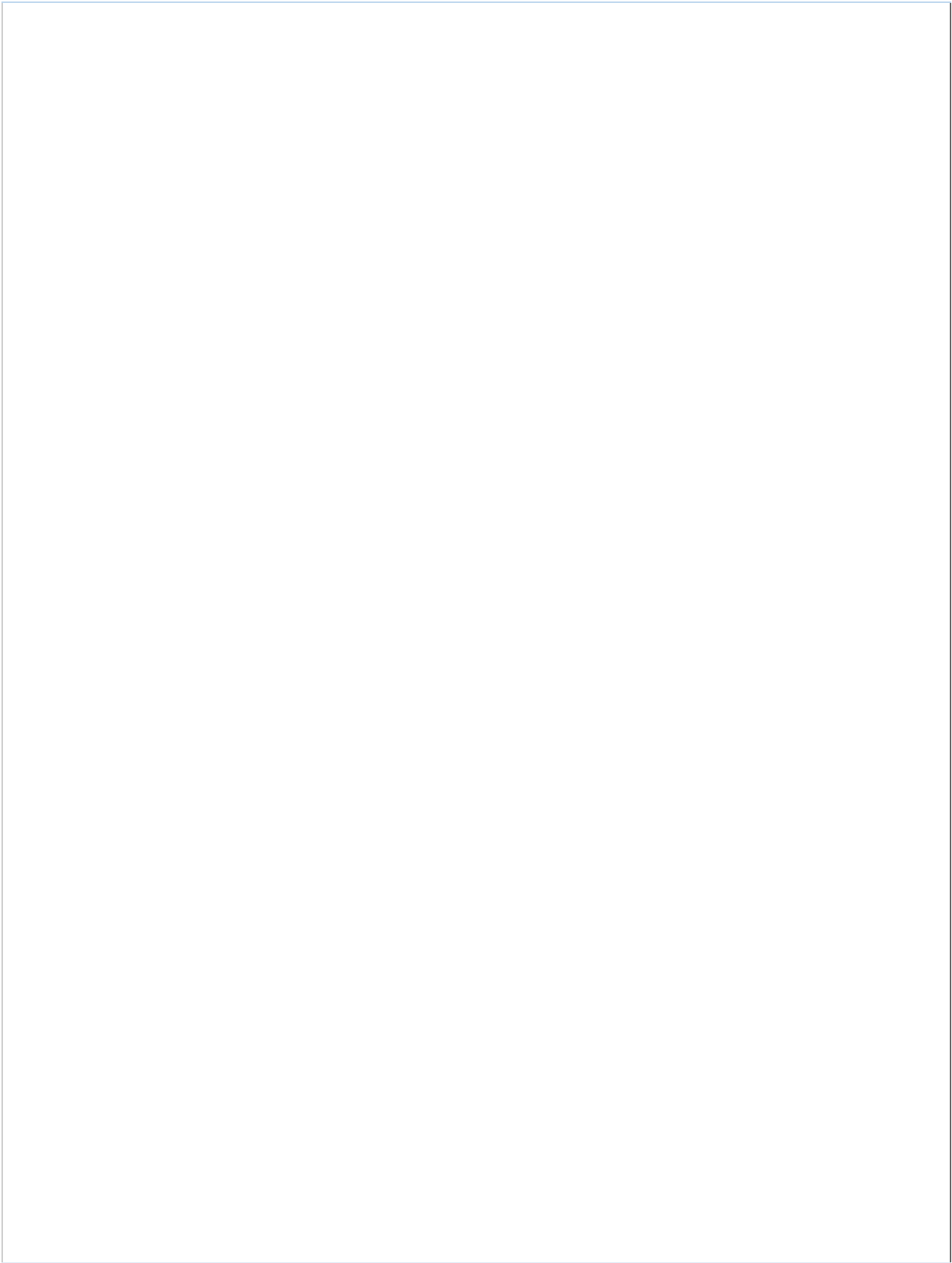
- - BIRENDRA SINHA & DINESH MISHRA. HISTORY OF INDIAN ENGLISH LITERATURE . Raj Publications . 2013.
- CORAL ANN HOWERS. THE CAMBRIDGE HISTORY OF CANADIAN LITERATURE. CAMBRIDGE UNIVERSITY PRESS. PAPER. 2010.
- LAZARUS, Neil. The Cambridge Companion to Postcolonial Literary Studies. Cambridge UP. 2004.

- PETER PIERCE. CAMBRIDGE HISTORY OF AUSTRALIAN LITERATURE. CAMBRIDGE UNIVERSITY PRESS . 2009. 2011.
- Simon Gikandi and Evan Mwangi . The Columbia Guide to East African Literature in English Since 1945. Columbia University Press. 2007.

*Otra Bibliografía*

- Oyekan Owomoyela. The Columbia Guide to West African Literature in English Since 1945 . Columbia University Press. 2008.





## Couse Materials Available in UAL's library

### WEBSITES

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