



Deusto

Facultad de Ciencias Sociales y Humanas
Gizarte eta Giza Zientzien Fakultatea

English Poetry and Drama

Student Learning Guide

Degree: Modern Languages

4th year

Semester: First

2015 – 2016

Optional Subject

6 ECTS

Lecturer: Asier Altuna García de Salazar

**Faculty of Social and Human Sciences (Bilbao)
University of Deusto**



1. ASSESSMENT/EVALUATION SYSTEM

GENERIC COMPETENCE	TECHNIQUES	MARKS
<p>G. C.1.- CRITICAL THINKING <i>Mental behavior that questions things and concerns itself with the foundations on which our own and other's ideas, actions and judgements are based.</i> <i>Level of mastery 3:</i> <i>Arguing the pertinence of judgements made and analyzing the consistency of one own's conduct, given the principles and values that one defends.</i></p>	<p>The activities carried out in class and outside will take the generic competence as central. Its development and assessment will be incorporated and developed with the same tasks designed for the specific competences.</p> <p>The assessment will be accumulative and formative.</p>	<p>50%</p>
<p>Indicators (LOs):</p> <ul style="list-style-type: none"> • Supporting and justifying own judgements. • Identifying underlying ideas, principles, models and values of critical judgements. 	<p>Two long essays: the student will have to reflect individually and support his/her ideas and identify underlying ideas, principles, etc...: 20%</p> <p>Short mid-term tests: the student will and identify underlying ideas, principles, etc...: 2.5% for the poetry part + 2.5% for the drama part</p> <p>Oral presentation: only 5% as the student will and identify underlying ideas, principles, etc...in the articles given in class.</p> <p>Final examination: 20% students answer theoretical questions and justify own judgements on a poetry or drama excerpt and identify underlying ideas, principles, etc....</p>	<p>20 %</p> <p>5 %</p> <p>5 %</p> <p>20 %</p>
TOTAL: GENERIC COMPETENCE IN FINAL EVALUATION		50%



SPECIFIC COMPETENCES	TECHNIQUES	MARK S
<p>S.C.10.- TRANSMISSION OF CULTURE IN THE ENGLISH LANGUAGE</p> <p><i>Transmission of culture in the English language through its literatures or any other type of textual expressions in different mediums.</i></p> <p>The student can:</p> <ul style="list-style-type: none"> Analyse and interpret textual expressions in the English language within the frame of the different literary styles and artistic movements. Relate the artistic and literary productions in the English language to the different social and cultural discourses in which these productions have appeared and which they have helped to transform. 	<p>Assessment will be formative & summative</p>	<p>44%</p>
<p>Indicators (LOs):</p> <p>The student:</p> <ul style="list-style-type: none"> Masters the terminology used in the study of dramatic and poetic texts Explains the cultural, social and historical backgrounds of the chosen Irish dramatic and contemporary poetic texts in English. Analyses in depth the chosen dramatic and poetic works and establishes the interrelation between literary discourse and other discourses (philosophical, historical, political, etc ...). Understands the specificity of the dramatic and stage discourses. Looks for relevant information from different bibliographical sources and interprets this information by applying it to the literary analysis. 	<p>Two long essays: 2% (poetry) + 2% (drama) (masters the terminology used in the study of dramatic and poetic texts, looks for relevant information from different bibliographical sources and interprets this information by applying it to the literary analysis, explains the cultural, social and historical backgrounds of the chosen Irish dramatic and contemporary poetic texts in English).</p> <p>Short mid-term tests: 4.5% for the poetry part (understands the specificity of the poetic discourse) + 4.5% for the drama part. (understands the specificity of the dramatic and stage discourses).</p> <p>Oral presentation: 3% (masters the terminology used in the study of dramatic and poetic texts).</p> <p>Final examination: 28% (analyses in depth the chosen dramatic and poetic works and establishes the interrelation between literary discourse and other discourses (philosophical, historical, political, etc ...)).</p>	<p>4%</p> <p>9%</p> <p>3%</p> <p>28%</p>
<p>S.C.3.- ENGLISH LANGUAGE.</p> <p><i>Demonstrates an excellent level in oral and written English (Levels C1-C2).</i></p> <p>Students can:</p> <ul style="list-style-type: none"> Understand main ideas in texts of different length and degree of complexity, paying special attention to implied meaning. Express themselves in a fluent and spontaneous way, choosing the most adequate terms and expressions with regard to the communication background. Produce clear and well-structured texts of varying lengths and degrees of complexity showing an adequate use of the textual norms of organisation, articulation and cohesion. 	<p>Assessment will be formative & summative</p>	<p>6 %</p>
<p>Indicators (LOs):</p> <p>Students:</p> <ul style="list-style-type: none"> Exchange and debate about ideas with their instructor and classmates in advanced English, presenting their viewpoints. Plans and writes original texts in English with a high academic standard. 	<p>Two long essays: 1% (plans and writes original texts in English with a high academic standard).</p> <p>Short mid-term tests: for the poetry part 0.5 + for the drama part in English 0.5: 1% (plans and writes original texts in English with a high academic standard).</p> <p>Oral presentation: 2% (exchange and debate about ideas with their instructor and classmates in advanced English, presenting their viewpoints).</p> <p>Final examination: 2% (plans and writes original texts in English with a high academic standard).</p>	<p>1%</p> <p>1%</p> <p>2%</p> <p>2%</p>
TOTAL: SPECIFIC COMPETENCES IN FINAL EVALUATION		50%

NOTE: THE EXTRAORDINARY EXAM WILL BE 50% OF THE MARK



MATERIALS: COMPULSORY READING:

- Booklet with chosen poems and extra bibliographical materials.
- Harrington, John P. (ed.) (2009) *Modern and Contemporary Irish Drama*, New York & London: Norton.

2.- STUDENT WORK SCHEDULE

Unit	COMPETENCES	ACTIVITIES	MATERIALS	Activity TYPE	TIME		TOTAL TIME	Starting	End/ Submission
					In class	Out of class			
U1 CONTEMPORARY POETRY IN ENGLISH	G. C.1.- CRITICAL THINKING <i>Mental behavior that questions things and concerns itself with the foundations on which our own and other's ideas, actions and judgements are based.</i>	The GC will be introduced and presented at the beginning of the course: indicators, descriptors and levels of mastery. Materials will be distributed. Presentation by the teacher.	MATERIALS from the department related to the development of the Generic Competences.	RO & C	22 hrs.	53 hrs.	75 hrs.	7 Sept.	27 Oct.
	<i>Level of mastery 3:</i> Arguing the pertinence of judgements made and analyzing the consistency of one own's conduct, given the principles and values that one defends.	The GC will be debated in class and a small written piece regarding the implementation of the GC by the students will be collected. Debate and written piece.		EC & AE & C	1 hr.	1 hr.			
		During the semester time for reflection on the GC will be allocated, so that it can be better understood and implemented. Debate and reflection after each task.		EC & RO					



Unit	COMPETENCES	ACTIVITIES	MATERIALS	Activity TYPE	TIME		TOTAL TIME	Starting	End/ submission
					In Class	Out of Class			
CONTEMPORARY POETRY IN ENGLISH	<p>S.C.8.- TRANSMISSION OF CULTURE IN THE ENGLISH LANGUAGE</p> <p><i>Transmission of culture in the English language through its literatures or any other type of textual expressions in different mediums.</i></p> <p>The student can:</p> <ul style="list-style-type: none"> . Analyse and interpret textual expressions in the English language within the frame of the different literary styles and artistic movements. . Relate the artistic and literary productions in the English language to the different social and cultural discourses in which these productions have appeared and which they have helped to transform <p>S.C.3.- ENGLISH LANGUAGE.</p> <p><i>Demonstrates an excellent level in oral and written English.</i></p> <p>Students can:</p> <ul style="list-style-type: none"> . Understand main ideas in texts of different length and degree of complexity, paying special attention to implied meaning. . Express themselves in a fluent and spontaneous way, choosing the most adequate terms and expressions with regard to the communication background. . Produce clear and well-structured texts of varying lengths and degrees of complexity showing an adequate use of the textual norms of organisation, articulation and cohesion. 	<p>- Introductory lectures on the key elements of the poetry dealt with. Approach to authors and historical contexts.</p> <p>- In-class discussions of the poems selected.</p> <p>- Group presentations of the work done on some of the critical articles read throughout the semester.</p> <p>- Screening of some of the poems dealt with in class.</p> <p>- One academic essay on the poetry of the period covered. (submission 3 Nov.)</p> <p>- Final examination consisting of a theoretical exposition of some of the concepts discussed, and a practical analysis of a poem. (Time allotted at end of unit 2)</p> <p>- Short mid-term test on the poetry covered.</p>	<p>ALL POEMS AND ARTICLES ARE IN THE BOOKLET STUDENTS HAVE.</p> <p>1. Introduction: Two schools of stylistics: text-oriented stylistics and contextualized stylistics. (text in booklet)</p> <p>2. The American poets who came to Europe.</p> <p style="padding-left: 20px;">2.1. Imagism: the starting point of modernist poetry. (text in booklet)</p> <p style="padding-left: 20px;">(Imagist poems in booklet, and articles in booklet)</p> <p style="padding-left: 20px;">2.2. The hygienic dicta of “A Few Don'ts”.(text in booklet)</p> <p>3. The American poets who remained in the United States: the Objectivists: Paratactic verse.</p> <p>4. E. Pound & T.S. Eliot.</p> <p style="padding-left: 20px;">4.1. <i>The Cantos.</i></p> <p style="padding-left: 20px;">4.2. <i>The Waste Land.</i></p> <p>5. Poetry and political commitment: the Spanish Civil War and English poetry: W.H. Auden & Stephen Spender.</p> <p>6. Industrialisation and landscape change as represented in poetry.</p> <p>7. Romanticism in Dylan Thomas's poetry.</p> <p>8. R.S. Thomas, Muir & Gunn: society, religion and progress.</p> <p>9. Ted Hughes and the political use of nature.</p> <p>10. Ireland and commitment: Seamus Heaney.</p> <p>11. Chicano poetry: Carmen Tafolla's <i>La Malinche.</i></p>	<p>RO & C</p> <p>AE & EC</p> <p>AE</p> <p>RO & C</p> <p>AE & C & A/E</p> <p>C & A/E</p> <p>C & A/E</p>	<p>24 hrs.</p> <p>1hr.</p> <p>2 hrs.</p> <p>1 hrs.</p> <p>2hrs.</p> <p>2hrs.</p> <p>3 hrs.</p> <p>2 hrs.</p> <p>2 hrs.</p> <p>2 hrs.</p> <p>1 hrs.</p> <p>1 hrs.</p> <p>1 hrs.</p> <p>2 hrs.</p> <p>1 hrs.</p> <p>1 hr.</p>	<p>51 hrs.</p> <p>1 hrs.</p> <p>3 hrs.</p> <p>3 hrs.</p> <p>4 hrs.</p> <p>4 hrs.</p> <p>7 hrs.</p> <p>3 hrs.</p> <p>4 hrs.</p> <p>3 hrs.</p> <p>3 hrs.</p> <p>4 hrs.</p> <p>2 hrs.</p> <p>5 hrs.</p>	<p>75 hrs.</p>	<p>7 Sept.</p>	<p>27 Oct.</p> <p>2 Oct.</p>



Unit	COMPETENCES	ACTIVITIES	MATERIALS	Activity TYPE	TIME		TOTAL TIME	Starting	End/ submission
					In Class	Out of Class			
U2 MODERN AND CONTEMPORARY IRISH DRAMA	G. C.1.- CRITICAL THINKING <i>Mental behavior that questions things and concerns itself with the foundations on which our own and other's ideas, actions and judgements are based.</i>	The GC will be introduced and presented at the beginning of the course: indicators, descriptors and levels of mastery. Materials will be distributed. Presentation by the teacher.	MATERIALS from the department related to the development of the Generic Competences.	OR & C	21 hrs.	54 hrs.	75 hrs.	28 Oct.	18 Dec.
	<i>Level of mastery 3:</i> Arguing the pertinence of judgements made and analyzing the consistency of one own's conduct, given the principles and values that one defends.	The GC will be debated in class and a small written piece regarding the implementation of the GC by the students will be collected. Debate and written piece.		EC & AE & C	2 hr.	0 hr.			
		During the semester time for reflection on the GC will be allocated, so that it can be better understood and implemented. Debate and reflection after each task.		EC & RO					



Unit	COMPETENCES	ACTIVITIES	MATERIALS	Activity TYPE	TIME		TOTAL TIME	Starting	End/ Submiss ion
					In Class	Out of Class			
MODERN AND CONTEMPORARY IRISH DRAMA	S.C.8.- TRANSMISSION OF CULTURE IN THE ENGLISH LANGUAGE <i>Transmission of culture in the English language through its literatures or any other type of textual expressions in different mediums.</i> The student can: . Analyse and interpret textual expressions in the English language within the frame of the different literary styles and artistic movements. . Relate the artistic and literary productions in the English language to the different social and cultural discourses in which these productions have appeared and which they have helped to transform	- Introductory lectures on the key elements of the drama instances. Approach to authors and historical contexts. - In-class discussions of the plays selected. - Group presentations of the work done on some of the critical articles read throughout the semester. - Screening of some of the plays dealt with in class.	ALL PLAYS AND ARTICLES ARE IN Harrington, John P. (ed.) (2009) <i>Modern and Contemporary Irish Drama</i>, New York & London: Norton. 1. Introduction: 2. The Irish dramatic revival: 2.1. W.B. Yeats and Lady Gregory: <i>Cathleen Ní Houlihan</i> (1902) 3. The Abbey Theatre. 3.1. Controversy: J. M. Synge: <i>The Playboy of the Western World</i> (1907) 4. Sean O'Casey and Irish nationalism: <i>Juno and the Paycock</i> (1924) 5. Field Day Theatre Company. 5.1. Brian Friel and dynamism on the Irish stage: <i>Translations</i> (1980)	RO & C	21 hrs.	54 hrs.	75 hrs.	28 Oct.	18 Dec.
	S.C.3.- ENGLISH LANGUAGE. <i>Demonstrates an excellent level in oral and written English.</i> Students can: . Understand main ideas in texts of different length and degree of complexity, paying special attention to implied meaning. . Express themselves in a fluent and spontaneous way, choosing the most adequate terms and expressions with regard to the communication background. . Produce clear and well-structured texts of varying lengths and degrees of complexity showing an adequate use of the textual norms of organisation, articulation and cohesion.	- One academic essay on the drama of the period covered. (submission day of exam) - Short mid-term tests on the drama covered. - Final examination consisting of a theoretical exposition of some of the concepts discussed, and a practical analysis of a play excerpt.		AE & EC	3 hrs.	7 hrs.			
				AE	3 hrs.	7 hrs.			
				RO & C	4 hrs.	9 hrs.			
				AE & C & A/E	3 hrs.	9 hrs.			
				C & A/E	3 hrs.	9 hrs.			
C & A/E	1 hr.	6 hrs.	EXAM PERIOD	4 Dec.					
C & A/E	2 hrs.	7 hrs.							



3.- ACADEMIC TUTORIALS

	FUNCTIONS	METHODS – How	PLACES - Where	TIMES - When
GUIDANCE AND MONITORING OF WORK	1. Instructions to carry out activities and tasks.	<ul style="list-style-type: none"> Students will be given or sent by email a document with detailed information. Student Learning Guide, specifically Work Schedule. 	EMAIL or ALUD Platform	At the beginning of the semester and throughout the course.
	2. Submission of assignments.	<ul style="list-style-type: none"> Activities and tasks will be submitted in class or/and via the platform as indicated in Learning Guide and Schedule specified in Work Schedule. Presentations will be handed in to lecturer in class or via Tutorial system (ALUD Platform) 	Classroom or/and ALUD Platform	Stipulated in Work Plan.
	3. Checking of assignments. Communication of results and guidance for improvement.	<ul style="list-style-type: none"> Written tasks: The lecturer will return tasks corrected with specific annotations for correction and improvement. Oral tasks: The lecturer will give students feedback for improvement. <p>It is possible to arrange an appointment for longer consultation concerning assignments and guidance for improvement. Appointments should be requested by email:</p> <ul style="list-style-type: none"> asier.altuna@deusto.es <p>Student may attend tutorial whenever she/he finds it necessary.</p> <ul style="list-style-type: none"> Lecturer might require student to come to a tutorial. 	<p>In class / email</p> <p>Lecturer's office</p>	<p>After handing in assignment</p> <p>Throughout semester</p>
	4. Process of checking and assessment.	<ul style="list-style-type: none"> Self-assessment after each task. Informally, throughout the course, at various times after class or/and tutoring classes. Formally, through Assessment Survey 	<p>In class and/or after class</p> <p>In class and at lecturer's office.</p> <p>In class with Specific Survey</p>	<p>On –going assessment via tutorial classes and/or at various time outside class.</p> <p>At end of semester (UTIC)</p>
TUTORIALS	The student can contact the lecturer for other matters, either academic or personal.	<p>Previous appointment by email</p> <p>asier.altuna@deusto.es</p> <p>or after class.</p>	Lecturer's office	When required by email