

Plan 170 Maestro – Esp. Lengua extranjera

Asignatura 15570 ANALISIS DE TEXTOS (INGLES)

Grupo 1

Presentación

Comentarios lingüísticos y literarios de textos ingleses

Programa Básico

Teoría y práctica de análisis de textos literarios ingleses aplicando las técnicas más adecuadas a las características del texto dentro de su género correspondiente.

Objetivos

At the end of the semester the student should be able:

1. To perform stylistic analyses of short modern-contemporary English poems using traditional and Cognitive Linguistic analytic tools.
2. To read an English poem with the proper intonation and pronunciation.
3. To design and carry out an English lesson for Spanish Primary students using poetic material.

Programa de Teoría

ANÁLISIS DE TEXTOS POÉTICOS:

FORMAL FEATURES ("TEXTURE")

Rhythm and Metre (foot, stress, pause, enjambment)

Verbal repetition (free repetition, anaphora, epistrophe, symploce, anadiplosis ...)

Patterns of Sound (rhyme, alliteration, consonance, assonance, onomatopoeia, chiming)

Syntax (syndetic features, parallelism, embedding, complexity)

CONCEPTUAL FEATURES

Tone and intention

Semantic domains

Imagery (sensory information and synesthesia)

Figurative language (metaphor, simile, metonymy and synecdoche)

Hiperbole and litotes

Irony

Ambiguity (puns and word-play, sources of multiple and indeterminate significance)

Absurdity (oxymoron, paradox)

Programa Práctico

Some poems to be worked on

2. POST-MODERNISM (1935-)

L. LEE (1914-1997) "Music in a Spanish Town"

PHILIP LARKIN (1922-1985) "Counting" "Days"

TED HUGHES (1930-1998) "Full Moon and Little Frieda"

SYLVIA PLATH (1932-1963) "I am Vertical" "Edge"

ANNE STEVENSON (b. 1933) "The Marriage"

MARK STRAND (b. 1934) "Eating Poetry"
MARGARET ATWOOD (b.1939) "This is a Photograph of Me"
SEAMUS HEANEY (b. 1939) "Squarings, viii"
CAROL ANN DUFFY (b. 1955) "Warming Her Pearls"

Evaluación

The final qualification results from the sum of five different parts, each work piece being firstly marked out of 10 points:

Team work (60%)

1. (25%) Pair work essays (class work).
2. (5%) Spontaneous participation in team and whole group discussions.
3. (30%) Lesson design and implementation.

Individual work (40%)

4. (30%) Compulsory individual papers, which can be one or two depending on the learning rhythm of the class.
5. (10%) Poem writing (optional task).

Bibliografía
