

SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: **History of the British literature**
2. Course code: **15-HLB-CH-11**
3. Course type (compulsory or optional): **optional**
4. Study programme name: **English and Chinese Studies**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **1st cycle**
6. Educational profile (general academic profile or practical profile): **general academic**
7. Year of studies (if relevant): **Year 1**
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours):
practical classes: 30 hours
9. Number of ECTS credits: **3**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: **dr Urszula Kizelbach, urszulak@amu.edu.pl**
11. Language of classes: **English**
12. Online learning: yes (partly – online / fully – online) / no

II. Detailed information

1. Course aim (aims):

- 1: the passing of knowledge of the history of British literature from the Old English period to modern times
- 2: developing students' ability of critical analysis of literary texts
- 3: developing students' ability to apply literature research methods in the analysis of literary texts
- 4: developing students' skills of reading critical sources and their use in the analysis of literary texts
- 5: developing students' communication and teamwork skills

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant): None.

3. Course learning outcomes (EU) in terms of knowledge, skills and social competences and their reference to study programme learning outcomes (EK):

Course learning outcome symbol (EU)	On successful completion of the course and validation of its learning outcomes, a student:	Reference to study programme learning outcomes (EK)
15-HLB-CH_01	recognizes the main trends in the historical development of English literature	K_W02, K_W03, K_W04, K_W06
15-HLB-CH_02	can analyze and interpret a literary text in a historical and cultural context	K_U02, K_U03, K_U05, K_U08, K_U10
15-HLB-CH_03	reads in a comprehensive way texts written in the early modern English and modern English, which belong to various literary genres	K_U10
15-HLB-CH_04	uses critical sources in the analysis of literary texts	K_U09, K_U10
15-HLB-CH_05	proposes their own interpretation of the texts and actively participates in class discussions	K_U11, K_U12
15-HLB-CH_06	knows and correctly uses basic literary concepts and definitions	K_W10
15-HLB-CH_07	draws logical conclusions from in-class discussions and is able to summarise the main points in discussions	K_U06, K_U15

4. Learning content with reference to course learning outcomes (EU)

Course learning content:	Course learning outcome symbol (EU)
Old English elegies: <i>Deor's Lament</i>	15-HLB-CH_01-07
OE literature, heroic epic poem <i>Beowulf</i> (fragments in the original West Saxon dialect and in the modern translation)	15-HLB-CH_01-07

Middle English literature, morality play <i>Everyman</i>	15-HLB-CH_01-07
Renaissance literature, the comparison of Shakespeare's tragedy with the classical tragedy: <i>Hamlet, Macbeth, King Lear</i> (one chosen play)	15-HLB-CH_01-07
Enlightenment, the origins of the English novel: <i>Gulliver's Travels</i> (fragments)	15-HLB-CH_01-07
Pre-Romanticism: the poetry of Robert Burns and William Blake (chosen poems)	15-HLB-CH_01-07
Romanticism: the poetry of William Wordsworth and Samuel Taylor Coleridge (chosen poems)	15-HLB-CH_01-07
Gothic tradition in the novel: <i>The Castle of Otranto</i> (fragments)	15-HLB-CH_01-07
Victorian novel: Oscar Wilde's <i>The Picture of Dorian Gray</i> (fragments)	15-HLB-CH_01-07
20 th -century literature, war poetry: Rupert Brooke, Siegfried Sassoon, Isaac Rosenberg, Wilfred Owen (teacher's choice)	15-HLB-CH_01-07
20 th -century literature, drama: Samuel Beckett <i>Waiting for Godot</i> or Sarah Kane <i>4.48 Psychosis</i>	15-HLB-CH_01-07
Contemporary literature and postcolonial literature: selected short stories (e.g. Salman Rushdie <i>East, West</i>)	15-HLB-CH_01-07
Contemporary literature (intertextuality): Angela Carter <i>The Bloody Chamber</i> (selected stories)	15-HLB-CH_01-07
Contemporary literature (latest trends in fiction, teacher's choice): e.g. Ian McEwan <i>Atonement</i> (fragments)	15-HLB-CH_01-07

5. Reading list:

- Beadle, Richard (ed.). 1994. *The Cambridge companion to medieval English theatre*. Cambridge: Cambridge University Press.
- Booker, Keith M. 1994. *Among the postmodernists*. Orlando: University Press of Florida.
- Bradbury, Malcolm. 1995. *The modern British novel*. London: Penguin Books.
- Brantlinger, Patrick – William B. Thesing (eds.). 2005. *A companion to the Victorian novel*. Malden: Blackwell Publishers.
- Chandler, James and Maureen N. McLane (eds.). 2008. *The Cambridge companion to British Romanticism*. Cambridge: Cambridge University Press.
- Daiches, David. 1992. *A critical history of English literature*. London: Secker and Warburg.
- Davis, Lennard. 1983 [1996]. *Factual fictions. The origins of the English novel*. Philadelphia: University of Pennsylvania Press.
- de Grazia, Margreta and Stanley Wells (eds.) 2001. *The Cambridge companion to Shakespeare*. Cambridge: Cambridge University Press.
- Donoghue, Daniel. 2004. *Old English literature. A short introduction*. London: Blackwell Publishing.
- Ford, Boris. 2000. *The Pelican guide to English literature*. London: The Penguin Books.
- Hattaway, Michael (ed.). 2000. *A companion to English Renaissance literature and culture*. Malden: Blackwell Publishing.
- Pulsiano, Phillip and Elaine Treharne (eds.). 2008. *A companion to Anglo-Saxon literature*. London: Blackwell Publishing.
- Richetti, John (ed.). *The Cambridge companion to the eighteenth-century novel*. Cambridge: Cambridge University Press
- Schlauch, Margaret. 1956. *English medieval literature and its social foundations*. Warszawa: Państwowe Wydawnictwo Naukowe.
- Tucker Herbert F. (ed.). 1999. *A companion to Victorian literature and culture*. Malden: Blackwell Publishers.

III. Additional information

1. Teaching and learning methods and activities to enable students to achieve the intended course learning outcomes (please indicate the appropriate methods and activities with a tick and/or suggest different methods)

Teaching and learning methods and activities	X
Lecture with a multimedia presentation	x
Interactive lecture	x
Problem – based lecture	
Discussions	x
Text-based work	x
Case study work	
Problem-based learning	
Educational simulation/game	
Task – solving learning (eg. calculation, artistic, practical tasks)	
Experiential work	x
Laboratory work	
Scientific inquiry method	
Workshop method	
Project work	
Demonstration and observation	
Sound and/or video demonstration	
Creative methods (eg. brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps)	x
Group work	x
Other (please specify) -	
...	

2. Assessment methods to test if learning outcomes have been achieved (please indicate with a tick the appropriate methods for each LO and/or suggest different methods)

Assessment methods	Course learning outcome symbol					
	15-HLB-CH_01	15-HLB-CH_02	15-HLB-CH_03	15-HLB-CH_04	15-HLB-CH_05	15-HLB-CH_06-07
Written exam	x	x	x	x	x	x
Oral exam						
Open book exam						
Written test	x	x	x	x	x	x
Oral test						
Test	x	x	x	x	x	x
Project						
Essay	x	x	x	x	x	x
Report						
Individual presentation						
Practical exam (performance observation)						
Portfolio						
Other (please specify) -						
...						

3. Student workload and ECTS credits

Activity types		Mean number of hours spent on each activity type
Contact hours with the teacher as specified in the study programme		30
Independent study*	Preparation for classes	10
	Reading for classes	30
	Essay / report / presentation / demonstration preparation, etc.	5
	Project preparation	
	Term paper preparation	
	Exam preparation	15
	Other (please specify) -	
	...	
Total hours		90
Total ECTS credits for the course		3

* please indicate the appropriate activity types and/or suggest different activities

4. Assessment criteria in accordance with AMU in Poznan's grading system:

Very good (bdb; 5,0): The student has excellent knowledge and understanding of concepts and terminology used in the field of literary studies as well excellent communicative competence and social skills, is able to freely analyze and interpret a literary text in its historical and cultural context, readily recognizes the main trends in the historical development of British literature and proposes their own interpretation of the texts, has excellent knowledge of and correctly uses basic literary concepts and definitions in spoken and written English.

Good plus (+db; 4,5): The student has very good knowledge and understanding of concepts and terminology used in the field of literary studies as well very good communicative competence and social skills, is able to analyze and interpret a literary text in its historical and cultural context, readily recognizes the main trends in the historical development of British literature and proposes their own interpretation of the texts, has very good knowledge of and correctly uses basic literary concepts and definitions in spoken and written English with minor mistakes.

Good (db; 4,0): The student has good knowledge and understanding of concepts and terminology used in the field of literary studies as well good communicative competence and social skills, is able to analyze and interpret a literary text in its historical and cultural context, recognizes the main trends in the historical development of British literature and proposes their own interpretation of the texts, has good knowledge of and correctly uses basic literary concepts and definitions in spoken and written English with occasional mistakes.

Satisfactory plus (+dst; 3,5): The student has satisfactory knowledge and understanding of concepts and terminology used in the field of literary studies as well satisfactory communicative competence and social skills, is able to analyze and interpret a literary text in its historical and cultural context to a satisfactory effect, recognizes most of the main trends in the historical development of British literature and proposes their own interpretation of the texts, has satisfactory knowledge of and uses basic literary concepts and definitions in spoken and written English but with significant shortcomings.

Satisfactory (dst; 3,0): The student has basic knowledge and understanding of concepts and terminology used in the field of literary studies as well basic communicative competence and social skills, is able to analyze and interpret a literary text in its historical and cultural context to a basic effect, recognizes most of the main trends in the historical development of British literature, has basic knowledge of and uses basic literary concepts and definitions in spoken and written English but with numerous errors.

Unsatisfactory (ndst; 2,0): The student does not have satisfactory knowledge or understanding of concepts and terminology used in the field of literary studies and has not developed satisfactory communicative competence and social skills, is not able to analyze and interpret a literary text in its historical and cultural context to a satisfactory effect, does not recognize the main trends in the historical development of British literature and is unable to propose their own interpretation of the texts, does not have satisfactory knowledge of and is unable to correctly use basic literary concepts and definitions in spoken and written English.