Miyazaki International College

Course Syllabus

(FALL, 2019)

|  |  |
| --- | --- |
| Course Title (Credits) | LL315 (ASE 382) BRITISH LITERATURE (3) |
| Course Designation for TC | Teacher Certification-related course, Discipline – related course, Required by Article 66.6 |
| Content Teacher | |
| Instructor | Dr. Gregory J. Dunne |
| E-mail address | gdunne@sky.miyazaki-mic.ac.jp |
| Office/Ext | MIC: 2-306 /Ext: 3785 |
| Office hours | TTH 1:00 to 3:00, and by appointment |
| Language Teacher | |
| Instructor |  |
| E-mail address |  |
| Office/Ext |  |
| Office hours |  |

|  |  |  |
| --- | --- | --- |
| Course Description: | | |
| This course is intended as a survey of important and representative works of British literature in their historical and cultural contexts. We will focus on poetry, prose, and drama that provide insight into the societies that changed the authors’ creative visions. | | |
| Course Objectives: | | |
| * Deepen and extend the student knowledge and understanding of the development and history of British literature.   .   * Demonstrate the interconnections and relatedness  of  literature  to  issues  culture identity,  gender,  nationality,  interpretation,  writing  and  authority. * Develop  and  refine  students’  proficiency  in  English:  reading  skills,  writing  skills,   Listening skills, critical  thinking  (analytic)  skills,  and  speaking  skills,  especially     in relation  to discussion.   * Help  students  to  enjoy  the  reading  of  literature  in  English  and  understand  literature’s   relevance  in  their  lives.   * Develop the students’ knowledge of the elements of literature and to their ability to analyze and interpret meaning from them. | | |
| Course Schedule: | | |
| Day | Topic | Content/Activities |
| 1 | UNIT 1:  OLD ENGLISH AND MIDDLE ENGLISH LITERATURE | Introduce Class (Syllabus)  Lecture on Old English and Middle English and Temporality and Literary Theory  **Attainment Objectives**  1) To understand the various English expressions used in literary works.  (2) To understand the cultures of countries and regions where English is used as they are described in literary works.  (3) To understand about the representative literature written in English. |
| 2 | Chaucer’s  The Canterbury Tales | The poetry of Geoffrey Chaucer is introduce  “The Prologue” to The Canterbury Tales  In-class reading / small groups.  Comprehension questions gone over in class  Discussion Questions for homework  The “Readers Journal” Introduced / Writing  Assignment in Journals is given. (Age and Aging)  **Attainment Objectives** 1,2, 3, as noted above. |
| 3 | Chaucer’s  “The Wife of Bath Tale” | Students share Journal assignment in small groups.  Topic of age and aging is discussed as a class.  Discussion questions on Prologue are gone over  Listening to the “Wife of Bath Tale” in Middle English. Discussing Student response to listening.  Reading the tale in modern English.  Comprehension questions and discussion questions are assigned for homework.  **Attainment Objectives** 1,2, 3, as noted above. |
| 4 | Chaucer’s  The Wife of Bath Tale” | Going over HW questions in small groups  Class discussion.  The elements of character and theme are analyzed discussed. The poetics of Chaucer are also noted  HW: Writing Assignment: analyze and interpret the tale  **Attainment Objectives** 1,2, 3, as noted above. |
| 5 | UNIT 2  Elizabethan Poetry and Prose | Quiz on Chaucer  William Shakespeare is Introduced  Lecture on “Shakespeare and his Time”  King Lear is Introduced.  Video of Act 1 Scene 1  Students watch video and write summary in class  Summaries are shared and discussed in small groups and as a class / Film watched again  Students read Act 1 Scene 1 for Homework. Answer Comprehension and discussion questions  **Attainment Objectives** 1,2, 3, as noted above. |
| 6 | King Lear | King Lear Act 1 Scene 1 Explored and discussed Act 3 Scene 1 and 2 watch video  Students write summary in class  Summaries are shared and discussed in small groups and as a class / Film watched again  Students read Act 3 Scene 1 and 2 for Homework. Answer Comprehension and discussion questions  In-class reading / small groups.  Comprehension and Discussion Questions  **Attainment Objectives** 1,2, 3, as noted above |
| 7 | The Sonnets of William Shakespeare | Conclude discussion on King Lear and go over questions in small groups/class discussion  Shakespeare’s Sonnet 29 is introduced  Journal Response is assigned as homework  **Attainment Objectives** 1,2, 3, as noted above |
| 8 |  | Students share responses to Shakespeare sonnet  The elements of poetry are discussed  Students work in small groups to analyze and interpret the sonnet.  Sonnet 73 is introduced  Students prepare to an analyze and interpret and give a recitation of the poem in class (pairs)  Journal Response on Sonnet 73**Attainment Objectives** 1,2, 3, as noted above  **Attainment Objectives** 1,2, 3, as noted above |
| 9 |  | Quiz on Shakespeare  Student interpretations of sonnets and recitations  Writing Assignment is given: Analyze and Interpret a Shakespeare Sonnet.  **Attainment Objectives** 1,2, 3, as noted above |
| 10 | UNIT 3:  Early Nineteenth-Century Poets | Lecture on the Romantic Period  The poetry of William Wordsworth  The prose and poetics of W. Wordsworth  Preface to the Lyrical Ballads  Reading and discussing Wordsworth ideas as they relate to poetry. Small group discussion/reading/and class discussion  Homework: Reading on the Romantic Period  **Attainment Objectives** 1,2, 3, as noted above |
| 11 |  | Discussion of reading in small groups followed by class discussion: The Romantic Period.  The Poetry of William Wordsworth:  “Lines Composed a Few Miles above Tintern Abbey”  The poem is listened to in class and then read  Students respond to the poem in their journals/ in class writing. Writing is shared and discussed.  Homework: Students prepare to take it turns to present their readings/interpretations of various parts of the poem in the next class.  **Attainment Objectives** 1,2, 3, as noted above |
| 12 |  | Presentations on “Tintern Abbey” by students  The function of TIME in the poem is discussed  The Poetry of John Keats (Sonnets) is introduced  Video: Life and Legacy  **Attainment Objectives** 1,2, 3, as noted above |
| 13 |  | The Poetry of John Keats: Ode to A Grecian Urn  Small group discussion. Class discussion.  Lecture on the form.  Students work to analyze and interpret the poem  Homework: Journal Response, Reading the Selected Letters of John Keats  **Attainment Objectives** 1,2, 3, as noted above |
| 14 |  | In class writing on the Letters of John Keats  Students share writing  John Keats’ “When I Have Fears’  Examining the relation between letters and poem  TIME in the poetry of John Keats  Students (pairs) work to analyze and interpret “When I have Fears” present and recite the poem in class.  **Attainment Objectives** 1,2, 3, as noted above |
| 15 | UNIT 4:  Modernist 20th Century  Literature | Midterm Exam.  Readers Journals are collected  Lecture on Modernist Literature and Virginia Woolf  Homework: Read first 40 pages of *Mrs. Dalloway*  **Attainment Objectives** 1,2, 3, as noted above |
| 16 | Virginia Woolf’s  *Mrs. Dalloway* | Going over Mrs. Dalloway Pages 1 to 40  Lecture:  The Elements of Fiction: Character and Narration  Small group discussion and class discussion  Homework: Reading pages 41 to 80  **Attainment Objectives** 1,2, 3, as noted above |
| 17 | Virginia Woolf’s  *Mrs. Dalloway* | Going over Pages 41 to 80  Lecture:  The Elements of Fiction: Time  Response Paper is due  Homework: Reading pages 81 to 120  **Attainment Objectives** 1,2, 3, as noted above |
| 18 | Virginia Woolf’s  *Mrs. Dalloway* | Going over Pages 81 to 120  Comprehension questions and discussion questions.  Lecture:  The Elements of Fiction: Setting  Close reading is demonstrated by instructor  Students (pairs) select paragraphs in novel  And offer close readings to their peers.  Homework: Reading pages 120 to 160  **Attainment Objectives** 1,2, 3, as noted above |
| 19 | Virginia Woolf’s  *Mrs. Dalloway* | Going over Pages 120 to 160  Students offer close readings  Lecture:  The Elements of Fiction: Plot  Homework: Students finish reading the novel  **Attainment Objectives** 1,2, 3, as noted above |
| 20 | Virginia Woolf’s  *Mrs. Dalloway* | Going over Pages 161 to 200  Close readings by instructor and by students / Analysis and Interpretation  Critical Analysis Paper is due  **Attainment Objectives** 1,2, 3, as noted above |
| 21 | UNIT 5:  CONTEMPORARY BRITISH LITERATURE | Lecture on Contemporary British Literature  Kazuo Ishiguro is introduced  *The Japan Times* interview with Ishiguro is read in class and discussed in small groups.  Homework: Reading pages 1 to 30, Journal Response  **Attainment Objectives** 1,2, 3, as noted above. |
| 22 | Kazuo Ishiguro’s  *An Artist of the Floating World* | Journal Responses are shared  Going over Pages 1 to 30 (comprehension and discussion questions)  Close readings by students  Lecture:  The Elements of Fiction: Time  Homework: Reading Pages 31 to 61  **Attainment Objectives** 1,2,3, as noted above. |
| 23 | Kazuo Ishiguro’s  *An Artist of the Floating World* | Going Over Pages 31 to 60  Lecture:  The Elements of Fiction: Character and Setting  (Comprehension and discussion questions)  Close readings by students  Homework: Read pages 61 to 90  **Attainment Objectives** 1,2, 3, as noted above. |
| 24 | Kazuo Ishiguro’s  *An Artist of the Floating World* | Going over Pages 61 to 90  (Comprehension and discussion questions)  Close readings by students  Students discuss influence of Japanese Cinema on Ishiguro  Response Paper is due  Homework: Reading 91 to 120 / Journal Response    **Attainment Objectives** 1,2, 3, as noted above. |
| 25 | Kazuo Ishiguro’s  *An Artist of the Floating World* | Reading and discussing Pages 91 to 120  (Comprehension and discussion questions)  Close readings by students  Lecture:  The Elements of Fiction: Plot  Homework: Reading 121 to 150, Journal Response    **Attainment Objectives** 1,2, 3, as noted above. |
| 26 | Kazuo Ishiguro’s  *An Artist of the Floating World* | Going over Pages 121 to 150  (Comprehension and discussion questions)  Close readings by students - analysis and Interpretation in small groups and whole class  Homework: Reading 151 to 180  **Attainment Objectives** 1,2, 3, as noted above. |
| 27 | Kazuo Ishiguro’s  *An Artist of the Floating World* | Reading and discussing Pages 151 to 180  (Comprehension and discussion questions)  Close readings by students  Lecture:  Elements of fiction: Narration  Critical Analysis Paper is due  Homework: Reading Pages 181 to 206, Journal Response  **Attainment Objectives** 1,2, 3, as noted above. |
| 28 | Kazuo Ishiguro’s  *An Artist of the Floating World* | Going over Pages 181 to 206  Sharing of Responses  (Comprehension and discussion questions)  Close readings by students - analysis and Interpretation in small groups and whole class  Discussing “Theme”    **Attainment Objectives** 1,2, 3, as noted above. |
| 29 | Temporality and Literary Theory: Nostalgia | Comparing the use of time in Woolf’s *Mrs. Dalloway* and Ishiguro’s *An Artist of the Floating World.*  In Class: Groups work to formulate an assessment based on their critical analysis of both texts. To be presented to the class.  **Attainment Objectives** 1,2, 3, as noted above |
| 30 | Course Review | Group presentations on TIME as a literary device in the novels. Course is reviewed.  Small group discussions and class discussion.  **Attainment Objectives** 1,2, 3, as noted above |
|  | Final Exam |  |
| Required Materials: | | |
| 1.) *Mrs. Dalloway*, Virginia Woolf. Oxford University Press. 185 Pages. 2009. ISBN-10: 0199536007  2.) *An Artist of the Floating World*, Kazuo Ishiguro. Faber and Faber. 2018 Pages. 2001.ISBN-10: 0571209130 | | |
| Course Policies (Attendance, etc.): | | |
| A**ttendance,  as  such,  is  not  part  of  the  final  grade  –  BUT  participation  is!**  Since  the  work  we  do  in  this  course  is  cumulative,  your  attendance  is  important.  Regular  class  attendance  is  required.  Students  with  more  than  5  unexcused  absences  will  be  asked  to  withdraw  from  the  class.  Excused  absences  are  those  that  are  defined  as  a  confining  illness,  death  in  the  family,  or  school-sanctioned  event.  For  an  absence  to  be  excused,  you  need  to  have  written  documentation  from  a  doctor  or  campus-organization  sponsor.  Please  come  to  class  on  time.  Repeated  lateness  will  be  considered  an  unexcused  absence  and  not  only  affect  participation  points  and  final  grade  but  also  your  status  in  the  class.  3  Times  late = 1  absence  >  30  minutes  late = 1  absence | | |
| Class Preparation and Review: | | |
| Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time. | | |
| Grades and Grading Standards: | | |
| Written  Assignments 20**%**  Homework 10**%**  Reader’s  Journal 15**%**  Participation 10**%**  Quizzes 15**%**  Presentations 10**%**  Exams  (Midterm  and  Final) 20**%**  Total 100  % | | |
| Methods of Feedback: | | |
| In principle, graded work will be returned within one week of submission with appropriate feedback, i.e., grade, comments, etc. Some written work will be graded and commented upon electronically. | | |
| Diploma Policy Objectives: | | |
| Work completed in this course helps students achieve the following Diploma Policy objective(s):  1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)  2. The ability to understand and accept different cultures developed through acquisition of a broad  knowledge and comparison of the cultures of Japan and other nations  3. The ability to identify and solve problems  4. Advanced communicative proficiency in both Japanese and English | | |
| Notes: | | |
|  | | |

