Miyazaki International College

Course Syllabus

(Fall Semester, 2021)

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| Course Title (Credits) | LL315-1 BRITISH LITERATURE (3 credits) |
| Course Designation for TC | Teacher Certification-related course, Discipline – related course, Required by Article 66.6 |
| Content Teacher | |
| Instructor | Dr. Hironori Hayase |
| E-mail address | hhayase@sky.miyazaki-mic.ac.jp |
| Office/Ext | MIC: 1-208 /Ext: 3716 |
| Office hours | Wednesday 1:00-3:00, Friday 1:00-3:00; and by appointment |

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| Course Description: | | |
| This class is surveys important and representative works of British literature in their historical and cultural contexts. It begins by exploring the literature of the Elizabethan period (1558–1603) , during which Shakespeare’s main dramas will be read and discussed. In the Romantic periods (1785 –1832), the poems of William Shakespeare, William Wordsworth, P.B. Shelley and John Keats will be appreciated. From the authors in the middle of the 19th century, Charles Dickends, Jane Austin, Emily Bronte, and Lewis Carol will be chosen. The course concludes by exploring modern and contemporary British Literature through the reading of two novels: *Mrs. Dalloway* by Virginia Woolf, and *James Joyce’s Ulysses.* Throughout the course we will concern ourselves with temporality (chronological, discontinuous, *in medias res)* and how it functions in the literary texts that we encounter. | | |
| Course Objectives: | | |
| **Overall Objectives:**  Whilst studying literature written in English, to obtain a deeper understanding of expressive ability using English and to understand the cultures and regions where English has used and to be able to use these in foreign language classes in junior high schools and senior high schools.  **Learning Content:**  (1) English expressions in literary works  (2) The various cultures seen in literary works  (3) Representative literature written in English  **Attainment Objectives:**  (1) To understand the literary text written in English  (2) To understand the backgrounds of the story, such as culture, history, thoughts of the U.K.  (3) To analyze and understand the characters’ feelings, such as joy, sadness, faith, conflict, etc.  (4) To discuss literary themes in a logical way in English in a group and in a class  (5) To write literary essays in an evidence-based way in English  **Additional Objectives:**  • Broaden and deepen students’ understanding and appreciate of Btitish literature, as well as their understanding of the historical and cultural forces at play within that literature.  • 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.  • Introduce the elements of literature and textual analysis as a means of interpretation.  • Help students enjoy the reading of literature in English and understand literature’s relevance in their lives | | |
| Course Schedule: | | |
| Day | Topic | Content/Activities |
| 1 | Introduction  Introduction to the Class Goals:  -Defining Literature & Literary Interpretation  -Knowledge about the U.K | Class Orientation (Syllabus)  -What is Literature?  -What is literary interpretation?  -How much do you know about the U.K?  ***Attainment Objectives***  *(1) To understand the literary text written in English*  *(2) To understand the backgrounds of the story, such as culture, history, thoughts of the U.K.*  *(3) To analyze and understand the characters’ feelings, such as joy, sadness, faith, conflict, etc.*  *(4) To discuss literary themes in a logical way in English in a group and in a class*  *(5) To write literary essays in an evidence-based way in English* |
| 2 | Unit 1: William Shakespeare  *Hamlet*  *King Lear*  *Othello*  *Macbeth*  *Romeo & Juliet* | William Shakespeare  *Hamlet, King Lear, Othello, Macbeth, Romeo & Juliet*  -Introduction of the author and the text  -Understanding the Text in a group discussion  ***(Attainment Objectives*** *1,2, 3)* |
| 3 | Unit 1: William Shakespeare  *Hamlet*  *King Lear*  *Othello*  *Macbeth*  *Romeo & Juliet* | William Shakespeare  *Hamlet, King Lear, Othello, Macbeth, Romeo & Juliet*  -Presentation and Discussion about the literary themes  ***(Attainment Objectives*** *3,4)* |
| 4 | Unit 1: William Shakespeare  *Hamlet*  *King Lear*  *Othello*  *Macbeth*  *Romeo & Juliet* | William Shakespeare  *Hamlet, King Lear, Othello, Macbeth, Romeo & Juliet*  -Presentation and Discussion about the literary themes  ***(Attainment Objectives*** *3,4)* |
| 5 | Unit 1: William Shakespeare  *Hamlet*  *King Lear*  *Othello*  *Macbeth*  Romeo & Juliet | William Shakespeare  *Hamlet, King Lear, Othello, Macbeth, Romeo & Juliet*  -Essay Writing  ***(Attainment Objectives*** *5)* |
| 6 | Unit 2: Romantic Poets  William Wordsworth  P.B. Shelley  John Keats | William Wordsworth, P.B. Shelley,  John Keats  -Introduction of the author and the text  -Understanding the Text in a group discussion  ***(Attainment Objectives*** *1,2, 3)* |
| 7 | Unit 2: Romantic Poets  William Wordsworth  P.B. Shelley  John Keats | William Wordsworth, P.B. Shelley,  John Keats  -Presentation and Discussion about the literary themes  ***(Attainment Objectives*** *3,4)* |
| 8 | Unit 2: Romantic Poets  William Wordsworth  P.B. Shelley  John Keats | William Wordsworth, P.B. Shelley,  John Keats  -Essay Writing  ***(Attainment Objectives*** *5)* |
| 9 | Unit 3: Jane Austin  *Pride and Prejudice* | Jane Austin, *Pride and Prejudice*  -Introduction of the author and the text  -Understanding the Text in a group discussion  ***(Attainment Objectives*** *1,2, 3)* |
| 10 | Unit 3: Jane Austin  *Pride and Prejudice* | Jane Austin, *Pride and Prejudice*  -Presentation and Discussion about the literary themes  ***(Attainment Objectives*** *3,4)* |
| 11 | Unit 3: Jane Austin  *Pride and Prejudice* | Jane Austin, *Pride and Prejudice*  -Essay Writing  ***(Attainment Objectives*** *5)* |
| 12 | Unit 4: Charles Dickens  *A Christmas Carol* | Charles Dickens, *A Christmas Carol*  -Introduction of the author and the text  -Understanding the Text in a group discussion  ***(Attainment Objectives*** *1,2, 3)* |
| 13 | Unit 4: Charles Dickens  *A Christmas Carol* | Charles Dickens, *A Christmas Carol*  -Presentation and Discussion about the literary themes  ***(Attainment Objectives*** *3,4)* |
| 14 | Unit 4: Charles Dickens  *A Christmas Carol* | Charles Dickens, *A Christmas Carol*  -Essay Writing  ***(Attainment Objectives*** *5)* |
| 15 | Mid-term Examination | Midterm Exam.  **Attainment Objectives** 1,2, 3, as noted above |
| 16 | UNIT 5: Emily Bronte  *Wuthering Heights* | Emily Bronte, *Wuthering Heights*  -Introduction of the author and the text  -Understanding the Text in a group discussion  ***(Attainment Objectives*** *1,2, 3)* |
| 17 | UNIT 5: Emily Bronte  *Wuthering Heights* | Emily Bronte, *Wuthering Heights* -Presentation and Discussion about the literary themes  ***(Attainment Objectives*** *3,4)* |
| 18 | UNIT 5: Emily Bronte  *Wuthering Heights* | Emily Bronte, *Wuthering Heights*  -Essay Writing  ***(Attainment Objectives*** *5)* |
| 19 | Unit 6: Lewis Carroll  *Alice’s Adventures in Wonderland* | Lewis Carroll, *Alice’s Adventures in Wonderland*  -Introduction of the author and the text  -Understanding the Text in a group discussion  ***(Attainment Objectives*** *1,2, 3)* |
| 20 | Unit 6: Lewis Carroll  *Alice’s Adventures in Wonderland* | Lewis Carroll, *Alice’s Adventures in Wonderland*  -Presentation and Discussion about the literary themes  ***(Attainment Objectives*** *3,4)* |
| 21 | Unit 6: Lewis Carroll  *Alice’s Adventures in Wonderland* | Lewis Carroll, *Alice’s Adventures in Wonderland*  -Essay Writing  ***(Attainment Objectives*** *5)* |
| 22 | Unit 7: George B. Shaw  *Pygmalion* | George B. Shaw, *Pygmalion*  -Introduction of the author and the text  -Understanding the Text in a group discussion  ***(Attainment Objectives*** *1,2, 3)* |
| 23 | Unit 7: George B. Shaw  *Pygmalion* | George B. Shaw, *Pygmalion*  -Presentation and Discussion about the literary themes  ***(Attainment Objectives*** *3,4)* |
| 24 | Unit 7: George B. Shaw  *Pygmalion* | George B. Shaw, *Pygmalion*  -Essay Writing  ***(Attainment Objectives*** *5)* |
| 25 | Unit 8: Virginia Woolf  *Mrs. Dalloway* | Virginia Woolf, *Mrs. Dalloway*  -Introduction of the author and the text  -Understanding the Text in a group discussion  ***(Attainment Objectives*** *1,2, 3)* |
| 26 | Unit 8: Virginia Woolf  *Mrs. Dalloway* | Virginia Woolf, *Mrs. Dalloway*  -Presentation and Discussion about the literary themes  ***(Attainment Objectives*** *3,4)* |
| 27 | Unit 8: Virginia Woolf  *Mrs. Dalloway* | Virginia Woolf, *Mrs. Dalloway*  -Essay Writing  ***(Attainment Objectives*** *5)* |
| 28 | Unit 9: James Joyce  *Ulysses* | James Joyce, *Ulysses*  -Introduction of the author and the text  -Understanding the Text in a group discussion  ***(Attainment Objectives*** *1,2, 3)* |
| 29 | Unit 9: James Joyce  *Ulysses* | James Joyce, *Ulysses*  -Essay Writing  ***(Attainment Objectives*** *5)* |
| 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: | | |
| All the literary excerpts used in the class will be given by the professor. | | |
| Course Policies (Attendance, etc.): | | |
| A**ttendance, as such,  is  not  part  of  the  final  grade  –  BUT  participation  is!**  **Late homework will not be accepted, unless the student has an official reason (absence) preventing**  **the student from submitting the homework on time.**  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: | | |
| Grades will be determined as follows:  Written Assignments 20 %  Homework 10 %  Group Discussion 15 %  Participation 10 %  Quizzes 15 %  Presentations 10 %  Exams (Midterm and Final) 20 % | | |
| 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: | | |
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