




Universidad de Costa Rica

DEPARTAMENTO DE FILOSOFIA, ARTES Y LETRAS

SECCION LENGUAS MODERNAS

CARRERA: BACH. EN LA ENSEÑANZA DEL INGLES

<p>First Semester 2007</p>  <p>COURSE CONTENTS & DISTRIBUTION (Tentative)</p>	<p>IO-5510 British Literature</p> <p>FRIDAY 8:00 A.M. - 11:50 A.M.</p> <p>Requirements: IO-5500 North American Literature Credits: 3</p>	<p>Instructor: <i>M.Sc. Tamatha Rallo Andrews</i></p> <p>Office Hours for Attending Students: Mondays through Thursdays 10:00 - 11:50 A.M.</p> <p>Office #: 17 Office Phone #: 437- 9923 Cell Phone: 836-4247 e-mail: tamcambronero@yahoo.com</p>
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COURSE OVERVIEW

In IO-5500, we will examine British literature in its cultural context from the Anglo-Saxon period to the Modern Ages. We cannot hope to cover every significant author, text, and context in one semester. Nevertheless, we will aim to establish both breadth of knowledge (by considering connections among "movements," exploring literary and cultural trends, and trying to find "patterns which connect") and depth of knowledge (by closely examining a number of "major" authors and their works). The aim of literary study is to bring "patterns that matter" to the attention of ourselves and others – to focus and assign value to human experience. To facilitate that process, we will focus on several "threads of inquiry" this term: points of entry into the fourth-century through to the twentieth-century world of British literature and culture. Each of the following areas raises questions central to the understanding of these periods in British history:

Self and Other

How did the idea of the "self" become predominant?

How did science handle the idea of the "self"?

What sorts of relationships were imagined and constructed between men and women, between individuals and societies, and between culture and nature?

Art and Life

What was the role of art in an industrializing nation?

How could art have "utility"?

Could art "shape" life? inform it? or merely mirror it?

Should art aim for acceptance among a broadening audience? Or offer alternative vision to a select few?

Environment and Technology

How they were both changing?

How did technology and industrial development change not only the landscape, but the way people perceived "nature"?



COURSE OBJECTIVES: At the end of the course, students will be capable of:

General	Specific
1. Analyzing literary works written by British authors.	1.1 Critically interpreting the literary works from the 4 th -century to the 20 th -century.
2. Uncovering the historical development in British Literature.	2.1 Recognizing the cultural aspects in British society through the study of literature.
3. Appreciating the literary style of different British authors.	3.1 Recognizing the principle characteristics of the literary style used during the development of British literature. 3.2 Taking in the general and most important aspects of different authors in each period of British history.
4. To determine the importance of British literature in didactic planning.	4.1 To create didactic materials in order to teach a legend from British literature to students learning English as a foreign language.

COURSE CONTENTS

1. The Anglo-Saxons
2. The Middle Ages
3. The Renaissance
4. The Restoration and the Eighteenth Century
5. The Romantic Period
6. The Victorian Period
7. The Twentieth Century
8. The Modern Age

TEACHING METHODOLOGY

The instructor will present introductory material and will guide the students in commentaries, discussions, and analysis of the assigned readings. Student preparation for and participation in class is vital. Students will express their ideas and opinions individually and in groups on different literary works and on the British authors who wrote them. This will be facilitated with the fulfillment of the following activities:

1. Investigate the periods in which British Literature is divided.
2. Investigate the life and the works of some of the most renowned British authors.
3. Deliver well thought-out presentations on the different periods in British literature as well as the authors and their most relevant works.
4. Class discussions on the literary works covered in the anthology.
5. Analyze movies as a base to British literature and compare them to their respective novel, short story, or theatrical play.
6. Dramatize some of the literary plays that will be studied in this course.
7. Create a British Legend Booklet to teach English as a Foreign Language.

COURSE CONTENTS AND DISTRIBUTION

Session	Date	Content	Student Presentations/ Due Dates	Assignments
1	3/9	<ul style="list-style-type: none">• Ice Breaker.• Introduction to course: discussion of syllabus• Legend Booklet		<ul style="list-style-type: none">• Read The Anglo - Saxons Pp. 2 -11• Read Handouts Pp. 8-12• Read Beowulf Pp. 22 - 32
2	3/16		Presentation #1: Part 1 - The Anglo-Saxons	<ul style="list-style-type: none">• Read the end of Beowulf Pp. 33 -50• Read Handouts Pp. 27-34
3	3/23		Presentation #1: Part 2 - The Anglo-Saxons	<ul style="list-style-type: none">• Read The Middle Ages Pp. 68-75• Read Handouts Pp.49- 54• Read Handouts Pp. 58-62• Sir Gawain & The Green Knight Pp.132-145

4	3/30	• Quiz 1	Presentation #2: Part 1 – The Middle Ages	• Read Geoffrey Chaucer Pp. 84-87 • Read Prologue to Canterbury Tales Pp. 1-9 • Read Handout Pp. 73-74 • Read The Knight's Tale Pp. 10 -18
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5	4/6	Easter Week No Classes	• Read Monk's Tale Pp. 25-27 • Read Nun's Priest's Tale Pp. 28-33 • Read The Wife of Bath's Tale Pp. 34-43 • Read Handouts Pp. 79 & 83 • Read Ballads Pp. 76 • Read Handout Pp. 87-88
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6	4/13	• Quiz 2	Presentation #2: Part 2 – The Middle Ages Turn in Rough Draft of Unit 1	• Read The Renaissance Pp. 166 - 186 • Read Christopher Marlowe Pp.224-225 • Read Dr. Faustus Pp.352-378
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7	4/20		Presentation #3: Part 1 – The Renaissance	• Read the end of Dr. Faustus Pp. 379- 405 • Read Handout Pp. 138-140
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8	4/27	Teachers' Day	UCR Student Body Week	
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9	5/4	• Quiz 3	Presentation #3: Part 2 – The Renaissance	• Read William Shakespeare Pp. 247-253 • Read Romeo & Juliet Pp. 76-80 • Read Handouts Pp. 129-130 • Read Sonnets Pp.338-339 • Read Handout Pp.144-145 • Read Sonnet 18 • Read John Donne Pp. 362 - 363 • Read Meditation 17 Pp. 368-369 • Read John Milton Pp. 414-416 • Read Paradise Lost Pp. 420-422 • Read Handout Pp. 183-188
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10	5/11		Presentation #3: Part 3 – The Renaissance	<ul style="list-style-type: none"> • Read The Restoration & the 18th Century Pp.448-457 • Read Daniel Defoe Pp. 480-481 • Read Handout Pp. 245-246 • Read Jonathan Swift Pp. 505-506 • Read A Modest Proposal Pp. 518-524 • Read Handout Pp. 215-216
11	5/18	• Quiz 4	Presentation #4: – The Restoration & the 18th Century	<ul style="list-style-type: none"> • Read The Romantic Period Pp. 600-610 • Read William Blake Pp. 617-621 • Read William Wordsworth Pp. 631-637 • Read George Gordon, Lord Byron Pp. 678-680; Pp. 684-690 • Read John Keats Pp. 707-708; 715-718 • Read Mary Wollstonecraft Shelley Pp. 741-747
12	5/25		Presentation #5 – The Romantic Period Turn in Rough Draft of Unit 2	<ul style="list-style-type: none"> • Read the Victorian Period Pp. 760-772 • Read Alfred, Lord Tennyson Pp. 777-780 • Read Robert Browning Pp. 798-804
13	6/1	• Quiz 5	Presentation #6: Part 1 – The Victorian Period	<ul style="list-style-type: none"> • Read Charles Dickens Pp. 845 - 857 • Read Rudyard Kipling Pp. 858-866
14	6/8		Presentation #6: Part 2 – The Victorian Period	<ul style="list-style-type: none"> • Read The Twentieth Century Pp. 914 - 920 • Read James Joyce Pp. 956 - 958; 966 - 968 • Read E.M. Forster Pp. 956; 958 - 962 • Read Virginia Woolf Pp. 1045-1047
15	6/15	• Quiz 6	Final Project Presentations	<ul style="list-style-type: none"> • Read George Orwell Pp. 1055 - 1063 • Read William Butler Yeats Pp. 1086 - 1089
16	6/22		Final Project Presentations	
17	6/29	• Quiz 7	Final Project Presentations	
18	7/3	<i>Grades will be posted outside my office.</i>		Congratulations to the upcoming graduates!

NOTE: Slight changes may occur in the **COURSE CONTENTS AND DISTRIBUTION**. You are responsible to take note(s) of these changes as they occur.

EVALUATION

COMPONENTS	PERCENTAGES
Web Board Forum (individual) (Complete one web board entry for each of the literary works read in this course.)	20%
Final Project – British Legend Booklet	30%
Presentation on One Era In British History (pairs) (First come...first serve on your choice of era OR it will be assigned for you)	15%
7 Quizzes (5% each)	35%

Description of the course assignments:

• **Readings and Web Board Postings:** Your success in this class will depend largely on your engagement with the readings and the discussions of those readings we hold in class. We will facilitate these discussions by doing some homework in preparation for them. Before coming to class for each session, you need to read the assigned readings and make an entry on our class Web Board @ www.tamcambronero.com. The class Web Board will provide a forum in which we begin class discussions of assigned readings. Prior to each week's class meeting, each of you will post your thoughtful reaction to that week's readings for the class to read in preparation for discussion that day. We will share ideas and reactions this way, and generate ideas for our in-class efforts. These entries must be 100-200 words in length, and should offer thoughtful critical reactions to the text using well developed sentence structures in English. You might offer some analysis that focuses on a particular character, on a theme that you see developing, on a passage that seems significant for the text as a whole, or on a repeated image or symbol that seems to be important in the text.

These Web Board postings will provide evidence that you are doing close reading and thinking about the texts, and they will contribute to the class's understanding as we proceed. **The Web Board can be a place for discussions that we will not have time to hold in the classroom as we hasten through this survey – it can add an exciting and enriching dimension to the class. Let's work together to make it so.**

- **Presentation on one Era in British History:** Ss. will present one era in groups of two. (First come...first serve). Students should take into account the history read and the most important works of that time period when presenting as well as create a problem solving activity to check the groups understanding of the material. A summary of the material should also be handed out to the class on the day of the presentation. *Be creative*, and use technology wherever possible. You have approximately 35 min. of class time for this presentation.
- **Final Project – British Legend Booklet:** The aim of the project is twofold. On the one hand, it is designed to help you synthesize your knowledge of one aspect of British legends. On the other hand, it provides means for you to monitor your understanding of the material via putting it into practice by showing literature can be used to learn English. Projects will be presented to the class at the end of the course. Each

group of two to three students will have thirty minutes to present their work. As always, *be creative*, and use technology wherever possible.

Note: Any suspected plagiarism will result in the lose of the 30% project grade.

DESCRIPTION:

This final project will allow you to develop a two-week British Legend Booklet, which will consist of at least two Units. This culminating project will allow you to investigate one British legend which intrigues you. You are encouraged to create a booklet that you will actually use in either your present or a future teaching environment.

REQUIREMENTS:

1. Develop a two-week British Legend Booklet.
2. Divide the Booklet into two Units.
3. Each Unit should contain the following items (**2% for each item per unit = 20% total for the two Units**):
 - Critical Viewing
 - Vocabulary Preview
 - Listening to the British Legend
 - Reading the British Legend
 - Writing Connection
4. At the end of the two Units, the booklet should include the following items:
 - Speaking About a British Legend – **1%**
 - Connecting to the Internet – **1%**
 - Arts and Crafts Connection – **1%**
 - Review Quiz – **1%**
 - Bibliography – **1%**

GUIDELINES:

1. I encourage you to submit a brief outline of your final project by e-mail (or by stopping by the cubicles) for my feedback as early as possible.
 2. Include a title page and a Table of Contents. – **1%**
 3. Your final project should not exceed 30 (8 1/2" x 11") pages and be submitted in a typed format, double-spaced. Write on only one side of the page. Number every page after the first. Leave one-inch margins on either side of the page for comments. – **2%**
 4. Prepare a one-page overview of your booklet and make copies for the class to give a 30-minute presentation on the units during the final weeks of classes. – **2%**
 5. Final projects are due **by December 7th**, the last day of class. There is no email option for turning in this project.
- Quizzes:** Quizzes will be applied throughout the course — see Course Contents and Distribution for exact dates. Quizzes will cover the readings up till the date of each quiz.

‘AMPLIACION’ EXAM:

An ‘Ampliacion’ exam will be given to those students who have obtained a 6.00 to a 6.50. If the student passes this exam, the final grade will be a 7.00. This exam covers all of the course readings and lectures.

BIBLIOGRAPHY:

Anderson, Robert et al. (1993). *Elements of Literature: Literature of Britain*. USA: Halt, Rinehart and Winston, Inc.

Bennet, A. R. (1991). *Types of Literature*. Lexington, MA: Ginn and Company.

Castello, Mary Enda et al. (2000). *British Literature I: Beginnings to Age of Reason*. USA: The Center for Learning.

Larson, Randy. (2006). *The Scourge of the Black Death*. USA: A Teacher Discovery Publication.

Steele, Philip. (2000). *The Medieval World*. Boston, Massachusetts: Kingfisher.

Wilhelm, Celeste et al. (2000). *Picture the Renaissance*. Amawalk, New York: Jackdaw Publications.

Materials compiled by the professor.

REQUIRED ITEMS

Materials compiled by the professor.

COURSE POLICIES

Reading assignments must be completed before the class under which they are indicated in the course contents and distribution section of this syllabus.

Papers must be typewritten, double-spaced in no larger than 12 pitch, following APA style. Students should print out the *APA Research Style Crib Sheet* from <http://www.wooster.edu/psychology/apa-crib.html>. Information may also be gained from www.apa.org.

Unquestionable integrity of scholarship is expected of every student. Please consult the APA for information on plagiarism. Special attention should be given to full and careful citation of any material downloaded from the internet.

As always, pay careful attention to any changes in the syllabus we might agree upon.

Late work will not be accepted or the use of cell phones in class. Cell phones should be turned off from start to finish of the class period.

The passing grade is 7.00, and students whose final grades are from 6.00 to 6.50 have the right to take the “ampliacion” exam.

Points Possible:	32
Points Obtained:	
Grade:	
Percentage:	15%

GRADING FORM FOR PRESENTATIONS

Instructor:	<i>M.Sc. Tamatha Rabl de Cambronero</i>		
Student's Name:			
Date:		Topic:	
Group:		Time:	

	4 pts	3 pts	2 pts	1 pt	0 pts
DELIVERY	Excellent	Very Good	Good	Fair	Poor
1. PREPAREDNESS- Is the student completely prepared and has obviously rehearsed.					
2. SPEAKS CLEARLY- <ul style="list-style-type: none"> Could you understand what the student was saying? Did the student's pronunciation interfere with you understanding his/her oral presentation? 					
3. STAYS ON TOPIC- <ul style="list-style-type: none"> Does the student stay on topic all of the time? 					
4. ENTHUSIASM- <ul style="list-style-type: none"> Does the students generate a strong interest and enthusiasm about the topic in others? 					
5. CONTENT- <ul style="list-style-type: none"> Does the student show full understanding of the topic? 					
6. PROPS- Does the student use several props that show considerable work/creativity and which makes the presentation better?					
7. PAUSES- <ul style="list-style-type: none"> Was the student's pauses effectively used two or more times to improve meaning and/or dramatic impact? 					
8. ACTIVITIES - <ul style="list-style-type: none"> Did the activity capture the attention of the audience? Were there smooth transitions between each part of the activity or was it disorganized and awkward? 					

STRENGTHS-

FUTURE GROWTH AND DEVELOPMENT-