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CIUDAD UNIV. CARLOS MONGE ALFARO
Departamento de Filosofía, Artes y Letras
Sección de Lenguas Modernas
Carrera: Bach. y Lic. en la Enseñanza del Inglés

<p>First Semester 2013 COURSE CONTENTS & DISTRIBUTION (Tentative)</p>	<p>IO-5510 British Literature</p> <p>MONDAY 8:00 - 11:50 A.M.</p> <p>Requirements: IO-5500 North American Literature</p> <p>Credits: 3</p>	<p>Instructor: M.Ed. Tamatha Rabb Andrews</p> <p>Office Hours for Attending Students: Mondays: 11:50- 12:20 pm Thursdays: 9 – 11:50 am</p> <p>Office #: 11 Cell Phone: 8836-4247 e-mail: tamcambronero@gmail.com Skype: tamatha.rabb</p>
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Course Overview

In IO-5510, we will examine British Literature in its cultural context from the Anglo-Saxon period to the Twentieth Century. 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:

Generalidades del curso: en IO-5510, examinaremos Literatura Británica en su contexto cultural del periodo Anglosajón al siglo veinte. No se espera que se logre cubrir en un semestre cada autor, texto y contexto importante. Sin embargo, se tratará de establecer tanto la amplitud de conocimientos (mediante la consideración de conexiones entre "movimientos", explorando movimientos literarios y culturales, y tratando de encontrar "patrones de conexión") y profundidad de conocimientos (mediante la exploración detallada de una cantidad de autores "principales" y sus obras). La intención del estudio literario es aportar "patrones de interés" a la atención propia y la de los demás –para enfocarse y asignar valor a la experiencia humana. Para facilitar ese proceso, nos enfocaremos en varios "movimientos de análisis" este semestre: puntos de entrada en el siglo cuarto hasta el mundo del siglo veinte de literatura británica y cultura. Cada una de las áreas siguientes expone preguntas centrales para el entendimiento de estos periodos en la historia británica:

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 (Objetivos del curso): At the end of the course, students will be capable of:

General	Specific
1. Analyzing literary works written by British authors. Analizar obras de literatura escritas por autores británicos.	1.1 Critically interpreting the literary works from the 4 th century to the 20 th century. Interpretar críticamente las obras literarias desde el cuarto hasta el siglo veinte.
2. Uncovering the historical development in British literature. Reconocer el desarrollo histórico en literatura británica.	2.1 Recognizing the cultural aspects in British society through the study of literature. Reconocer aspectos culturales en la sociedad británica mediante el estudio de la literatura.
3. Appreciating the literary style of different British authors. Distinguir el estilo literario de diferentes autores británicos.	<p>3.1 Recognizing the principle characteristics of the literary style used during the development of British literature. Reconocer las principales características del estilo literario utilizado durante el desarrollo de la literatura británica.</p> <p>3.2 Taking in the general and most important aspects of different authors in each period of British history. Discutir aspectos generales y los más importantes de diferentes autores en cada uno de los periodos de la literatura británica.</p>
4. To determine the importance of British literature in didactic planning. Determinar la importancia de la literatura británica en el planeamiento didáctico.	<p>4.1 To create didactic materials in order to teach a literary work from British literature to students learning English as a foreign language. Crear material didáctico para la enseñanza de obras de literatura británica a estudiantes que aprenden inglés como lengua extranjera.</p> <p>4.2 To comprehend ethical issues regarding plagiarism. Para comprender las cuestiones éticas relacionadas con el plagio.</p>

Course Contents (Contenidos del Curso):

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|--|---------------------------------------|
| - The Anglo-Saxons | - The Romantic Period |
| - The Middle Ages | - The Victorian Period |
| - The Renaissance | - The Twentieth Century |
| - The Restoration & the Eighteenth Century | - Ethical Issues Regarding Plagiarism |

Linguistic Contents (Contenidos Lingüísticos):

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|----------------------|-------------------------------|
| • Making predictions | • Express and defend opinions |
| • Summarizing points | • Perform a dialogue |

- Give a narrative
- Orally summarize a literary work
- Interpret literary poetry
- Relate one's experiences to a literary piece
- Read aloud
- Ask for and give examples/ideas/explanations
- Use new vocabulary to discuss a literary work
- Asking for clarification in understanding a literary piece
- Report research findings
- Support opinions with examples
- Restate quotations
- Share ideas
- Use tone of voice to indicate attitude when reading or performing a literary play
- Identify theme(s) within a literary work
- Construct a literary essay
- Present findings on a literary work

Method of Instruction

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:

- a) Investigate the periods in which British literature is divided.
- b) Investigate the life and the works of some of the most renowned British authors.
- c) Deliver well thought-out presentations on the different periods in British literature as well as the authors and their most relevant works.
- d) Class discussions on the literary works covered in the anthology.
- e) Analyze movie(s) as a base to British literature and compare them to their respective novel, short story and time period.
- f) Create a Study Guide Booklet to teach English as a Foreign Language.

Metodología:

La profesora presentará material introductorio y guiará a los comentarios, discusiones y análisis de las lecturas asignadas a los y las estudiantes. La preparación para y la participación en clase por parte de los y las estudiantes es fundamental. Los y las estudiantes expresarán sus ideas y opiniones sobre diferentes obras literarias y sus autores británicos individualmente y en grupos. Esto será posible gracias a la puesta en práctica de las siguientes actividades:

1. Investigar los periodos en los que la literatura británica es dividida.
2. Investigar la vida y obras de algunos de los autores británicos más conocidos.
3. Presentaciones bien preparadas sobre los diferentes periodos de la Literatura Británica así como los autores y sus trabajos más relevantes.
4. Discusiones en clase sobre los trabajos literarios presentes en la antología.
5. Análisis de películas como base de la Literatura Británica y compararlas con sus respectivas novelas, cuentos cortos o poemas.
6. Crear un manual como guía de estudio para la enseñanza de inglés como lengua extranjera.

Schedule of Topics

Session / Date		Topics for Each Week & Assignments Due
1	March 11 th	Topic: Introduction. Introduction to Anglo-Saxon England (450-1066 B.C.) - "The Ruin" and "The Dream of the Rood"
2	March 18 th	Topic: The Anglo-Saxons (part 2) - "The Wife's Lament," "Riddles," "The Battle of Maldon," and "The Wanderer."
3	March 25 th Easter Week	Easter Week
4	April 1 st	Topic: Introduction to The Middle Ages (1066-1485 B.C.) - Ballads, "The Three Ravens", "Lord Randall", Geoffrey Chaucer, <i>The Canterbury Tales: Prologue, The Nun's Priest's Tale, and The Pardoner's Tale.</i>
5	April 8 th	Topic: The Middle Ages (part 2) - <i>Sir Gawain & the Green Knight</i> , <i>The Passing of Arthur from Morte D'Arthur and The Once and Future King</i>
6	April 15 th	Topic: Introduction to The Renaissance (1485-1660 B.C.) - Sir Thomas Wyatt & Henry Howard; Earl of Surrey, "Love That Doth Reign", "The Long Love", Christopher Marlowe, and <i>Dr. Faustus</i>
7	April 22 nd Semana Universitaria	Topic: The Renaissance (part 2) William Shakespeare, <i>The Taming of the Shrew</i> (Acts One and Two)
8	April 29 th	Topic: The Renaissance (part 3) <i>The Taming of the Shrew</i> (Finish the play)
9	May 6 th	Topic: The Renaissance (part 4) Sonnets: 7, 20, 42, 62, 73, 128, 129, 130, 138
10	May 13 th	Topic: The Renaissance (part 5) - John Donne, "The Flea", "The Bait", "A Valediction: Forbidding Mourning", "Death Be Not Proud", "Batter My Heart", George Herbert, "Easter Wings", "The Altar", "The Collar", "The Pulley" Essay due no later than 8:15 a.m. Choice of Essay Topics: from the literary works of "The Ruin" to <i>The Taming of the Shrew</i>
11	May 20 th	Topic: The Restoration & the 18 th century (1660-1798) - Daniel Defoe, <i>A Journal of the Plague Years</i> , Jonathan Swift, <i>A Modest Proposal</i> , Satire. Final Project- Choose a literary work for your final project, and discuss it with the professor: 1. <i>The Canterbury Tales</i> 2. <i>Sir Gawain & the Green Knight</i> 3. <i>Dr. Faustus</i> 4. <i>The Taming of the Shrew</i> 5. <i>Anglo-Saxon poems</i> 6. <i>Shakespearean Sonnets: 7, 20, 42, 62, 73, 128, 129, 130, 138</i>
12	May 27 th	Topic: Introduction to The Romantic Period (1798-1832) - William Blake, "The Chimney Sweeper", "London", Robert Burns, "To a Mouse," "A Red, Red Rose," William Wordsworth, "Tintern Abbey"

13	June 3 rd	Topic: The Romantic Period (part 2) Samuel Taylor Coleridge, <u>The Rime of the Ancient Mariner</u> , <u>Final Project:</u> Begin showing the professor the first rough draft of the first lesson during office hours
14	June 10 th	Topic: The Romantic Period (part 3) John Keats, "La Belle Dame Sans Merci," and "Ode to a Nightingale". Topic: Introduction to The Victorian Period (1832-1901) - Alfred, Lord Tennyson; "Tears, Idle Tears"
15	June 17 th	Topic: Introduction to The Victorian Period (part 2) - "Now Sleeps the Crimson Petal", Robert Browning, "My Last Duchess", "Porphyria's Lover", Gerard Manley Hopkins, "Spring and Fall", "Felix Randal", "Pied Beauty".
16	June 24 th	Topic: The Twentieth Century (part 1) - Virginia Woolf, "Three Pictures", William Butler Yeats, "The Wild Swans at Coole", "The Second Coming", "Sailing to Byzantium" Expectations/assignments due for next class: <u>Final Project:</u> Show the rough draft of the last lesson during office hours if you have not already done so.
17	July 1 st	Topic: The Twentieth Century (part 2) - W.H. Auden, "Song: As I Walked Out One Evening", "The Unknown Citizen" Final Projects Due
18	July 8 th	Ampliacion Exam

NOTE: Slight changes may occur in the schedule of topics. You are responsible to take note(s) of these changes as they occur.

Method of Evaluation

COMPONENTS	PERCENTAGES
Presentation on one era in British history (First come . . . first serve on your choice of era OR it will be assigned for you)	10%
(8) Pop Quizzes @ 5% each	40%
(1) Essay	20%
Final Project - Study Guide Booklet	30%

Description of Course Assignments

- < **Group Presentation on 1 era in British History:** You should take into account the periods customs (1%), history (2%) and social context (1%) in relation to the literary works selected for that era. Also cover at least 2 of the questions (2%) for analysis found in the Course Overview section using the assigned readings for that period. Be creative (1%) and use technology (1%) wherever possible. You have 45 min. of class time to present using correct grammatical English (2%).
- < **Pop Quizzes:** Pop quizzes will be given throughout the semester. A total of eight quizzes will be applied. These short tests consists of two to five questions which will be dictated at any time during the class session. Anyone who is not present without a written excuse will automatically obtain a zero for said quiz. It is recommended that on the occasion a student is unable to attend a class session: (1) the student should inform the professor of the situation prior to the class session **and** (2) bring a written excuse to class within a week of the absence.
- < **Essay:** Papers must be between three to five pages; due date for this paper is listed above in the Schedule of Topics section. This paper will not be accepted after the due date and the time given. All

papers must be typed and students must adhere to proper MLA format in the typing and preparation of their essays. **Be it from the internet or any other source, plagiarism will be punished as harshly as university regulations permit. To plead ignorance about what constitutes plagiarism is not a legitimate defense. The use of material that is not your own - be it a phrase, idea, or word - without giving due credit to the author of that material is considered cheating.** It is recommended that you take the time to get your rough draft checked by the professor two weeks before the due date. This will help you learn to write a paper well as well as obtaining a good grade on your essays.

< **Final Project- Study Guide 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 literature. 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. Late projects will not be accepted and will be returned unchecked. See Schedule of Topics above for due dates and additional information. As always, be creative, and use technology wherever possible. **NOTE: Any suspected plagiarism will result in the loss of the 30% project grade.**

< **Proyecto final:** la intención del proyecto tiene 2 sentidos. Por un lado está diseñado para ayudar a sintetizar la comprensión de un aspecto de Literatura Británica y por otro lado, provee una herramienta útil para que los y las estudiantes puedan comprobar su comprensión del material por medio de la puesta en práctica mostrando cómo la literatura puede ser utilizada para enseñar inglés. Proyectos entregados después de la hora y fecha establecidas no serán aceptados ni revisados. Ver CRONOGRAMA DEL CURSO para más especificaciones y fechas de entrega. Sean creativos y utilicen la tecnología siempre que sea posible. **NOTA: cualquier supuesto plagio será causa de la pérdida del 30% de la nota del proyecto.**

1 **DESCRIPTION:** This final project will allow you to develop a two-week Study Guide Booklet on one piece of British literature which intrigues you. You are encouraged to create a study guide that you will actually use in either your present or a future teaching environment.

1 **REQUIREMENTS:**

Develop a British study guide booklet on one piece of British literature covered in this course.

1. Divide the study guide into two lessons.
2. Each lesson should contain the following items:
 - a. Critical Viewing
 - b. Procedures:

There should be at least five per lesson:

 - 1) Vocabulary (consisting of 10 words min and 3 activities using the same 10 words)
 - 2) Listening (consisting of listening for main ideas and specific elements)
 - 3) Reading (consisting of half the story and a reading activity to focus students while they read)
 - 4) Speaking (consisting of 2 activities...one of which should be based on a creative game)
 - 5) Writing (consisting of 2 activities ...one of which should help students connect to the culture of the story and/or the culture of Costa Rica)
 - c. Handouts for each of the procedures.
3. At the end of the booklet, the study guide should include the following items:
 - a. Evaluation
 - b. Bibliography

4. The beginning of the study guide should include the following items:
 - 1) Title Page / Cover
 - 2) Table of Contents
 - 3) Introduction
 - 4) Notes to the Teacher (This includes any background information the teacher may need to explain/develop with the class prior to beginning the lessons.
 - 5) Objectives for both lessons
5. Your final project should be submitted in a typed format, double-spaced except on the handouts which can be developed to your taste. Write on only one side of each page. Number every page after the first. Leave one-inch margins on either side of the page for comments.

"Ampliacion" Exam

An "Ampliacion" Exam will be given to those students who have obtained a 6.0 to a 6.5. If the student passes this exam, the final grade will be a 7.0. This exam covers all of the course readings and lectures.

- **Examen de Ampliación:** Tienen derecho a realizar la prueba de ampliación los o las estudiantes que al finalizar el curso obtengan un promedio igual a 6.0 y menor que 6.5. Si el o la estudiante logran aprobar el examen su nota final será de 7.0. En este examen serán evaluados todos los contenidos del curso.

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

- Prepared Anthology
- MLA Handbook (optional)

Course Policies

- Reading assignments must be completed before the class under which they are indicated in the Schedule of Topics of this syllabus.
- Please note that university rules clearly and emphatically stipulate that all cell phones must be turned off during class.
- All papers will be assigned by the professor. Any paper that does not fulfill the assignment will receive a failing grade. Note also that no papers will be accepted on Shakespeare's sonnets or on any work that is not listed in the course syllabus. All such papers will be returned ungraded.

Ethical Issues Regarding Plagiarism

By Amy Jorgensen

Plagiarism can refer to several types of actions, including not crediting a source for information used in an essay or presentation or using someone else's ideas as your own. Colleges classify plagiarism as academic dishonesty. According to Dr. Beth Dixon, a professor of philosophy at Pittsburgh State University, students need to understand why plagiarism is wrong. She suggests discussing the ethical issues with students.

1. Ethics Defined

- Before exploring the ethical issues, the term "ethics" needs defining. Merriam-Webster Online offers several definitions, including "the principles of conduct governing an individual or group" and "a theory or system of moral values." Explaining the ethical issues of plagiarism covers both definitions because prohibiting such activity involves determining the principles by which students should act and because whether or not students adhere to those principles will be determined by their own moral system.

Kantian Ethics

- Immanuel Kant's theory of moral law offers guidance on plagiarism and ethics. In his theory, everyone should be treated equally under the moral law and your behavior determines the moral law you would desire for the world. Consequently, if you steal someone else's ideas without giving them credit, then you are saying that is how you wish to be treated.

Utilitarianism

- Under the utilitarian ethical theory, good and bad actions depend on the outcomes they produce. For example, an action is morally good if it produces more pleasure than pain. However, everyone affected must count equally; therefore, if the action produces pleasure for you at the expense of causing pain to a dozen strangers, the action would be morally wrong. In the case of plagiarism, the pleasure provided to you by cheating does not make up for the pain caused for the original author of the ideas, the other students, the faculty and even yourself in the long term.

Virtue Ethics

- Aristotle, the Greek philosopher and student of Plato, believed ethics allowed you to be as happy as possible while balancing your actions between extremes. This established a moral ideal or the concept of who you want to be as a person. According to Dr. Dixon, students should ask themselves that question before plagiarizing. Dishonesty violates one of the Aristotle's virtues and, therefore, makes it harder for plagiarizing students to achieve their moral ideal.

Legal Issues

- Plagiarism violates the law as well as individual moral codes. In North Carolina, for example, plagiarism and helping someone else plagiarize are both considered unlawful. Outside academics, if you earn more than \$2,500 from plagiarized content or ideas, you could face \$250,000 in fines and a 10-year prison sentence. Students who commit plagiarism must deal with ramifications including failing grades for the course or assignment, suspension from activities such as sports or fraternities, and expulsion from the university.