

British Literature

Course code: LIT223
Semester and year: Spring 2020
Day and time: Tue 11:30
Instructor: Dr. Einat Adar
Instructor contact: einat.adar@aauni.edu
Consultation hours: by appointment

Credits US/ECTS	3/6	Level	Introductory/ Intermediate
Length	15 weeks	Pre-requisite	None
Contact hours	42 hours	Course type	Required/ Elective

1. Course Description

This course provides students with an overview of British literature, from Old English poetry to the present day. Given the breadth of the subject, the course will focus on significant turning points in British literary history and canonical texts that have become key to British culture. Taking a culture studies approach, these works will be contextualised within contemporary historical, political, and material realities. These will be complemented by close reading of chosen passages in order to better understand and appreciate the texts under discussion.

2. Student Learning Outcomes

Upon completion of this course, students should be able to:

- Comprehend and have a clear understanding of key figures and periods in British literature from medieval times to the present.
- Understand how literary works engage with the issues of the day and historical developments.
- Perform close reading and analysis of individual literary works.
- Improve their skills of critical thinking, close reading, oral presentation, academic writing, and independent research.

3. Reading Material

Required Materials

Required materials will be available through NEO except for full-length novels which the students are expected to acquire or borrow from a library.

- Geoffrey Chaucer, selection from *The Canterbury Tales*: *The Norton Anthology of English Literature Vol. 1*. New York & London: W.W. Norton & Company, 2006. pp. 239-255.
- Margery Kempe, *The Book of Margery Kempe*: *The Norton Anthology of English Literature Vol. 1*. New York & London: W.W. Norton & Company, 2006. pp. 384-386.
- William Shakespeare, *The Tragedy of Hamlet Prince of Denmark*, ed. Barbara A. Mowat and Paul Westine, Folger Digital Library:
<https://www.folgerdigitaltexts.org/html/Ham.html#line-1.1.0>
- Selection of poems by John Donne, George Herbert, Andrew Marvell: *The Norton Anthology of English Literature Vol. 1*. New York & London: W.W. Norton & Company, 2006. pp. 1263; 1266; 1295; 1607; 1611; 1698-9; 1703-4.

- Selection of poems by Ben Jonson, Lady Mary Wortley Montagu, Jonathan Swift: *The Norton Anthology of English Literature Vol. 1*. New York & London: W.W. Norton & Company, 2006. pp. 1428-9; 2590-2595.
- Alexander Pope, An Essay on Man VI-VII: *Alexander Pope: The Major Works*, Oxford: Oxford University Press, 2006. pp. 277-8.
- Daniel Defoe, *Robinson Crusoe*, ed. Thomas Keymer, Oxford: Oxford University Press, 2007. pp. 5-26; 38-41; 170-175.
- Aphra Behn, *Oroonoko or, The Royal Slave* in any good recent edition.
- Selection of poems by William Wordsworth, Dorothy Wordsworth, John Keats, Charles Taylor Coleridge; Letitia Elizabeth Landon: *The Norton Anthology of English Literature Vol. 2*. New York & London: W.W. Norton & Company, 2006. pp. 250; 276-7 (A slumber did my spirit seal); 305-6 (I wandered lonely as a cloud); 404-5; 884-5; 905-6; 447-8; 977-8.
- Maria Edgeworth, *Castle Rackrent* in any good recent edition.
- Selection of poems by Elizabeth Barrett Browning, Alfred, Lord Tennyson, Robert Browning, Dante Gabriel Rossetti, Christina Rossetti, Oscar Wilde, Rudyard Kipling: *The Norton Anthology of English Literature Vol. 2*. New York & London: W.W. Norton & Company, 2006. pp. 1083-5; 1188-9; 1303-4; 1457-8; 1461; 1479; 1688; 1821-3.
- Jane Austen, *Pride and Prejudice* in any good recent edition.
- Joseph Conrad, *Heart of Darkness* in any good recent edition.
- Selection of poems by Wilfred Owen, Siegfried Sassoon, D. H. Lawrence: *The Norton Anthology of English Literature Vol. 2*. New York & London: W.W. Norton & Company, 2006. pp. 1953; 1961-2; 1975-6; 2275-7.
- T.S. Eliot, *The Waste Land*: *The Norton Anthology of English Literature Vol. 2*. New York & London: W.W. Norton & Company, 2006. pp. 2295-2308.
- Virginia Woolf, *The Mark on the Wall*: *The Norton Anthology of English Literature Vol. 2*. New York & London: W.W. Norton & Company, 2006. pp. 2082-2087.
- Tom Stoppard, *Arcadia* in any edition.
- Carol Ann Duffy, *The World's Wife* in any edition.

Recommended Materials

- *The Norton Anthology of English Literature Vol.1*. New York & London: W.W. Norton & Company, 2006: Introductions to The Middle Ages (pp. 1-22), The Sixteenth Century (pp. 485-513), The Early Seventeenth Century (pp. 1235-1259), The Restoration and the Eighteenth Century (pp. 2057-2082).
- *The Norton Anthology of English Literature Vol.1*. New York & London: W.W. Norton & Company, 2006: Introductions to The Romantic Period (pp. 1-25), The Victorian Age (pp. 979-1001), The Twentieth Century and After (pp. 1827-1850).

4. Teaching methodology

The sessions will combine situating major works in British Literature in the historical, political, and literary context in which they were created, as well as their lasting influence on British culture, with close reading in class of selected texts. Students will be asked to participate in class discussion of the texts, as well as submit two essays during the semester. It is crucial that students read the assigned texts in order to be able to participate in class follow the discussion.

5. Course Schedule

Date	Class Agenda
11/2	Topic: Introduction

	<p>Description: The beginning of writing in English and the formation of a national literature</p> <p>Reading: (In class) Selections from Venerable Bede, An Ecclesiastical History of the English People; Beowulf</p> <p>Assignments/deadlines:</p>
18/2	<p>Topic: Middle English</p> <p>Description: Change and expansion during the 14th and 15th century</p> <p>Reading: Geoffrey Chaucer, The Canterbury Tales (selection); Margery Kempe, The Book of Margery Kempe (selection)</p> <p>Assignments/deadlines:</p>
25/2	<p>Topic: Renaissance Drama</p> <p>Description: Theatrical achievements of the 16th century</p> <p>Reading: William Shakespeare, Hamlet</p> <p>Assignments/deadlines:</p>
3/3	<p>Topic: Metaphysical Poetry</p> <p>Description: A poetry of learning and conceit</p> <p>Reading: Selection of poems by John Donne, George Herbert, Andrew Marvell</p> <p>Assignments/deadlines:</p>
10/3	<p>Topic: Neoclassical poetry</p> <p>Description: Wit and argument in verse</p> <p>Reading: Selection of poems by Ben Jonson, Alexander Pope, Lady Mary Wortley Montagu, Jonathan Swift</p> <p>Assignments/deadlines:</p>
17/3	<p>Topic: The rise of the Novel</p> <p>Description: The early beginnings of a new genre</p> <p>Reading: Daniel Defoe, Robinson Crusoe (selection); Aphra Behn, Oroonoko</p> <p>Assignments/deadlines:</p>
24/3	<p>Topic: Romantic Poetry</p> <p>Description: The search for the sublime</p> <p>Reading: Selection of poems by William Wordsworth, Dorothy Wordsworth, John Keats, Charles Taylor Coleridge; Letitia Elizabeth Landon</p> <p>Assignments/deadlines:</p>
31/3	<p>Topic: The Gothic</p> <p>Description: Overstepping the limits</p> <p>Reading: Maria Edgeworth, Castle Rackrent</p> <p>Assignments/deadlines: Mid-term essay due.</p>
7/4	NO CLASS: MIDTERM BREAK
14/4	<p>Topic: Victorian poetry</p> <p>Description: Literature at the age of empire building</p> <p>Reading: Selection of poems by Elizabeth Barrett Browning, Alfred, Lord Tennyson, Robert Browning, Dante Gabriel Rossetti, Christina Rossetti, Oscar Wilde, Rudyard Kipling</p> <p>Assignments/deadlines:</p>
21/4	<p>Topic: Victorian novels</p> <p>Description: The advent of realism and social manners</p> <p>Reading: Jane Austen, Pride and Prejudice</p> <p>Assignments/deadlines: Abstract for final essay is due</p>
28/4	<p>Topic: Modernism</p> <p>Description: The beginning of a new era</p> <p>Reading: Joseph Conrad, Heart of Darkness; Selection of poems by Wilfred Owen, Siegfried Sassoon, D.H. Lawrence</p> <p>Assignments/deadlines:</p>

5/5	Topic: High modernism Description: Masterpieces of the interwar period Reading: T.S. Eliot, <i>The Waste Land</i> ; Virginia Woolf, <i>The Mark on the Wall</i> Assignments/deadlines:
12/5	Topic: Post modernism Description: Playing with the fragments of civilization Reading: Tom Stoppard, <i>Arcadia</i> ; Carol Ann Duffy, <i>The World's Wife</i> Assignments/deadlines: Final essay is due
19/5	Topic: Conclusion Description: Course review and essay feedback Reading: MA Reading: Assignments/deadlines:

6. Course Requirements and Assessment (with estimated workloads)

Assignment	Workload (average)	Weight in Final Grade	Evaluated Course Specific Learning Outcomes	Evaluated Institutional Learning Outcomes*
Attendance and Class Participation	55	20%	Close reading skills, critical thinking, participation in discussions of the assigned material.	1, 2, 3
Mid-term Essay	40	30%	Independent research (basic), critical thinking, academic writing skills.	1, 2, 3
Final Essay	55	50%	Independent research, critical thinking, ability to do independent research, judicious use of secondary sources, academic writing skills.	1, 2, 3
TOTAL	150	100%		

*1 = Critical Thinking; 2 = Effective Communication; 3= Effective and Responsible Action

7. Detailed description of the assignments

Assignment 1: Attendance

Students are required to do the assigned reading in advance of the class. Students are expected to attend class regularly (see the *School Codex* on the University website and Section 8. below), to be on time, and to respect the rules and manners of the classroom that are customary at university level. Active participation in debates is a condition of attendance. In case a student is found not to have read the assigned text s/he will be marked as absent for the class. The use of mobile phones, e-mail or social media in class is prohibited (computers are allowed in case students require these to take notes in class); violation of this rule will be penalized by the student being asked to leave and marked as absent.

Assessment breakdown

Assessed area	Percentage
Critical thinking	30
Close-reading skills	30
Participation in debates	40

Assignment 2: Mid-Term Essay

This is a take-home assignment: students will be asked to submit an essay of 1 500 words comparing two of the texts assigned as class reading from two different periods, according to their choice. Basic independent research in secondary sources will be required for the assignment (the course instructor will be available for consultation in this regard). The **deadline for the submission of essays is 31 of March. Essays must be submitted as an MS Word attachment via NEO.** The use of relevant secondary materials will be strictly required; all secondary material must be properly referenced in accordance with the MLA or Chicago style. Only academic sources will be considered as relevant for this essay. Examples of sources that cannot be used include websites of the gradesaver.com-type, Wikipedia or similar online encyclopaedias, fan sites or blogs. If in doubt as to whether a source is adequate, please contact the course instructor.

Assessment breakdown

Assessed area	Percentage
Compliance with essay goal and requirements	25
Critical thinking	25
Judicious use of relevant secondary sources	25
Academic writing skills	25

Assignment 2: Final Essay

The main assignment in this course is a final essay. This is a research paper written out of class, the minimum length of which is 2 000 words. Topics are subject to students' choice, within the range of texts and contexts discussed in the course. The choice of topic is approved (or otherwise) in the form of the submission of a 200-word essay abstract (the **deadline for essay abstracts is 21 April**). The course instructor will be available throughout the semester for consultations regarding essay topics. The chief objective of giving the students a relatively free hand in their choice is to ensure that the essay topic is not only relevant to their academic interests, but also exciting enough to result in high-quality work. The **deadline for the submission of essays is 12 May. Essays must be submitted as an MS Word attachment via NEO.** The use of relevant secondary materials will be strictly required; all secondary material must be properly referenced in accordance with the MLA or Chicago style. Only academic sources will be considered as relevant for this essay. Examples of sources that cannot be used include websites of the gradesaver.com-type, Wikipedia or similar online encyclopaedias, fan sites or blogs. If in doubt as to whether a source is adequate, please contact the course instructor.

Assessment breakdown

Assessed area	Percentage
Choice of subject and original thinking	25
Critical thinking	25
Judicious use of relevant secondary sources	25
Academic writing skills	25

8. General Requirements and School Policies

General requirements

All coursework is governed by AAU's academic rules. Students are expected to be familiar with the academic rules available in the Codex and Student Handbook and to maintain the highest standards of honesty and academic integrity in their work.

Electronic communication and submission

The university and instructors shall only use students' university email address for communication. It is strongly recommended that any email communication between students and instructors take place in NEO LMS.

Each e-mail sent to an instructor that is about a new topic (meaning not a reply to an original email) shall have a new and clearly stated subject and shall have the course code in the subject, for example: "COM101-1 Mid-term Exam. Question".

All electronic submissions are carried out through NEO LMS. No substantial pieces of writing (especially take home exams and essays) can be submitted outside of NEO LMS.

Attendance

Attendance is required. Students who are absent 35 percent of classes will be failed (or administratively withdrawn from the course if most absences are excused). Students might also be marked absent if they miss a significant part of a class (by arriving late or leaving early) as specified in the syllabus.

Absence excuse and make-up options

Should a student be absent from classes for relevant reasons (illness, serious family matters), s/he must submit to the Dean of Students an Absence Excuse Request Form supplemented with documents providing reasons for the absence. The form and documents must be submitted within one week of the absence. If possible, it is recommended the instructor be informed of the absence in advance. Should a student be absent during the add/drop period due to a change in registration this will be an excused absence if s/he submits an Absence Excuse Request Form along with the finalized add/drop form.

Assignments missed due to unexcused absences cannot be made up which may result in a decreased or failing grade as specified in the syllabus.

Students whose absence has been excused by the Dean of Students are entitled to make up assignments and exams provided their nature allows for a make-up. Students are responsible for contacting their instructor within one week of the date the absence was excused to arrange for make-up options.

Late work: No late submissions will be accepted – please follow the deadlines.

Electronic devices

Electronic devices (phones, tablets, laptops...) may be used only for class-related activities (taking notes, looking up related information, etc.). Any other use will result in the student being marked absent and/or being expelled from the class. No electronic devices may be used during tests or exams.

Eating is not allowed during classes.

Cheating and disruptive behavior

If a student engages in disruptive or other conduct unsuitable for a classroom environment of an institution of learning, the instructor may require the student to withdraw from the room for the duration of the activity or for the day and shall report the behavior to the Dean.

Students engaging in behavior which is suggestive of cheating (e.g. whispering or passing notes) will, at a minimum, be warned. In the case of continued misbehavior the student will be expelled from the exam and the exam will be marked as failed.

Plagiarism and Academic Tutoring Center

Plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work.” (Random House Unabridged Dictionary, 2nd Edition, Random House, New York, 1993)

Turnitin’s White Paper ‘The Plagiarism Spectrum’ (available at <http://go.turnitin.com/paper/plagiarism-spectrum>) identifies 10 types of plagiarism ordered from most to least severe:

1. CLONE: An act of submitting another’s work, word-for-word, as one’s own.
2. CTRL-C: A written piece that contains significant portions of text from a single source without alterations.
3. FIND-REPLACE: The act of changing key words and phrases but retaining the essential content of the source in a paper.
4. REMIX: An act of paraphrasing from other sources and making the content fit together seamlessly.
5. RECYCLE: The act of borrowing generously from one’s own previous work without citation; To self-plagiarize.
6. HYBRID: The act of combining perfectly cited sources with copied passages—without citation—in one paper.
7. MASHUP: A paper that represents a mix of copied material from several different sources without proper citation.
8. 404 ERROR: A written piece that includes citations to non-existent or inaccurate information about sources
9. AGGREGATOR: The “Aggregator” includes proper citation, but the paper contains almost no original work.
10. RE-TWEET: This paper includes proper citation, but relies too closely on the text’s original wording and/or structure.

As the minimum policy the types of plagiarism from 1 through 8 results in the failing grade from the assignment and must be reported to the Dean. The Dean may initiate a disciplinary procedure pursuant to the Academic Codex. Allegations of bought papers and intentional or consistent plagiarism always entail disciplinary hearing and may result in expulsion from AAU.

If unsure about technical aspects of writing, students are encouraged to consult their papers with the tutors of the AAU Academic Tutoring Center. For more information and/or to book a tutor, please contact the ATC at: <http://atc.simplybook.me/sheduler/manage/event/1/>.

Students with disabilities

Students with disabilities are asked to contact their instructor as soon as possible to discuss reasonable accommodation.

9. Grading Scale

Letter Grade	Percentage*	Description
A	95 – 100	Excellent performance. The student has shown originality and displayed an exceptional grasp of the material and a deep analytical understanding of the subject.
A-	90 – 94	
B+	87 – 89	Good performance. The student has mastered the material, understands the subject well and has shown some originality of thought and/or considerable effort.
B	83 – 86	
B-	80 – 82	
C+	77 – 79	Fair performance. The student has acquired an acceptable understanding of the material and essential subject matter of the course, but has not succeeded in translating this understanding into consistently creative or original work.
C	73 – 76	
C-	70 – 72	
D+	65 – 69	Poor. The student has shown some understanding of the material and subject matter covered during the course. The student's work, however, has not shown enough effort or understanding to allow for a passing grade in School Required Courses. It does qualify as a passing mark for the General College Courses and Electives.
D	60 – 64	
F	0 – 59	Fail. The student has not succeeded in mastering the subject matter covered in the course.

* Decimals should be rounded to the nearest whole number.

Prepared by and when: Einat Adar, November 2019

Approved by and when: School of Humanities and Social Sciences, January 2020