



Literature of Target Language Countries Special Course

Year 2019-2020
6,5 credits / graded

Instructor:

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Course Description:

Literature of Target Language Countries Special Course is aimed at facilitating the process of teaching-studying English and American Literature. According to the latest requirements, the process of teaching senior students reading works of literature involves understanding the information stated both implicitly and explicitly in different text types including original fiction, articles and reports on general and professional topics; identifying finer points of detail together with attitudes and both stated and implied opinion; making inferences related to paralinguistic features, characters, figures of speech and other literary devices.

The Course is divided into two major parts: English literature and American literature which are also split into smaller units. Each unit is dedicated to a particular literary epoch and its representatives. The three-stage approach to reading involves pre-reading activities, while-reading assignments and post-reading assignments.

Pre-reading activities are aimed at activating the following types of students' background knowledge:

1) historical and cultural knowledge (1. The information about the historical period within which a non-verbal cue is used: a) the information about political conditions; b) the information about social conditions; c) the information about economic conditions. 2. The information about geographical places where a non-verbal cue is used. 3. The information about culture in which a non-verbal cue is observed: a) life of the depicted era; b) education; c) traditions and customs; d) ethical standards; e) religion; e) cultural phenomena)

2) biographical knowledge of the author (1. The life of the author. 2. The outlook of the author. 3. Socio-political activity of the writer.)

While-reading activities are represented in great variety. You are supposed to delve deep into the story, read and reread certain paragraphs to "uncover" the message conveyed by the author, compare the works of literature with their film-



adaptations, learn poem or extracts of fiction by heart, work out sightseeing tours based on the information of the story and what not!

Post-reading assignments help students evaluate their work and include Test-yourself questions of multiple-choice and true-or-false types and Self-Assessment Profile. These assignments will definitely help both the teacher (to get proper feedback) and the students (to understand what was done, what is to be improved).

In the process of the Course you will be engaged in projects like "*Literary Epochs and Times*", "*A Booktrailer Project*", "*Poetry Marathon*" (Instagram).

Let this Course be your GUIDE in the world of LITERATURE!

Learning Objectives:

Introduce students to both basic and advanced teachings of target language literature.

Acquire the knowledge of culture epochs, the lifestyles and literary careers of the most outstanding personalities of the target language literature.

Learn the variety of genres and forms of literature and their particular examples in English and American cultures.

Enhance the skills of analytical text analysis.

Learning Outcomes:

At the end of the course the students will be able to:

Show detailed knowledge

- of the literary epochs and their most prominent representatives;
- of the main tendencies of each epoch;
- of the content and the message of literary texts.

Understand the meanings of literary texts and their contexts, and explore texts implicit meanings to show deeper understanding of ideas and attitudes.

Recognize and appreciate ways in which writers use language, structure and form to create and shape meanings and effects.

Communicate a sensitive and informed personal response to literary texts of different genres and forms in both oral and written reports.

Evaluate the behaviours of the characters in literary texts as future teachers, learning to speculate on the depths of human nature, discuss the origin of wrongdoings trying to anticipate the consequences of each.

Course Format:

Lecture 2 hr per week, Seminar 2 hr per week (at average)

	Lectures	Seminars/ practical classes	Individual work	Consultation	Examination
SEMESTER 1	26	18	46	-	-
SEMESTER 2	18	16	54	2	4

Course Outline:

SEMESTER 1	Seminar 1	Topics/ Objectives	Medieval literature. G. Chaucer <i>"The Canterbury Tales"</i>
		Learning Activities	<u>Read:</u> G. Chaucer. <i>"The Canterbury Tales"</i> <u>Learn by heart:</u> the extracts from <i>"The Canterbury Tales"</i> given in ex. 11 p. 28-29 (see "Guide") <u>Trace progress:</u> Use the list of questions and assignments to reflect on your work completed within UNIT 1: Middle Ages.
	Seminar 2	Topics/ Objectives	The Renaissance. W. Shakespeare <i>"Hamlet"</i> , <i>"Romeo and Juliet"</i> , <i>"King Lear"</i>
		Learning Activities	<u>Read:</u> W. Shakespeare <i>"Hamlet"</i> , <i>"Romeo and Juliet"</i> , <i>"King Lear"</i> <u>Learn by heart:</u> the extract from <i>"Hamlet"</i> (Hamlet's monologue <i>"To Be or not to Be..."</i>) <u>Write a passage:</u> (See ex. 5 p. 49. It should be done in notebooks for individual work) <u>Trace progress:</u> Use the list of questions and assignments to reflect on your work completed within UNIT 2: The Renaissance.
	Seminar 3	Topics/ Objectives	The English Enlightenment. D. Defoe <i>"Robinson Crusoe"</i> . J. Swift <i>"Gulliver's Travels"</i>
		Learning Activities	<u>Read:</u> D. Defoe <i>"Robinson Crusoe"</i> J. Swift <i>"Gulliver's Travels"</i> <u>Write:</u> Make up a list of things which helped Robinson Crusoe survive. <u>Create:</u> a relationship tree based on <i>"Robinson Crusoe"</i> . <u>Trace progress:</u> Use the list of questions and assignments to reflect on your work completed within UNIT 3: The English Enlightenment.
	Seminar 4	Topics/ Objectives	The Romantic Revival. W. Blake, W. Wordsworth, G. G. Lord Byron
		Learning Activities	<u>Read:</u> W. Blake <i>"London"</i> . W. Wordsworth <i>"Daffodils"</i> . G. G. Lord Byron <i>"She Walks in Beauty"</i> <u>Write:</u> Render the poem by W. Wordsworth <i>"Daffodils"</i> (should be done in the notebooks for individual work) <u>Learn by heart:</u> Learn any of the three poems of the seminar by heart. Be ready to recite it. <u>Trace progress:</u> Use the list of questions and assignments to reflect on your work completed within UNIT 4: The Romantic Revival.

	Seminar 5	Topics/ Objectives	The Victorian Literature. Ch. Dickens " <i>Dombey and Son</i> "
		Learning Activities	<u>Read:</u> Ch. Dickens " <i>Dombey and Son</i> " <u>Watch:</u> the video about Charles Dickens <u>Write:</u> An argumentative essay using the information of the seminar (ex. 4, p. 95) as an example (should be done in the notebooks for individual work). <u>Trace progress:</u> Use the list of questions and assignments to reflect on your work completed within UNIT 5: The Victorian Literature.
	Seminar 6	Topics/ Objectives	The Late Victorian Literature. O. Wilde "The Portrait of Dorian Gray"
		Learning Activities	<u>Read:</u> O. Wilde " <i>The Portrait of Dorian Gray</i> " <u>Watch:</u> the video about Oscar Wilde <u>Write:</u> Write a letter ex. 6, p. 104 (should be done in the notebooks for individual work) <u>Trace progress:</u> Use the list of questions and assignments to reflect on your work completed within UNIT 6: The Late Victorian Literature
	Seminar 7	Topics/ Objectives	The Edwardian Literature. J. Galsworthy " <i>The Man of Property</i> ". R. Kipling " <i>If</i> "
		Learning Activities	<u>Read:</u> J. Galsworthy " <i>The Man of Property</i> " <u>Learn by heart:</u> " <i>If</i> " by R. Kipling <u>Write:</u> A project character sketch (ex. 7, p. 113) <u>Trace progress:</u> Use the list of questions and assignments to reflect on your work completed within UNIT 7: The Edwardian Literature.
	Seminar 8	Topics/ Objectives	Post War and Post-modern Literature. W. Golding " <i>Lord of the Flies</i> "
		Learning Activities	<u>Read:</u> W. Golding " <i>Lord of the Flies</i> " <u>Create:</u> Island Map Project. Create a detailed and accurate map of the island (see ex. 5 p. 126) <u>Trace progress:</u> Use the list of questions and assignments to reflect on your work completed within UNIT 8: Post War and Post-modern Literature.

Seminar 2	Seminar 9	Topics/ Objectives	Post-modern and Post-post Modern Literature. G. Orwell "1984"; J. Winterson "The Passion"
		Learning Activities	<u>Read</u> : G. Orwell "1984". J. Winterson "The Passion" <u>Create</u> : a constitution or bill of rights for the Brotherhood. Include rules, constraints and rights. <u>Give dramatic reading</u> of any scene given on p. 136-139. <u>Trace progress</u> : Use the list of questions and assignments to reflect on your work completed within UNIT 9: Post-modern and Post-post Modern Literature.
	Seminar 1	Topics/ Objectives	Native Americal Literature. The Colonial Period. "Gift to the Hummingbird", "Coyote and the Columbia", "The Origin of summer and winter", "How Indian Corn Came into the World"
		Learning Activities	<u>Read</u> : "Gift to the Hummingbird"; "Coyote and the Columbia"; "The Origin of summer and winter", "How Indian Corn Came into the World" + 1 legend to your liking <u>Write a passage</u> : outline the main information about trickster tales p. 147 <u>Trace progress</u> : Use the list of questions and assignments to reflect on your work completed within UNIT 1: Native Americal Literature. The Colonial Period.
	Seminar 2	Topics/ Objectives	The American Romanticism. J. F. Cooper "The Last of the Mohicans". H. Longfellow "The Song of Hiawatha". W. Irving "The Legend of a Sleepy Hollow"
		Learning Activities	<u>Read</u> : J. F. Cooper "The Last of the Mohicans". H. Longfellow "The Song of Hiawatha". W. Irving "The Legend of a Sleepy Hollow" <u>Make up a plan</u> of "The Last of the Mohicans". <u>Trace progress</u> : Use the list of questions and assignments to reflect on your work completed within UNIT 2: The American Romanticism.
	Seminar 3	Topics/ Objectives	The American Realism. O. Henry "The Last Leaf" + 2 more stories (optional)
		Learning Activities	<u>Read</u> : O. Henry "The Last Leaf" + 2 more stories (optional). <u>Write a passage</u> : In ex. 3 p. 186 choose one of the reviews suggested, which seems to reveal your personal attitude to the story best of all and comment on your choice. <u>Trace progress</u> : Use the list of questions and assignments to reflect on your work completed within UNIT 3: The American Realism.

	Seminar 4	Topics/ Objectives	The American Naturalism. J. London "Love of Life", "Martin Eden"
		Learning Activities	<u>Read:</u> J. London "Love of Life", "Martin Eden". <u>Write a passage:</u> Make up a multiple-choice quiz for J. London's "Martin Eden". <u>Trace progress:</u> Use the list of questions and assignments to reflect on your work completed within UNIT 4: The American Realism.
	Seminar 5	Topics/ Objectives	"The Jazz Age" and "The Lost Generation". F. Scott Fitzgerald "The Great Gatsby"
		Learning Activities	<u>Read:</u> F. Scott Fitzgerald "The Great Gatsby" <u>Write an essay:</u> "Is Gatsby really great?" (See ex. D p. 218) <u>Trace progress:</u> Use the list of questions and assignments to reflect on your work completed within UNIT 5: The Jazz Age.
	Seminar 6	Topics/ Objectives	"The Lost Generation". E. Hemingway "The Old Man and the Sea"
		Learning Activities	<u>Read:</u> E. Hemingway "The Old Man and the Sea" <u>Create:</u> a list of 10 brightest events in Hemingway's life <u>Trace progress:</u> Use the list of questions and assignments to reflect on your work completed within UNIT 6: The Lost Generation.
	Seminar 7	Topics/ Objectives	The American Post-Modernism. K. Vonnegut "Slaughterhouse Five"
		Learning Activities	<u>Read:</u> K. Vonnegut's "Slaughterhouse Five" <u>Write:</u> Draw the scheme to visualize the plotline of the novel. <u>Trace progress:</u> Use the list of questions and assignments to reflect on your work completed within UNIT 7: The American Post-Modernism.
	Seminar 8	Topics/ Objectives	21 st Century-American Writers. S. King. N. Gaiman "American Gods". Z. Smith "White Teeth". J. Picoult "Handle with Care"
		Learning Activities	<u>Read:</u> one of the novels suggested <u>Write:</u> Draw the scheme to visualize the plotline of the novel read and define the type of plot. <u>Trace progress:</u> Use the list of questions and assignments to reflect on your work completed within UNIT 8: 21 st Century-American Writers.

Student Evaluation and Grading:

Evaluation of Student Performance

Participation in discussions	51 point (3 points per seminar)
Individual assignments	17 points (1 point per seminar)
Literary Epochs Project	3 points
Booktrailer Project-	4 points
Final examination –	25 points
Total -	100 points

The chart below is designed to demonstrate how the points for participation in discussions are distributed:

0 points	No activity, the student did not report at classes and with the individual assignments by the listed deadlines
1 point	The student was not active and involved at classes, provided meaningful but rare answers but did the individual assignments.
2 points	The student was not very involved and did not participate actively and eagerly, still answered if asked, giving meaningful answers and did the individual assignments.
3 points	The student crafted an original response but did not provide meaningful feedback and did the individual assignments.
4 points	The student displayed excellent response and was participating actively in all the activities both in class and with individual assignments.

Grading Scale

A – 90-100;
B – 82-89;
C – 74-81;
D – 64-73;
E – 60-63;
FX – 35-59;
F – 1-34.

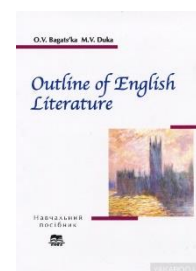
Final Assessment Format:

Duration: 4 hours (per group)

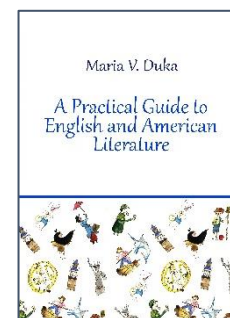
Answer the 3 questions you get in the examination card.

Basic Literature:

1. Багацька О.В., Дука М.В. Література Англії: Навчальний посібник для студентів вищих навчальних закладів (англійською мовою). Суми: ВТД «Університетська книга», 2018. 443 с. [Навчальний посібник з **Грифом** МОН України (лист 14/18.2-18.05 від 22.07.2005)]



2. Дука М.В. A Practical Guide to English and American Literature (=Путівник по літературі Англії та США) (англійською мовою). Суми: Вид-во СумДПУ імені А.С.Макаренка, 2017. 250 с.



Student Responsibilities:

Attend every lecture and class and arrive to class on due time.

Participate actively, stay focused, involved and be open to dialogue.

To succeed in Literature of Target Language Countries Special Course, you have to exhibit your very best work in getting prepared for each and every class.

Turn off your phones or other gadgets for the sake of participation and total engrossment in the activities provided. Use the gadgets just in cases required by the assignments of classes.

Instructor Responsibilities:

Attend every lecture and class and arrive to class on due time. (There is no difference concerning this point in both sides' responsibilities as it's all about mutual respect)

Provide good attitude and flexibility.

Be open to dialogue and challenge the students.

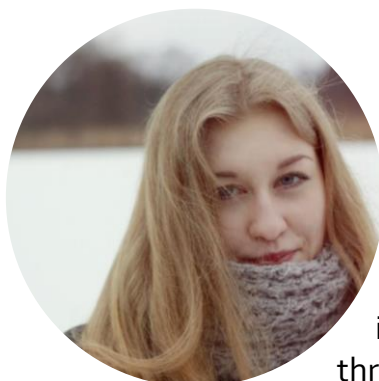
Respond to any academic problem, which can come about.

Inform the students about the points they get in class and online in a timely fashion and comments if necessary.

Minimize worry and tension or any disruptive symptoms in the classroom so that everyone would feel relaxed to express their point and have the best possible opportunity to study.

Academic Honesty Policy: The university is the institution which provides opportunities for learning, research, enhancing skills and getting the incentive for being engaged life-learn education. As members of the academic community we stick to the ideas of academic honesty and are ready to accept individual responsibility for our work. All types of dishonesty – forgery, plagiarism, cheating etc. will be subject to disciplinary action.

Students' Feedback on the Literature of Target Language Countries Special Course:



E. Shcherbinina (year 2016-2017): Being a student in the habit of religiously attending the Literature course (I must confess it was one of my favourite courses that I've ever taken), I must point out how meticulously planned and vividly illustrated the course content was. With its own flair in many respects, the course can be a pivotal opportunity to master literary analysis, key elements of narrative craft, interpretation etc. Deepening students' knowledge in subject through highly creative and challenging tasks, particularly noteworthy are those done in group work or individually as a part of research work aimed to reveal students' creativity as well critical thinking, was a top-tier priority throughout the entire course. So, it stands to reason the course was so empowering and encouraging for the students of Foreign Languages Department.

M. Perohanych (year 2015-2016): It was the first time when during the literature course I fully realized my potential as a bookworm. I used to have literature seminars that consisted of monotonous retelling of the plot and that was all, but this Course was really brilliant and challenging. Every seminar I experienced very good teaching techniques and resources given that helped me to enhance my capacity for understanding and interpreting texts. Every work of literature was presented originally and deepened my passion to it.



I really enjoyed making interesting projects that improved my creativity and expanded my intellectual horizons. Furthermore, I enlarged my understanding of hidden messages and implications of literature works. I'd like to point out that this literature course improved not only my speaking, but also writing and listening skills with the help of creative writing tasks and lively discussions. So, this course is a great chance not only to appreciate literature works, but also to study English at a relatively high level.



Yu. Korsun (year 2016-2017): "I'm sure you know this feeling when you're a book addict, but reading can become boring at university. It always seemed a "time killing" procedure for me as you need to read a book page by page, it's all about plot analyzing and answering a variety of questions.

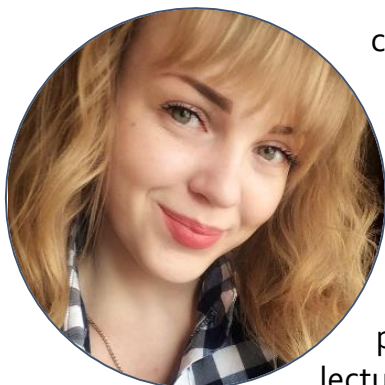
However, I was mistaken concerning this Literature Course. And this is the case when you're happy to be mistaken. It was such a fun: doing all these assignments step by step and opening hidden meanings of stories and finding yourself extremely interested in the process of studying. Each and every inch of my soul liked it. It's the most

brehtaking Course of Foreign Literature I've ever experienced. I'll always recommend this program / course to future students as *it's a high time to learn that reading isn't boring!!!!!!* No doubts, you will like it!"

Yu. Horobii (year 2018-2019): "I express my deep gratitude to Mariia V. Duka for the replete and very interesting Course of English and American Literature. Literature is a very interesting course, and there are several reasons for this. First, your literature teacher becomes a guide to the world of books. Mariia Volodymyrivna helped me understand what I was reading, taught to formulate my thoughts and analyze the work of literature and recommended many overwhelming books to read. We analyzed texts, drew a relationship trees, made up a multiple-choice quizzes, rendered poems, learnt poems by heart, wrote letter to the authors of the books (O.Wilde, for example))) and different other types of essays, made up mind maps and character sketches, created detailed maps of the places where the characters found themselves in books and what not. And one more creative task was a booktrailer project !!!!!



I would like to recommend Literature of Target Language Countries Special Course to future generations as studing Literature you will ultimately gain a much more in-depth understanding of the texts you cover than is possible from solo-reading, and learn how to express your knowledge through written analysis and presentation or class discussion."



T. Berezna (year 2017-2018): How hard it is to describe a class that have always excited my curiosity and M. V. Duka who has never failed to amaze and inspire me. I just loved her classes! We were discussing and debating, creating and sharing, and being so actively involved in learning without even noticing it.. M. V. Duka's efforts have resulted in creating a new mindset... I have opened up my mind and tried to understand the writers' points of view and perspectives and I felt much more open minded after her lectures and classes.

It is our teacher's hard work and dedication to what she does that inspired me and made me feel elated of studying! I just wish the classes were longer, and our time together was endless..