



Co-funded by the
Erasmus+ Programme
of the European Union



**610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP
(2019-2023)**

SYLLABUS OF THE UPDATED COURSE



LITERARY ANALYSIS (BA LEVEL)

Prepared by the MultiEd team

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein



Co-funded by the
Erasmus+ Programme
of the European Union



**Summary of the updated course
under the umbrella of the MultiEd project
610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP**

“Literary Analysis”, BA

**Horlivka Institute for Foreign Languages
SHEI Donbas State Pedagogical University**

Master/bachelor level	Bachelor level
Branch of knowledge	014. Secondary Education
Specialization	014.021 "Language and Literature" (English language and a West-European language)
Qualifications	Teacher of English, Foreign Literature and a West- European language
Form of education	Full-time
Status of the discipline	Elective course
Course prerequisites	English level B1 or higher
Semester of the course	3
Course Volume	4 ECTS 120 hours 36 hours of class work 84 hours of self-study and consultations
Form of final control	Credit (passed - A, B, C, D, E, failed - F)
Course language	English
Developers	Shkuropat, Maryna, Candidate of Philology, Associate Professor, Horlivka Institute for Foreign Languages SHEI DSPU

Brief Course Description (up to 2000 symbols)

Literary Analysis is the gateway course for reading, understanding and further interpreting of literature. The course introduces genre conventions and some important strategies for analyzing literary texts. It also introduces basic concepts, provides the students with the vocabulary for talking about texts, builds confidence in one’s own speaking, writing and research about literature and insists that the students gain some appreciation of the craft of writing. The course is designed to be explicit about author-reader conventions, helping students to develop the “close reading” competences essential to appreciate and analyse literature.

The course is practically aimed at increasing the general level of students’ philological competence. The course, taught in English, is intended to facilitate integrated learning of both content and language.

New, Updated, and Modified Components

- A. *Key Terms and Notions*
- B. *Course Aim*
- C. *Competencies*
- D. *Learning Outcomes*
- E. *Content of the lectures*
- F. *Presentations to the lectures.*
- G. *Course Layout*
- H. *Assessment and Feedback Approach*
- I. *Assessment Criteria (Essay)*
- J. *Literature and References*

A. Key Terms and Notions

Analysis, synthesis, interpretation, content, form, key motifs, implied meanings, character analysis, symbolism, allegory, irony, rhetoric figures, syntax. Syntactic, rhythmic expressiveness, external and internal composition, plot, fabula, narration, narrator, narrative types, point of view.

B. Course Aim

to develop the skill of the holistic and aspect analysis of literary works of different genres and styles with a focus on their interpretation; to develop the students' ability to express themselves in English easily and accurately both in writing essays and in class discussions.

C. Competencies

Generic competencies	ability to communicate in a second language; capacity to learn and stay up-to-date with learning; ability to work in a team; knowledge and understanding of the subject area and understanding of the profession; ability to evaluate and maintain the quality of work produced.
Specific competencies	ability to apply the basics of critical thinking (ask questions, justify one's position, analyze the preconditions and causes of events; the ability to effectively seek for information); ability to interpret and compare literary phenomena, use different methods and techniques of text analysis; ability to identify literary elements, the relations among them and processes affecting them; awareness of the relationship between the theoretical approaches and methodological practice; ability to expediently apply modern digital methods and educational learning technologies (including during distance learning), to create educational and methodological support for conducting classes in English language and literature;

D. Course Learning Outcomes (CLO)

LA CLO1	To know the specifics of literary analysis, its types and techniques, use modern scientific approaches to the analysis and interpretation of literary works;
LA CLO 2	To distinguish between components of a work of art and categories of poetics;
LA CLO 3	to establish logical and semantic connections between the formal and

	substantive elements of the work;
LA CLO 4	to understand the peculiarities of the functioning of the artistic system;
LA CLO 5	to know the properties of the language of a literary work and to distinguish between the most common and used means of artistic expression;
LA CLO 6	to carry out aspectual and holistic analysis of literary works, taking into account the genre conventions;
LA CLO 7	to search for literary information (work with bibliographic indexes, catalogs, dictionaries, encyclopedias, articles, monographs); compile a bibliography on a specific topic;
LA CLO 8	to apply the acquired knowledge and skills in the study of other literary disciplines, writing scientific papers in the field of literature, in the process of teaching literature at school
LA CLO 9	to refine and improve communication skills in the English language, to communicate effectively in English on literary topics, confidently using appropriate terms and concepts;
LA CLO 10	to improve collaboration skills, to use the acquired skills in order to operate confidently in international and / or multilingual communities
E. Content of the lectures	
Updated content of Lectures 3 (Types of Analysis) and 4 (Types of Content)	
F. Presentations to the lectures	
Prepared presentations to all of the Lectures, uploaded them on the HIFL MOODLE platform.	
G. Course Layout	

№ п/п	Modules / Course Learning Outcomes (LA)	Hours	Classroom hours		Individ. work
			Lectures	Practical classes	
1	MODULE 1. BASIC PRINCIPLES AND STRATEGIES OF LITERARY ANALYSIS (LA 1, 8, 9,10)	20	6		14
	<i>Lecture 1.</i> Literary work as integrity, its properties and functions. The lessons of fiction. Active reading. Objectives of scientific study of literature. <i>Lecture 2.</i> The problem of literary analysis. Analysis and synthesis. Analysis and interpretation. <i>Lecture 3.</i> Types of literary analysis. Individual Work: Sustained silent reading (SSR); Compiling a literary studies vocabulary. Compiling a glossary of terms. Note making of the article “Active reading”..		2 2 2		2 2 2 2 6
2	Module 2. Holistic analysis of a literary work. (LA 2,3,4, 8,9,10)	24	10		14
	<i>Lecture 4.</i> Analysis of form and content of the work of literature Correlation between form and content. <i>Lecture 5.</i> Analysis of a literary form. Elements of fictional world. System of characters. Types of Characters. Ways of characterization. Psychologism. Setting: place and objects in fiction. Types of setting. Space and time. <i>Lecture 6.</i> Analysis of a literary form: language of fiction, artistic text. Style in general. Authorial Style Analysis. Diction: choice of words. Poetic imagery. Rhetoric figures. Syntax. Syntactic and rhythmic expressiveness. <i>Lecture 7.</i> Analysis of a literary form: composition. External and internal composition. Composition, plot, fabula. Elements of the plot. Narration. Narrator. Basic narrative types. Point of view. <i>Lecture 8.</i> Analysis of Literary Content: subject, theme and idea, message. Strategies for dealing with meaning. Keys to extended meaning: symbolism and allegory. Pathos. Kinds of pathos. Irony. Individual Work: Sustained silent reading (SSR); Compiling a literary studies vocabulary. Compiling a glossary of terms.		2 2 2 2 2		2 2 2 2 2 4
3	Module 3. Applied strategies for analyzing fiction. (LA 5, 6,7, 8, 9, 10)	76		20	56
	<i>Pr. class 1.</i> Step-by-step guide to literary analysis of a short story. Structure and content of an analytical essay. Narration and point of view. Authorial voice. Author – character relationship. Historical context. Sample analysis of the short story by Guy de Maupassant <i>The Necklace</i> . Individual Work: Sustained silent reading (SSR). Compiling a literary criticism vocabulary. <i>Pr. class 2.</i> Analysis of the title. Symbolic meanings. Ernest Hemingway <i>Cat In The Rain</i> . Individual Work: Sustained silent reading			2 2	6 4 4

	<p>(SSR); Aspect analysis of the short story by Ernest Hemingway <i>Cat in the Rain</i> (writing a short essay). <u>Pr. class 3.</u> Analysis of types of characters and ways of characterization. Artistic detail. Composition of the story. Speech characteristic of the character. Peculiarities of the author's style. Dorothy Parker <i>The Last Tea</i>. <u>Individual Work:</u> Sustained silent reading (SSR); Aspect analysis of the short story by Dorothy Parker <i>The Last Tea</i>. (writing a short essay). <u>Pr. class 4.</u> Analysis of the setting. Characters. Ways of characterization. Relating the setting to the characters. Psychologism. Comparing different interpretations of a literary work. John Steinbeck <i>"The Chrysanthemums"</i> <u>Individual Work:</u> Notes making of a scholarly paper Ernest W. Sullivan, <i>The Cur in "The Chrysanthemums"</i> <u>Pr. class 5.</u> <i>Plot structure. Types of conflict. System of characters, ways of characterization.</i> <u>Individual Work:</u> Sustained silent reading (SSR); Compiling a literary criticism vocabulary. Aspect analysis of the short story by Erskin Cardwell <i>"Daughter"</i> (writing a short essay). <u>Pr. class 6. Assessment Class Work.</u> Aspect analysis of the short story by Edyth Pearlman <i>Vegetarian Chili</i> <u>Pr. class 7.</u> Aspect analysis of genre fiction: Analysis of the key motifs in a literary work. Implied meanings. Character analysis. Symbolism and allegory. Key literary techniques. Trilogy by J.R.R. Tolkien <i>The Lord Of The Rings</i>. <u>Individual Work:</u> Sustained silent reading (SSR); Analysis of the major and minor conflicts, key themes, motives and symbols in the trilogy. <u>Pr. class 8.</u> Analysis of the climatic chapters of the trilogy by J.R.R. Tolkien <i>The Lord of the Rings</i>. (Book Six: <i>The Return of the King. The Land of Shadow. Mount Doom. Fields of Cormallen</i>). <u>Individual Work:</u> Aspect analysis of motifs of wind, light and darkness, conflict between good and evil in the trilogy. (writing a short essay). <u>Pr. class 9.</u> Poetry Analysis. Analysis of the poem <i>Ars Poetica</i> by Archibald MacLeish; <i>Sonnet 130</i> by William Shakespeare, the poem <i>HOPE</i> by Emily Dickinson. <u>Individual Work:</u> <i>Analysis of the poems Cherry-ripe by Thomas Campion or The Man he Killed by Thomas Hardy.</i> (writing a short essay). <u>Pr. class 10.</u> Drama analysis. Genres of drama, characteristics of farce. Plot structure, types of conflicts, major and minor characters in Anton Chekhov's <i>THE BEAR</i>. <u>Individual Work:</u> Aspect analysis of the drama by</p>			<p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p> <p>2</p>	<p>4</p> <p>6</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>6</p> <p>6</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>4</p>
--	--	--	--	---	--

	Anton Chekhov THE BEAR.				4
		TOTAL	120	16	20
		ECTS	4		

H. Assessment and feedback approach		
Course Final Assessment		
Type of assessment	Max points	Extra information
Assessment checkpoint 1. Moodle Test	Total : 100	Moodle located multiple choice test of 50 questions, based on the content of Lectures: 1--8. Questions represent theoretical issues introduced within the course. Each question = 2 points.
Assessment checkpoint 2. Mid-term Essay	Total: 100 (on ECTS scale)	Practice essay based on the discussed stories, whose structure should adhere to the given prompt.
Assessment checkpoint 3. Oral performance	Total: 100 (on ECTS scale)	*10 for oral performance at each of the 10 seminars :
Module Work. End-of-class essay	Total: 100 (on ECTS scale)	Individual analysis of a new literary text following the structure of the given prompt.
Assessment checkpoints coefficient 0, 2 Module work coefficient 0, 4		
The form of the final assessment is a credit. The final grade consists of the sum of points for the three assessment checkpoints (60 % of total) and the module work (40 % of total) during the semester. The Course Final Assessment is calculated according to the formula $(Z \times 0,2) + (Y \times 0,4) = 100$, where Z is the arithmetic sum of all grades received for each of the assessment checkpoints; Y is the grade for the module work.		

I. Assessment Criteria for the Literary Analysis Essay on a 100-point scale

Skill area	Descriptors					
	90-100 Excellent	82-90 Very Good	75-81 Good	68-74 Acceptable	60-67 Mediocre	35-59 Unacceptable
	The essays at this level:					
Content and meaning (accuracy and volume of information, student's subject knowledge)	demonstrate an insightful analysis with clear understanding of the author's use of literary techniques. Rich and varied details are supported with reference to text; Offer insightful interpretations of the text with analysis that goes well beyond a literal level.	provide generally accurate analysis with some insight into use of author's literary techniques; offer accurate interpretations of the text with analysis that goes beyond a literal level.	Convey an accurate although somewhat basic understanding of the text; details are sequenced and stated clearly, but may not be fully developed; offer partially explained and/or somewhat literal interpretations	Convey a partly accurate understanding of the text; make vague reference to details derived from text, but there is an unclear or inaccurate analysis of literary techniques and devices within the text; offer few or superficial interpretations with a tendency to retell.	attempt to convey analysis of the text but have poor or weak content development with no support from the text; show no understanding of how to form an analytical response; Convey a confused or largely inaccurate understanding of the text and offer unclear interpretations	Provide no evidence of understanding; a make no Interpretations of the text.
Language (language use, grammar forms, range of vocabulary)	Use language that is precise, engaging, and sophisticated and incorporate a wide range of	Use language that is original and incorporate some varied sentence patterns;	Use appropriate language and make some attempt to use sentence variety but with uneven	Rely on basic vocabulary and rely on a limited range of syntactic structures;	Use language that is imprecise or unsuitable and reveal a confused understanding	Use language that is incoherent or inappropriate; Exhibit numerous

	varied sentence patterns.	Demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated language	success. Demonstrate partial control, exhibiting occasional errors that do not hinder comprehension	exhibit frequent errors that somewhat hinder comprehension.	of how to write; exhibit frequent errors that make comprehension difficult.	errors of several kinds.
Structure (giving the answer in a certain logical order)	Skillfully establish and maintain consistent focus on a clear and compelling thesis; exhibit a logical and coherent structure with claims, evidence and interpretations that convincingly support the thesis;	Efficiently establish and maintain consistent focus on a clear thesis; exhibit a logical and coherent presentation with minor structural improvements possible; provides evidence to support claims; effectively uses transitions	Establish and maintain focus on a clear thesis; has clearly defined structure, but lacks logics of presentation; structure is somewhat uneven but exhibits some attempt to adhere to prompt; ; make some attempt to use transition words or phrases	Establish but fail to consistently maintain focus on a basic thesis statement; exhibit a basic structure but lack coherence of consistent claims; make an inconsistent attempt to use transition words or phrases	Establish a confused or irrelevant thesis; exhibit some attempt to follow the structure; make little attempt to use transitions.	Fail to include a Thesis or maintain focus; exhibit a complete lack of organization; make no attempt to use transitions
Research (how much information the students found independently and how well it links to the topic, how the resources are presented in terms of academic integrity principles)	Profound research relevant to the topic with up-to-date resources used, presented adhering to the principles of academic integrity.	Research relevant to the topic, though some contemporary resources are missing with minor mistakes in their presentation.	Basic research relevant to the topic with minor mistakes in their presentation.	Elementary research based on a limited number of resources with major mistakes in their presentation.	Little or no attempt is made to do research	No research done

*0-35 – the work does not reach a standard described by any of the descriptors given above
 *0 – the work has not been submitted

L. Literature and References

1. Barnet, Sylvan. William E. Cain A Short Guide to Writing About Literature. 9th ed. – New York: Longman, 2003. –408 p
2. Brown, James S. Yarbrough, Scott D. Practical Introduction to Literary Study, Publisher: Longman, 2005.– 352 p.
3. Harmon, William. A Handbook To Literature. Published by Prentice Hall in Upper Saddle River, N.J . 2003. –686 p.
4. Howe, Elisabeth S. Close Reading: An Introduction to Literature Publisher: Longman, 2010. – 320 p.
5. James S. Brown, Scott D. Yarbrough. Practical Introduction to Literary Study Publisher: Longman, 2005. –352 p.
6. Kennedy, X. J. Gioia, Dana. Literature: An Introduction to Fiction, Poetry and Drama. Publisher: Longman, 2002

7. Roberts, Edgar V.; Jacobs, Henry E. Literature. An Introduction to Reading and Writing. – New Jersey: Prentice Hall, Englewood Cliffs. 1989. –1671 p.
8. Seyler, Dorothy U. Introduction to Literature: Reading, Analyzing, and Writing, Longman: 1990. – 1056 p.
9. Sipiora, Phillip. Reading and Writing About Literature. Publisher: Longman, 2002. –340 pp.
10. Soles, Derek. Dr. Prentice Hall Pocket Guide to Understanding Literature, The Publisher: Longman,2002.–180 p.