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<tr><td rowspan="8">To be completed by Field of Study Team</td><td colspan="4">Module name:
SURVEY OF BRITISH LITERATURE</td><td colspan="3">Module code:</td></tr>
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	Module name: **SURVEY OF BRITISH LITERATURE**				Module code:		
To be completed by Field of Study Team	Course name: **SURVEY OF BRITISH LITERATURE**				Course code:		
	Faculty: **INSTITUTE OF PEDAGOGY AND LANGUAGES**						
	Field of study: **Philology**						
	Mode of study: FULL-TIME PROGRAMME		Learning profile: PRACTICAL		Speciality: ENGLISH PHILOLOGY - ENGLISH TEACHER FOREIGN LANGUAGES FOR BUSINESS		
	Year / semester: **2/3**		Module/course status: **COMPULSORY**		Module/ course language: **ENGLISH**		
	Type of classes	lecture	class	laboratory	project	seminar	other (please, specify)
	Course load	**15**	**30**				

Module/ course coordinator	**dr hab. Mirosława Modrzewska**
Lecturer	**dr hab. Mirosława Modrzewska**
Module/ course objectives	The purpose of the course is to acquaint students with the main epochs of British literary history: from Old English literature to the twentieth century British literature. The presentation of all the literary epochs includes the basic culture productive factors, the main ideological and philosophical tendencies, the main literary genres and artistic conventions. The discussion of the main authors of a given epoch, as well as the presentation of their works allows students to understand the place of literary works in their cultural and literary context as well as their place in British and European culture and deepen their understanding of the selected texts. This should result in the students' mastering of interpretation skills and in their closer participation in the sphere of literary culture. In their discussion of the artistic quality of a literary text students will practice analytical skills and will develop elementary literary-theoretical knowledge, as well as the skills of looking at literary texts in a variety of cultural contexts (social, philosophical and other).
Entry requirements	Adequate knowledge of the English language

	LEARNING OUTCOMES	
No.	LEARNING OUTCOME DESCRIPTION	Learning outcome reference
01	The student has general knowledge about the main literary epochs of British literaturę with its specific features and cultural conditions from Old English literature till the twentieth century.	**K_W01**
02	The student has elementary knowledge about the influence of historical conditions on the evolutionary changes in British literature.	**K_ W04**
03	The student has basic and systematized methodological tools specific to the historical (diachronic) and synchronic study of literature (cultural contexts in particular moments of literary evolutions)	**K_W03**
04	The student has elementary knowledge of cultural contexts important for particular epochs of British literature.	**K_W05**
05	The student has basic knowledge of the latest research in the selected areas of British literary studies.	**K_W09**
06	The student is capable of autonomous acquisition and ordering of knowledge in the area of the history of British literature.	**K_U02**
07	The student is capable of formulating autonomous interpretative hypotheses related to the analysis of literary texts and capable of verifying their hypotheses by relating them to the phenomena of literary texts, as well as by juxtaposing them with opinions of other authors. The student is capable of presenting his/her views in Polish and in English.	**K_U06**
08	The student analyses and interprets literary works caring about the application of appropriate methods of interpretation and takes into account the cultural context of interpreted texts. The student is capable of rejecting the contexts which are incidental and inadequate.	**K_U09**
09	The student is aware of acquired knowledge and is capable of defining the scope of acquired knowledge, as well as its basic elements and limitations.	**K_K01**

CURRICULUM CONTENTS
Lecture

Subjects discussed during lectures:
  I.   Old English Literature:
          a.   Basic cultural factors
          b.   Basic literary genres (epic, courtly poetry, elegiac poetry, religious poetry)
  II. The main literary trends of the Middle Ages (courtly love convention, chivalric romance, fabliau, Arthurian romance (on the basis of Geoffrey Chaucer)
  III. Renaissance
          a.   main literary trends (humanism, reformation)
          b.   main features of the renaissance vision of the world
          c.   Elisabethan drama (William Shakespeare:tragedies, comedies, historical plays)
          d.   Metaphisical poetry (Donne, Herbert Herrick, Marvell) – conceit as a poetic device.
  IV. Neoclassicism:
          a.   The influence of Newton and Locke on the 18th c. vision of the world.
          b.   The main features of the 18th c. vision of the world (e.g. hierarchy, chain of beings) and the principal notions of the 18th c. culture (decorum imitation, hierarchy of genres,normative poetics, etc.)
          c.   Aleksander Pope as a poet of the 18th c.
          d.   Narthe rise and development of the English novel (D. Defoe, S. Richardson, H. Fielding, L. Sterne):the evolution of the novel paradigm – narrative technique, character and action

construction, etc.
V. The beginnings of Romanticism in the last decades of 18 c. poetry and prose.

Class

a. The composition of „The Dream of the Rood"-
b. Composition and metaphorical structures in the poem „I Sing of a Maiden".
c. Interpretation of the ballad „The Three Ravens".
d. Analysis of the selected scenes from „Hamlet" by Williama Shakespeare'a. –The concept of theatre.
e. The analysis of "Easter Wings" by George Herbert as an example of "pattern poetry".
f. The composition of metaphysical concept on the basis of „On a Drop of Dew" by Andrew Marvell.
g. Argumentative strategies in the love poetry by: John Donne, „The Apparition", Andrew Marvell, „To His Coy Mistress", J. Donne, "The Flea"
h. AnaAnalysis of symbolic meanings in the poem byWilliam Blake "The Tyger".
i. Romantic perception of the world in the poems by William Wordsworth: „I wandered lonely as a cloud", „The Solitary Reaper", "The Rime of the Ancient Mariner".
j. Composition and symbolic expression in the poems by John Keats, *La Belle Dame sans Merci,* „Ode on a Grecian Urn"

Selection of the discussed literary texts depends on the teacher in charge of the course.

Laboratory

DNA

Project

DNA

Basic literature	1. *Beowulf* (translation) fr.
	2. "The Dream of the Rood"
	3. Geoffrey Chaucer, *Canterbury Tales* (fragments)
	4. Medieval lyrics & ballads: "I sing of a maiden", "The Three Ravens", "Lord Randall"
	5. John Donne, "The Apparition", "The Flea"
	6. George Herbert, "Easter Wings"
	7. Andrew Marvell, "On a Drop of Dew", "To His Coy Mistress"
	8. William Shakespeare, *Macbeth* or *Romeo and Juliet* or *Hamlet*
	9. W. Blake, "TheTyger"
	10. Samuel Taylor Coleridge, "The Rime of the Ancient Mariner"
	11. William Wordsworth, "The Solitary Reaper", "She Dwelt among the Untrodden Ways", " I Wandered Lonely as a Cloud"
	13. John Keats, *La Belle Dame sans Merci*; "Ode on a Grecian Urn"
	14. Robert Browning, "My Last Duchess"
Additional literature	Andrzej Zgorzelski, *Lectures on British Literature. A Historical Survey*, Wydawnictwo Gdańskie 1999

| Teaching methods | Lectures, discussion groups, texts analyses |

Assessment methods	Learning outcome number
Written exam	**01, 02, 03, 04, 05**
Written test	**06, 07, 08**
Oral presentation	**06, 07, 09**

Form and terms of awarding credits	Written exam – 50% Written tests – 25% Oral presentations – 25%

STUDENT WORKLOAD	
	Number of hours
Participation in lectures	15
Independent study of lecture topics	
Participation in classes, labs, projects and seminars *	30
Independent preparation for classes *	20
Preparation of projects/essays/etc *	
Preparation/ independent study for exams	8
Participation during consultation hours	2
Other	
TOTAL student workload in hours	75
Number of ECTS credit per course unit	**3**
Number of ECTS credit associated with practical classes	**50** **(30+20)** **2**
Number of ECTS for classes that require direct participation of lecturers	**47** **(15+30+2)** **1,9**