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

# **SYLLABUS OF THE UPDATED COURSE**



## **THEORY AND CRITICISM OF CONTEMPORARY ENGLISH LITERATURE (MA LEVEL)**

**Prepared by the MultiEd team**

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Summary of the updated course under the umbrella of the MultiEd project # 610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP	
“Theory and Criticism of Contemporary English Literature”, MA	
V.O. Sukhomlynskyi National University of Mykolaiv	
<b>Master/bachelor level</b>	Master level
<b>Branch of knowledge</b>	014 Secondary Education
<b>Specialization</b>	014.021 "English Language and Literature"
<b>Qualifications</b>	Teacher of the English Language and Literature at Higher Educational Establishments
<b>Form of education</b>	Full-time
<b>Status of the discipline</b>	Cycle of professional courses. Compulsory course
<b>Course prerequisites</b>	Linguistics, Literature of the Studied Language, Stylistics of the English Language, Foreign Literature at the BA level
<b>Semester of the course</b>	Year 2, semester 3
<b>Course Volume</b>	3 ECTS 90 hours 20 hours of class work 70 hours of self-study and consultations
<b>Form of final control</b>	Exam (passed - A, B, C, D, E, failed - F)
<b>Course language</b>	English
<b>Developers</b>	Myronenko Tetyana, PhD, V.O. Sukhomlynskyi National University of Mykolaiv
Brief Course Description (up to 2000 symbols)	
<p>The course “Theory and Criticism of Contemporary English Literature” is designed for MA students whose specialty is Secondary Education (English Language and Literature). The prerequisites of the Course introducing are the following courses: Linguistics, Literature of the Studied Language, Stylistics of the English Language at the BA level.</p> <p>The course “Theory and Criticism of Contemporary English Literature” is an obligatory course that aims at formulating a holistic system of philological thinking and professional analysis and criticism of contemporary literary phenomena of English literature. The content of the course provides a summary of the history of English literature, acquaint learners with the specific features of modern English literature and components of literary analysis. This course is designed for a holistic critical analysis of the literary works of English writers of the period of modernism and postmodernism. Students are expected to study philosophical, historical and comparative contexts, comprehension and analysis of modern English-language works.</p> <p>Method of instruction: The teaching of this discipline is based on a combination of lectures, practical classes and various forms of independent work of students on the basis of blended learning.</p> <p>Course requirements: students are expected to attend classes on a regular basis, complete readings before</p>	

each class, and be fully prepared for class discussion (with presentations, case studies, completed assignments, questions and contributions).

The course employs CLIL (Content and Language Integrated Learning) approach where the subject is taught in English with the focus on both the content and the language.

The course is updated in terms of the Erasmus+ Project 610427-EE-2019-EPPKA2-CBHE-JP Foreign Language Teacher Training Capacity Development as a Way to Ukraine's Multilingual Education and European Integration (MultiEd).

### New, Updated, and Modified Components

- A. Assessment and Feedback Approach
- B. Course Quality Monitoring
- C. Teaching and Learning Methods
- D. Literature and References

### A. Key Terms and Notions

Genre, literary criticism, modernism, novel, essay, postmodernism

### B. Course Aim

The course aims to develop students' skills in identifying, understanding and developing their own theoretical approach for analyses of the examples from English language literature

### 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; ability to be critical and self-critical, to express and communicate own opinion; knowledge and understanding of the subject area and understanding of the profession; ability to evaluate and maintain the quality of work produced.
Specific competencies	identify linguistic units, the relations among them and processes affecting them; awareness of the relationship between the theoretical approaches and methodological practice; ability to reflect on one's own values and to question concepts, ideas and theories; ability to apply tools and methods of linguistic analysis to related fields.

### D. Learning Outcomes

TCCELL1	to apply specialized conceptual knowledge to differentiate among different theories in text analyses
TCCELL 2	to be able to use relevant to specialisation problem-solving skills required for analyses of contemporary English language literature
TCCELL 3	to comprehend, analyse and interpret the author's utterance according to modern approaches for text analyses
TCCELL 4	to be able to communicate efficiently in different settings employing various expressive means and stylistic devices
TCCELL 5	to apply in-depth cognitive and practical knowledge to implement appropriate strategies while analysing English language literature
TCCELL 6	to be able to continue learning with a high degree of autonomy for mastering skills of interpreting ideas, persuading and informing readers by means of written and oral communication

### Assessment and feedback approach

<b>Teacher-based approach</b>		
<b>Type of work, activity, task</b>	<b>Max points</b>	<b>Extra information</b>
The student's participation in: – class and/or online discussions; – independent work – individual work – work in Moodle	Total 25 (5*5)	Feedback is given regularly during the classes
Test	Total 15 (3*5)	During the course at the end of each Module A test online consists of 10 questions with the four variants of the answer. Each correct answer equals 0,5 point. Questions represent theoretical and practical issues introduced within the course. Explanation for every question is embedded in the test automatic feedback.
<b>Peer assessment</b>		
Presentation	30 (2*15)	*2 during the course (Module 1,3) Delivering a 10-minute oral presentation. Can be done in small groups. Written/oral feedback is given after the presentation.
<b>Course Final Assessment</b>		
<b>Type of work, activity, task</b>	<b>Max points</b>	<b>Extra information</b>
Essay	30	A comprehensive essay on the course theme subject up to 250 words. Relevance to the topic, correct introduction, logically connected paragraphs, conclusion, original ideas and correct grammar.
<b>Total:</b>	100	

<b>Criteria / Points</b>	<b>Assessment Criteria for Presentation (PPT) – (15 points )</b>			
	<b>Descriptors</b>			
	<b>15 Excellent</b>	<b>11 Good</b>	<b>7 Satisfactory</b>	<b>3 Unsatisfactory</b>
<b>Content</b>	The content fully meets the objectives of the task	The presentation is coherent and covers the main tasks, but the conclusions are not clearly defined	The content of the presentation does not fully cover the task, though it is relevant to the main goal	The project is not coherent, the goals and conclusions are missing
<b>Language</b>	The presentation is well delivered (clear, accurate and well-organized speech) with a wide range of advanced grammatical constructions and advanced vocabulary	Students use a wide range of advanced grammatical constructions, vocabulary is advanced with some minor grammatical, pronunciation mistakes	Students use simple grammatical constructions and vocabulary, making minor mistakes	Students use simple grammatical constructions and vocabulary, making major mistakes
<b>Structure</b>	Logical and coherent presentation of the topic: information	The information is logically structured, successfully used charts, audio, video	The information is structured, charts, audio, video and visual effects are	The information is not well-structured, charts, audio, video and

	has a logical structure, flows from one section to another, and can be easily followed and understood. Successful use of charts, audio, video and visual effects	and visual effects with minor timing mistakes	used, but not logically	visual effects are not used
<b>Research</b>	Profound research relevant to the topic with up-to-date resources used, it is 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
	*2 – the work does not reach a standard described by any of the descriptors given above *0 – the work has not been done			
<b>Criteria / Points</b>	<b>Assessment Criteria for Essay ( 30 points)</b>			
	<b>Descriptors</b>			
	<b>30 Excellent</b>	<b>22 Good</b>	<b>14 Satisfactory</b>	<b>6 Unsatisfactory</b>
<b>Content</b>	Relevance to the topic. Substantial, specific and illustrative content demonstrating strong development and sophisticated ideas	Sufficiently developed content with adequate elaboration or explanation	Limited content with inadequate elaboration or explanation	Superficial or limited content
<b>Language</b>	Use precise language, varied sentence beginnings, and varied sentence patterns to express ideas. Precise, illustrative use of variety of words. Evident control of grammar, mechanics and spelling	Generic use of variety of words. Sufficient control of grammar, mechanics and spelling	Limited use of variety of words. Limited control of grammar, mechanics and spelling	Minimal use of variety of words. Minimal control of grammar, mechanics and spelling
<b>Structure</b>	Correct introduction, logically connected paragraphs, conclusion, original ideas. Sophisticated arrangement of content with	Paragraphs are logically connected with functional arrangement of content that sustains a logical order with some evidence of transition	The paragraphs are structured but not logically with confused or inconsistent arrangement of content with attempts at	Minimal control of content arrangement and sentence structure

	evident and subtle transition		transition	
<b>Research</b>	Profound research relevant to the topic with up-to-date resources adhering to the principles of academic integrity.	Research relevant to the topic, though some contemporary resources are missing with minor mistakes	Basic research relevant to the topic with minor mistakes	Elementary research based on a limited number of resources with major mistakes
	*5 – the work does not reach a standard described by any of the descriptors given above *0 – the work has not been done			

### Course Quality Monitoring

1. Syllabus feedback from internal and external (peer-)reviewers
2. Feedback from enrolled students
3. Students' performance in the course