

Detailed course description (SUBJECT CARD)

Course title: Interpretations of Literary Texts – language B (American Literature)

Course code: M3/23/B-A/sem4

Classification of a course group: MODULE 3: BASIC CONTENT

COMPONENT 4: FIELD-RELATED CONTENT

Course type: field-related
obligatory

Field of study: Applied linguistics

Level of study: first-cycle

Profile of study: practical

Mode of study: full-time programme

Specialty (specialisation): English B with French C/Italian C/Spanish C

Year of study: 2

Semester: 4

Teaching modes and teaching hours: classes – 30 hours

Language/s of instruction: Polish, English

Number of ECTS credits (*according to the study programme*): 2

* – leave the appropriate option

1. Course objectives:

Providing knowledge of contemporary American literature, developing the ability to critically analyse and interpret a literary text.

2. Relation of the field-related learning outcomes to modes of teaching and methods of verification as well as to assessment of student's learning outcomes:

symbol	assumed learning outcomes <i>a student who completed the course:</i>	teaching modes	verification methods and learning outcomes assessment
Knowledge: a student knows and understands			
K1P_W01 K1P_U01	theoretical assumptions of the theory of literature in the analysis of selected works or fragments of literary works	classes	written work
Skills: a student can			
K1P_W01 K1P_U01 K1P_U10	use correctly specific terminology from the field of literature	classes	written work
K1P_U01 K1P_U10 K1P_W01	analyse selected works or fragments of literary works	classes	written work
Social competences: a student is prepared to			
K1P_K01	to appreciate the importance of the acquired knowledge of literature in the development of intercultural competences	classes	written work

3. The content of study programme ensuring learning outcomes (*according to the study programme*):

In-depth analysis and interpretation of works or fragments of literary works representing periods, schools, currents and styles in the literature of the countries of the B-language area studied, taking into account the historical and social context.

4. Description of methods of determination of ECTS credits:

Type of activity	Number of hours / ECTS credits
Number of course hours regardless of a teaching mode	30/1
Student's workload 1: preparation for classes/test	30/1
Student's workload 2*	
Student's workload n*	
The other**	
Total hours:	60

Number of ECTS credits allocated to a course	2
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Explanation:

* – student's workload - fill in the types of activities, e.g. *preparation for a course, interpretation of results, making a course report, preparation for an exam, studying sources, making a project, presentation and report, doing written assignment, etc.*

** – the other e.g. *extra course hours*

5. Summary indexes:

- number of course hours and ECTS credits at the course with a direct participation of academic teachers or other persons running the course and supervising students: 30/1
- number of course hours and ECTS credits at the course related to the scientific activity conducted at the Silesian University of Technology in a discipline or in disciplines to which a field of study is assigned - in the case of studies with a general academic profile;
- number of course hours and ECTS credits at the course developing practical skills- in the case of practical studies: 30/2
- number of course hours conducted by academic teachers employed by the Silesian University of Technology as their primary workplace: 30

6. Persons conducting particular modes of courses (name, surname, academic degree or degree in arts, title of professor, business e-mail address):

Agnieszka Frycz MA Agnieszka.Frycz@polsl.pl

professor Jude V. Nixon Professor of English Jude.V.Nixon@polsl.pl

7. Detailed description of teaching modes:

1) lectures: -

2) description of other teaching modes:

classes:

- The Witches of Salem in the 17th century and the Red Scare, Arthur Miller *The Crucible*
- The Age of Enlightenment; beginnings of the American dream: Benjamin Franklin *Autobiography*
- American Romanticism. The beginnings of fiction: Washington Irving, "Rip Van Winkle"; "The Legend of Sleepy Hollow"
- American Romanticism. Gothic tradition in prose and poetry and literary criticism: Edgar Allan Poe, "Ligeia", "The Fall of the House of Usher"
- American Transcendentalism; Philosophy and Literature: Ralph Waldo Emerson essay "Self-Reliance"; Henry David Thoreau *Walden, or Life in the Woods*, "Civil Disobedience"
- American Renaissance in poetry: Walt Whitman - "Song of Myself", Emily Dickinson - poems: 67, 214, 249, 258, 303, 585, 712, 986
- American poetry of the turn of the 19th and 20th centuries. The beginnings of contemporary poetry: Edwin Arlington Robinson: "Richard Cory", "Miniver Cheevy"; Robert Frost "Mending Wall", "The Road Not Taken"
- Mrs Dalloway and Clarissa Vaughan, or "rewriting he classics: Michael Cunningham, *The Hours* (book and movie)
- Feminism in the 21st century: Chimamanda Ngozi Addichie, essay "We Should All Be Feminists"
- City in Literature - literary essay: F. S. Fitzgerald 'My Lost City', E. B. White 'Here is New York'.
- Ernest Hemingway, *The Sun Also Rises*
- John Steinbeck, *Of Mice and Men*
- William Faulkner, *The Sound and the Fury* (fragments with the stream of consciousness), "A Rose for Emily"
- Alice Walker, "Everyday Use"
- Arthur Miller, *Death of a Salesman*
- Tennessee Williams, *A Streetcar Named Desire*
- Eugene O'Neill, *Long Day's Journey Into Night*
- Emily Dickinson, "This world is not conclusion"
- Robert Lowell, "Night Sweat"
- Elizabeth Bishop, "Filling Station"
- Ted Hughes, "Dream Deferred"

- teaching methods, including distance learning:
PP presentation/ student's work/ analysis of written texts
- form and criteria for semester completion, including retake tests, as well as conditions for admission to the examination:

written test within the time limit set by the teacher, after consultation with the group chairperson

a prerequisite for passing is at least a grade of 3.0 for each of the learning outcomes, which corresponds to 60% of the possible credits;

the final assessment is the arithmetic average of the positive grades obtained from each outcome, calculated according to the following scale:

grade	decimal	percentage
3	3.00 – 3.35	60% – 67%
3,5	>3.35 – 3.74	>67% - 75%
4	>3.74 – 4.24	>75% - 84%
4,5	>4.24 – 4.65	>84% - 92%
5	>4.65 – 5.00	>92% - 100%

student is entitled to 3 credit dates: 1. before the beginning of the examination session, during the last classes in the semester, 2. in the examination session and 3. in the retake session, on dates set by the teacher after consultation with the group chairperson.

conditions for examination admission - obtaining a pass mark

- course organisation and rules of participation in the course, with an indication whether a student's attendance is obligatory

organization of classes in accordance with the schedule for a given semester at the Institute of Education and Communication Research

student attendance at classes - in accordance with the statute of the Silesian University of Technology.

8. Description of the method for determining the final grade (rules and criteria for evaluation, as well as the final grade calculation method in the case of a course comprising more than one teaching mode, taking into account all teaching modes and all exam dates and credit tests including retake exams and tests):

final grade is calculated on the basis of the arithmetic average of the grades obtained from the pass mark and examination, according to the scale given in point 7.

9. Method and procedure for making up for

- student's absence from the course,

in accordance with the credit conditions set out in point 7 of the card.

- differences in study programmes for students changing their field of study, changing university or resuming studies at the Silesian University of Technology,

in accordance with the credit conditions set out in point 7 of the card.

10. Prerequisites and additional requirements, taking into account the course sequence:

none

11. Recommended sources and teaching aids:

The Norton Anthology of American Literature, 4th edition, Vol. I-II. Norton, New York, 1994.

ed. Mazur, Z., The College Anthology of American Literature. Universitas, Kraków, 1998.

red. Salska, A., Historia Literatury Amerykańskiej XX Wieku. Universitas, Kraków: 2003.

Tindall G. B., Shi Emory D., America. A Narrative History. Norton, 4th Edition: 1997.

12. Description of teachers' competences (e.g. publications, professional experience, certificates, trainings etc. related to the programme contents implemented as a part of the course):

MA in Literary Studies

Subjects taught:

Training of Communication Skills – Writing and Speaking; Interpretations of Literary Texts; History of American Literature; Introduction to American Life and Institutions; American Culture and Media; Introduction to Literary Theory

Selected publications:

1. *Memory and Language in Anita Rau Badami's 'Tamarind Mem'* (w: *Identity through Art, Thought and the Imaginary in the Canadian Space*, Masaryk University, Brno, 2009)
2. *Narrating the Hyphenated Self in Fred Wah's Biotext 'Diamond Grill'* (w: *From the Foundations of Quebec City to Present-Day Canada 1608-2008: Retrospections*, Path of Change, Challenges, Para, Katowice, 2009)
3. *Legendy kanadyjskie, czyli dziwny przypadek Wendigo w świetle psychologii archetypów Carla Gustava Junga* (w: *Obce/Inne*, Kolegium Języków Obcych Politechniki Śląskiej, 2015)
4. *Philosophy, Memory and Literature in Interdisciplinary Academic Education* (in: *Lingwistyka interdyscyplinarnie*, Wydawnictwo Adam Marszałek, 2020)
a. 2004

Professor Jude V. Nixon

Professor of English

Subjects taught: Interpretations of Literary Texts: American and British

Selected publications:

books:

Becoming Home: Diaspora and the Anglophone Transnational. Co-editor. Vernon Press, forthcoming 2022.

The Sermons and Spiritual Writings of Gerard Manley Hopkins. Co-editor. Vol. 5. *The Collected Works of Gerard Manley Hopkins*. 8 vols. Oxford UP, 2018.

Science, Religion, and Natural Theology. Co-editor. Volume 3. *Victorian and Science and Literature*. 8 volumes. London: Pickering & Chatto, 2011

Victorian Religious Discourse: New Directions in Criticism. New York: Palgrave, 2004 *Gerard Manley Hopkins and his Contemporaries: Liddon, Newman, Darwin, and Pater*. New York: Garland, 1994

Chapters:

"[E]ither I'm nobody, or I'm a nation": Home, History, and the Diasporic Transnational in Derek Walcott's *Omeros*. *Becoming Home: Diaspora and the Anglophone Transnational*. Vernon Press, 2022.

Guest Editor. Special Issue, The Poetry and Spirituality of Gerard Manley Hopkins, *Religion and the Arts* 24.4 (2018)

"Honors Programs & Honors Colleges: Limits to the Liberal Arts & the Dangers of Elitism." *Collegium, College, Kolegium*. Eds. Mark O'Connor and Piotr Wilczek. Boston-Warszawa, 2011. 215-29

"[A] vanishing people': The Caribs and Kincaid's Carib-bean in *The Autobiography of My Mother*." *Surplus of Culture: Sense, Common-Sense, Non-Sense*. Eds. Ewa Borkowska and Tomasz Burzynski. New Castle, UK: Cambridge Scholars Publishing, 2011. 167-77

"Death Blots Black Out': Thermodynamics and the Poetry of Gerard Manley Hopkins." *Victorian Poetry*, v 40. no 2, summer, 2002, pp 131-55. Republished in *Nineteenth Century Literature Criticism*. Michigan: Thomas Gale, 2008

"Goldengrove unleaving': Hopkins's 'Spring and Fall,' Christina Rossetti's 'Mirrors of Life and Death,' and the Politics of Inclusion," *Victorian Poetry* 43.4 (2005): 473-84. Republished in *Victorian Poetry Studies: Critical Essay*. Michigan: Thomas Gale, 2005

"Kill[ing] Our Souls with Literalism: Reading Essays and Reviews." *Victorian Religious Discourse: New Directions in Criticism*. Ed. Jude V. Nixon. New York: Palgrave, 2004. 51-81.

"Birth of a Brain': Finding Hopkins Finding Self." *Hopkins Variations: Standing Round a Waterfall*. Eds. Joaquin Kuhn and Joseph J. Feeney, S.J. New York: Fordham UP, 2002. 216-21

13. Other information:
none