Module description

“The art of teaching is the art of assisting discovery.” — Mark Van Doren.

In this module, we will focus on the important figure of the teacher as presented in and through the literary form. We will also explore how education in general—and the teaching of literature more specifically—have been dealt with within different literary/fictional worlds. We will consider how teachers, teaching, and learning are thematised in sometimes similar but more often very different ways. This involves looking more closely at aspects of education regarded as potentially harbouring liberating forces, but also, in contrast, at dimensions forwarding education as mechanical production leading to conformity and spiritual decline. The overarching questions we address to ourselves, each other and the works are: What is a teacher? What is teaching? What is learning? What is education in literature? What is literature in education?

The module comprises eight two-hour seminars, all of which involve active participation from the students. The students will read primary texts and secondary material before each seminar. They will discuss the material in groups, in and outside of class, using these meetings as occasions to reflect upon and voice their ideas about their reading of primary texts and understanding of the secondary material. The final examination will be comprised of 2 written assignments.

Intended learning outcomes

Upon completion of the module, students are expected to be able to:

- Account for the contents of the course literature;
- Display the ability to use basic theoretical concepts, analytical models and methods in the field;
- Apply these concepts to literary texts;
- Analyse literary texts from a relevant theoretical perspective;
- Motivate their own analyses in writing in a manner relevant to the field;
- Display a good understanding of written English;
- Express themselves in academic English.

Grading

The module adopts the 7-grade SU scale (A–F).

To receive a final grade, students must have completed all the examination assignments [not done all examination assignments=no grade].

To receive a passing grade (A to E), students must complete and pass all the examination assignments, and thus demonstrate that they achieved all the learning outcomes at least at the minimum level (see “Module grading” below).

Module activities

The module consists of the following activities:

- Seminars (pre-seminar study questions for each seminar will be posted on Athena);
Before each seminar, students are expected to finish the assigned reading, do any accompanying tasks, and discuss the texts and tasks in groups. Students should be prepared to discuss the reading and tasks at the seminar.

**Examination**

Students are required to complete the following:

- Essay one: a research-led argument essay of 1500 words, which must make reference both to primary sources and to at least two secondary peer reviewed sources: 40% of the final grade.
- Essay two: a research-led argument essay of 2000 words, which must make reference both to primary sources and to at least two secondary peer reviewed sources: 60% of the final grade.

**Module format**

The module will take place in the form of seminars, where students will practise analysing literary texts in terms of the specific historical, generic and critical perspectives dealt with in the course, as well as develop their skills in providing textual support for their reading.

Seminars are intended to be active, hands-on opportunities for students to practice the skills they will learn throughout the module; for this reason, the students should bring the assigned text(s) with them to every seminar.

**Required reading**

(Please try to get the editions listed below)

**Literary Texts:**


**Films:**


**Articles (full PDFs will also be available on Athena):**


**Schedule**

*Please see Time Edit for seminar dates/times and rooms. Check regularly for updates.*

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<thead>
<tr>
<th>SEMINAR</th>
<th>Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction; Practical information.</td>
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<td>2</td>
<td><em>The Schooldays of Jesus</em>; Lewis (Athena)</td>
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<td>3</td>
<td><em>Stoner</em>; Dunne “Event, Weak Pedagogy” (Athena)</td>
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<td>4</td>
<td><em>Dead Poets Society, Whiplash</em>; Dunne “Love Foolosophy” (Athena)</td>
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<td>5</td>
<td><em>The Prime of Miss Jean Brodie</em>; Brown (Athena)</td>
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<td>6</td>
<td><em>The Gate of Angels</em>; Glendening (Athena)</td>
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<td>7</td>
<td><em>Old School</em>; Gooblar (Athena)</td>
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<td>8</td>
<td><em>Meno</em>; Magrini (Athena)</td>
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**Deadlines:**

*Essay 1: 28 February 2020, 5 p.m. Resubmission: 3 April 2020, 5 p.m.*

*Essay 2: 20 March 2020, 5 p.m. Resubmission: 28 April 2020, 5 p.m.*
# Module grading criteria

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<th>E</th>
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<td>excellent skills in</td>
<td>very good skills in</td>
<td>good skills in</td>
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<td>satisfactory skills in</td>
<td>accounting for the contents of the course literature</td>
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<td>Overview of material</td>
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<td>displaying the ability to use basic theoretical concepts, analytical models and methods in the field, and applying these concepts to literary texts</td>
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<td>Discussion</td>
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<td>The student’s work does not demonstrate the achievement of the course outcomes at a minimally adequate level.</td>
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<td>Analysis</td>
<td>analysing literary texts from a relevant theoretical perspective critically, and motivating their own analyses in writing in a manner relevant to the field</td>
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<td>Comprehension</td>
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<td>Expression</td>
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