Stockholm University

Literature in English:
Reading Literature
VT25 (7.5 credits)
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Module Description

In this module, students study literary texts in English from different genres and learn basic literary concepts and analytical methods. These skills are developed through seminars, workshops and lectures. The module comprises five lectures, five two-hour seminars, and four two-hour workshops, 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 examination will include a written assignment and a written, sit-down exam in practical text analysis, as well as an oral assignment.

Intended Learning Outcomes

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

- Explain basic literary concepts in English and apply them in discussions of literary texts;
- Critically discuss different types of literary texts in English;
- Demonstrate a good understanding of spoken and written English;
- Express themselves in academic English, in writing as well as in discussions and presentations.

Grading

The module adopts the 7-grade SU scale.
To receive a final grade, students must have completed all the examinations. Failing to submit an assignment will result in no grade.
To receive a passing grade (A to E), students must pass all the examinations, and demonstrate that they achieved all the learning outcomes at least at the minimum level (as described below). All parts of the exam must achieve a passing grade for the exam to be a pass.

Module activities

The module consists of the following activities:

- Five seminars (pre-seminar instructions for each seminar will be posted on Athena);
- Five lectures (lecture notes/readings/ppts will be posted on Athena);
- Four workshops (pre-workshop instructions will be posted on Athena);
- One oral presentation (instructions for oral presentations will be posted on Athena);
- Before each lecture, seminar or workshop, 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;
- Students are expected to complete all the tasks assigned by the teacher.

Examination

Students are required to complete the following:

1) Written assignment: Pass/Fail. To receive a Pass, the assignment needs to meet the grading criteria for at least an E.
2) Exam: 100% of the grade (A-F)
3) Oral examination: Pass/Fail

Below are the dates for exams and assignment submissions:

Written Assignment
First submission dates:
—Task posted on Athena: **28 February 2025**
—Submission Deadline (upload on Athena): **7 March 2025**
Resubmission dates:
—Task posted on Athena: **4 April 2025**
—Submission Deadline (upload on Athena AND notify your seminar instructor): **11 April 2025**

Oral Presentation
(see Time Edit schedule for details)
—Assignment given after Poetry Seminar
—Resit for Oral Presentation (contact the coordinator for assignment at least a week in advance)

Sit-down Exam
(see Time Edit schedule for details. Sign up will be done through Ladok when it opens.
Questions about signing up: contact the Student Affairs Office at studexp@english.su.se)
—First exam date: see Time Edit
—Date for re-take: see Time Edit

Module format

The module will take place in the form of lectures, workshops, and seminars. In the lectures, students will be given broad theoretical tools and contexts through which to approach different genres of English language literature. In the workshops, students will develop and practise their skills in close textual analysis. In the seminars, students will practise analysing literary texts in terms of their generic features and broader thematic concerns and learn how to provide textual support for their reading.

Both the seminars and workshops 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 buy the following books in the following editions. It is important that we have the same editions for workshops and discussions.

- Jeanette Winterson, *Oranges are not the Only Fruit* (Random House, 2014)
- Julian Barnes, *The Sense of an Ending* (Vintage, 2012)
- Harold Pinter, *The Birthday Party* (Faber & Faber, 2018)
- Arthur Miller, *Death of a Salesman* (Penguin, 2000)

Other set texts (poetry and short stories) will be available as pdfs on Athena.

"Literary Terms Compendium" is available as pdf on Athena. As a complementary resource, we recommend Chris Baldick, *Oxford Dictionary of Literary Terms* (Oxford UP, 2015). Available online via Stockholm University Library, log-in required.

Schedule

There may be occasional changes to dates/times and rooms. Check Time Edit regularly for updates.

<table>
<tr><th>UNIT</th><th>ACTIVITY</th><th>CORE CONTENT</th><th>SET TEXTS</th></tr>
<tr><td>1
READING AND INTERPRETATION</td><td>LECTURE
&
SEMINAR</td><td>Genre, interpretation, author, reader</td><td></td></tr>
<tr><td rowspan="2">2
SHORT STORIES</td><td rowspan="2">LECTURE
&
WORKSHOP
&
SEMINAR</td><td rowspan="2">–Character (antagonist, protagonist)
–tone (diction, irony)
–theme
–plot (plot time, foreshadowing, flashback, flashforward, conflict, crisis, in medias res, subplots)
–imagery
–figurative language (metaphor, simile, symbol)
–narration (narrator, focus/ focalization)
–setting
–epiphany</td><td>L/W: Poe, “The Tell-Tale Heart”
Hemingway, “A Very Short Story”
Joyce, “Araby”</td></tr>
<tr><td>S: O’Connor, “Everything That Rises Must Converge”
Kincaid, “Girl”
Joyce, “Araby”</td></tr>
<tr><td colspan="4">WRITTEN ASSIGNMENT</td></tr>
<tr><td rowspan="2">3
POETRY</td><td rowspan="2">LECTURE
&
WORKSHOP
&
SEMINAR</td><td rowspan="2">–Persona
–rhythm
–meter,
–rhyme
–figurative language (imagery, alliteration, assonance, consonance, symbol, metaphor, simile, metonymy, irony, pun, hyperbole, allusion, personification)
–enjambment, caesura
–repetition (anaphora, epistrophe, epizeuxis)
–sonnet, ballad, villanelle
–free verse
–dramatic monologue</td><td>L/W: Dickinson, “Because I Could Not Stop for Death”
Duffy, “Penelope”
Eminem, “Love the Way You Lie”
Thomas, “Do not Go Gentle”
Keats, “When I Have Fears”</td></tr>
<tr><td>S: Owen, “Dulce Et Decorum Est”
Whitman, “I Celebrate Myself”
Larkin, “High Windows”
Brooks, “We Real Cool”
Browning, “My Last Duchess”</td></tr>
<tr><td colspan="4">SUBMIT THE WRITTEN ASSIGNMENT</td></tr>
<tr><td rowspan="2">4
NOVEL</td><td rowspan="2">LECTURE
&
WORKSHOP
&
SEMINAR</td><td rowspan="2">–Character (antagonist, protagonist)
–tone (diction, irony)
–theme
–plot (plot time, foreshadowing, flashback, flashforward, conflict, crisis, in medias res, subplots)
–figurative language (imagery, allusion, understatement, sarcasm)
–narration (narrator, focus/focalization)
–setting
–allegory</td><td>L/W: Winterson, Oranges Are Not the Only Fruit</td></tr>
<tr><td>S: Barnes, The Sense of an Ending</td></tr>
<tr><td colspan="4">ORAL PRESENTATIONS</td></tr>
<tr><td rowspan="2">5
DRAMA</td><td rowspan="2">LECTURE
&
WORKSHOP
&
SEMINAR</td><td rowspan="2">–Character (antagonist, protagonist)
–tone (diction, irony)
–symbol
–theme
–plot (plot time, foreshadowing, flashback, flashforward, conflict, crisis, in medias res, subplots)
–dramatic irony
–setting
–soliloquy
–monologue
–audience
–the fourth wall
–genre (tragedy, comedy, etc.)
–scene
–props & stage directions
–performance</td><td>L/W: Pinter, The Birthday Party</td></tr>
<tr><td>S: Miller, Death of a Salesman</td></tr>
<tr><td colspan="4">EXAM</td></tr>
</table>

Module grading criteria

	A **Excellent skills in**	B **Very good skills in**	C **Good skills in**	D **Satisfactory skills in**	E **Adequate skills in**	Fx **Inadequ-ate skills in**	F **Totally inadequate skills in**
Application	Explaining and applying **the use and effects** of literary concepts when discussing literary texts in English	Explaining and applying **the use and effects** of literary concepts when discussing literary texts in English	Explaining and applying literary concepts when discussing literary texts in English	Explaining and applying literary concepts when discussing literary texts in English	Explaining and applying literary concepts when discussing literary texts in English	The student has displayed some but not all of the skills of the level of the criteria for **E**	The student's work does not demonstrate the achievement of the module outcomes at a minimally adequate level
Discussion	**Critically** discussing, that is, making connections between, the content and themes developed in literary texts	**Critically** discussing that is, making connections between, the content and themes developed in literary texts	Discussing the content and themes developed in literary texts	Discussing the content and themes developed in literary texts	Discussing the content and themes developed in literary texts		
Expression	Expressing themselves at a **high** standard in both spoken and written English, **with very few errors** in vocabulary, grammar, and/or style	Expressing themselves at a **high** standard in both spoken and written English, **with few errors** in vocabulary, grammar, and/or style	Expressing themselves at an **appropriate** standard in both spoken and written English, with **some** errors in vocabulary, grammar, and/or style	Expressing themselves at an **appropriate** standard in both spoken and written English, **although** with errors in vocabulary, grammar, and/or style	Expressing themselves in both spoken and written English, with errors in vocabulary, grammar, and/or style		
Comprehension	Demonstrating a **high** standard of comprehension of both spoken and written English	Demonstrating a **high** standard of comprehension of both spoken and written English	Demonstrating an **appropriate** standard of comprehension of both spoken and written English	Demonstrating an **appropriate** standard of comprehension of both spoken and written English	Demonstrating an **appropriate** standard of comprehension of both spoken and written English		

Oral presentation grading criteria:

CRITERIA	PASS	FAIL
Content	The presentation shows the ability to discuss the poem in terms of literary concepts	The presentation fails to show the ability to discuss the poem in terms of literary concepts
Organization, Structure, & Audience Orientation	The presentation contains a good structure; it is clearly organized, with a good use of transition signals and signposting. The introduction is effective to grab the attention of the audience, which is successfully kept throughout the talk. The conclusion provides an effective summary of the presentation.	The presentation fails to show a clear structure; it is poorly organized and it uses few or poor transition signals and poor or no signposting. The conclusion does not provide an effective summary of the presentation.
Vocabulary, Language, & Style	The presentation indicates good knowledge and use of key vocabulary, which is wide and varied. The language used throughout the presentation is grammatically correct and does not contain non-idiomatic expressions or any severe mistakes. In addition, during the presentation, good eye contact with the audience is made. The talk is well articulated and delivered with helpful body language and a clear tone.	The presentation indicates poor knowledge and insufficient use of key vocabulary, which is not wide and varied. The language used throughout the presentation is grammatically poor and contains non-idiomatic expressions or significant mistakes. In addition, during the presentation, poor or no eye contact with the audience is made. The talk is poorly articulated. Body language and tone are not used effectively.