**SYLLABUS**

**regarding the qualification cycle FROM 2023 TO 2026**

1. Basic Course/Module Information

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| --- | --- |
| Course/Module title | American literature (20th century) |
| Faculty (name of the unit offering the field of study) | Faculty of Humanities |
| Name of the unit running the course | Department of English Studies |
| Field of study | English |
| Qualification level | BA |
| Profile | General academic |
| Study mode | Full time studies |
| Year and semester of studies | 3rd year, semester 5, winter |
| Course type | major |
| Language of instruction | English |
| Coordinator | Dr hab. Elżbieta Rokosz, Prof. UR |
| Course instructor | Dr hab. Elżbieta Rokosz, Prof. UR, dr Patrycja Austin |

\* - as agreed at the faculty

1.1.Learning format – number of hours and ECTS credits

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Semester  (n0.) | Lectures | Classes | Colloquia | Lab classes | Seminars | Practical classes | Internships | others | **ECTS credits** |
| 5 | 15 | 30 |  |  |  |  |  |  | 4 |

1.2. Course delivery methods

- conducted in a traditional way

1.3. Course/Module assessment (exam, pass with a grade, pass without a grade)

2. Prerequisites

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| Upper-intermediate level of English; acquaintance with the 18th c. and 19th c. American literature preferable. |

3. Objectives, Learning Outcomes, Course Content, and Instructional Methods

3.1. Course/Module objectives

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| --- | --- | --- |
| O1 | Introducing students to the history of American literature from the beginning of the 20th century to the beginning of the 21st. |  |
| O2 | Presentation of the main literary trends and movements in American literature. |  |
| O3 | Teaching students textual analysis of selected literary texts |  |
| O4 | Evoking in students interest in American literature and culture |  |
| O5 | Stimulating students to critical thinking and expressing their own views after reading the literary texts. |  |

3.2. Course/Module Learning Outcomes (to be completed by the coordinator)

|  |  |  |
| --- | --- | --- |
| Learning Outcome | The description of the learning outcome  defined for the course/module | Relation to the degree programme outcomes |
| LO\_01 | Student identifies and defines the main literary trends and movements and identifies their representatives | K\_W06, K\_W07 |
| LO\_02 | Student knows and understands the methods of analysis and interpretation of literary texts and their historical nature. | K\_W06, K\_W07 |
| LO\_03 | Student shows knowledge of the literary texts included in the reading list | K\_W06, K\_U11 |
| LO\_04 | Student analyses and evaluates critically selected texts, knows how to use critical studies. | K\_U04, K\_U06, K\_K01, K\_K02 |
| LO\_05 | Student interprets literary works in their historical and literary context | K\_U04, K\_U06, K\_K01, K\_K02 |
| LO\_06 | Student takes part in class discussion | K\_U07 |

**3.3. Course content (to be completed by the coordinator)**

1. Lectures

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| Content outline |
| American modernism |
| American drama |
| African American literature |
| Post WWII literature |
| Postmodernism |
| Contemporary writers |

1. Classes, tutorials/seminars, colloquia, laboratories, practical classes

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| --- |
| Content outline |
| J. London “To built a fire”, “The law of life”; S. Crane “The Open Boat”. |
| E.L. Masters ‘Doc Hill’, ‘Margaret Fuller Slack’, ‘Lucinda Matlock’  Robert Frost ‘Stopping by the Woods on a Snowy Evening’, ‘Spring Pools’, ‘Mending Wall’,  Edwin Arlington Robinson ‘ Richard Cory’  Carl Sandburg ‘Chicago’ |
| F. S. Fitzgerald The Great Gatsby |
| Ezra Pound ‘In a Station of the Metro’, Cantos XLV, ‘The River Merchant’s Wife’  William Carlos Williams ‘The Young Housewife’, ‘The Red Wheelbarrow’ , ‘This is just to say’, e.e.cummings ‘anyone lived in pretty how town’ |
| William Faulkner “Barn Burning”, ‘A Rose for Emily’, |
| T. Williams Streetcar Named Desire |
| Jerome D. Salinger. Catcher in the Rye |
| Louise Erdrich “Fleur”, Leslie Marmon Silko “The Man to Sand Rain Clouds”  Sandra Cisneros “Barbie-Q” |
| Maxine Hong Kingston The Woman Warrior (fragments) |

3.4. Methods of Instruction: lectures with multimedia presentations, text analysis and discussion

4. Assessment techniques and criteria

4.1 Methods of evaluating learning outcomes

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| --- | --- | --- |
| Learning outcome | Methods of assessment of learning outcomes (e.g. test, oral exam, written exam, project, report, observation during classes) | Learning format (lectures, classes,…) |
| LO\_01 | test | lectures, classes |
| LO\_02 | test | lectures, classes |
| LO\_03 | test | lectures, classes |
| LO\_04 | test | lectures, classes |
| LO\_05 | test | lectures, classes |
| LO\_06 | observation | classes |

4.2 Course assessment criteria

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| The final grade depends on the result of the final test and class participation. |

5. Total student workload needed to achieve the intended learning outcomes

– number of hours and ECTS credits

|  |  |
| --- | --- |
| Activity | Number of hours |
| Scheduled course contact hours | 45 |
| Other contact hours involving the teacher (consultation hours, examinations) | 20 |
| Non-contact hours - student's own work (preparation for classes or examinations, projects, etc.) | 25 |
| Total number of hours | 90 |
| Total number of ECTS credits | 4 |

\* One ECTS point corresponds to 25-30 hours of total student workload

6. Internships related to the course/module

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| --- | --- |
| Number of hours |  |
| Internship regulations and procedures |  |

7. Instructional materials

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| Compulsory literature:  Rokosz-Piejko, E., Niedziela B. *The Highlights of American Literature*. Rzeszów, Wydawnictwo Uniwersytetu Rzeszowskiego, 2012.  VanSpanckeren K. *Outline of American literature*, U.S. Information Agency.1994  All the texts included in the reading list. |
| Complementary literature:  *Ruland, R. and M. Bradbury. From Puritanism to postmodernism : a history of American literature. New York: Penguin, 1992*  *Leary, L. [ed.] 1981. Washington Irving, Boston: Twayne Publishers, chpt 2, pp. 54-79*  *Howarth, W.L. [ed.] 20 th Interpretations of Poe’s Tales. A Collections of Critical Essays.*  *Inglewood Cliffs, N.J.: Prentice Hall, pp. 47-62*  *Silverman, K. [ed.] New Essays on Poe’s Major Tales, Cambridge University* |

Approved by the Head of the Department or an authorised person