

Literature in English: Older Period II (A005258)

Course size (nominal values; actual values may depend on programme)

Credits 5.0

Study time 150 h

Course offerings in academic year 2024-2025

A (semester 1)

English

Gent

Lecturers in academic year 2024-2025

Forestier, Eloïse

LW07

lecturer-in-charge

Offered in the following programmes in 2024-2025

crdts

offering

Master of Science in Teaching in Languages(main subject Linguistics and Literature)

5

A

Master of Arts in Linguistics and Literature(main subject Dutch - English)

5

A

Master of Arts in Linguistics and Literature(main subject English)

5

A

Master of Arts in Linguistics and Literature(main subject English - German)

5

A

Master of Arts in Linguistics and Literature(main subject English - Greek)

5

A

Master of Arts in Linguistics and Literature(main subject English - Italian)

5

A

Master of Arts in Linguistics and Literature(main subject English - Latin)

5

A

Master of Arts in Linguistics and Literature(main subject English - Scandinavian Studies)

5

A

Master of Arts in Linguistics and Literature(main subject English - Spanish)

5

A

Master of Arts in Linguistics and Literature(main subject French - English)

5

A

Master of Arts in Historical Linguistics and Literature

5

A

Exchange Programme Cultures and Languages in Context

5

A

Exchange Programme Linguistics and Literature

5

A

Teaching languages

English

Keywords

medieval literature, romance, English, England

Position of the course

This course will be taught by Thomas O'Donnell.

Contents

Medieval Romance in England

Romance was the vehicle for some of the most provocative questions and innovative literary ideas of the later Middle Ages. The literary techniques and conventions developed by romance writers continue to shape long-form fiction-writing today. This course explores the questions and ideas of romance through the intensive study of a few compelling specimens of secular fiction from medieval England. Students will also read and discuss secondary material, which might include scholarly essays or primary documents, to deepen their understanding of the intellectual problems raised by medieval romance.

Primary texts covered:

- Geoffrey of Monmouth, *De gestis Britonum* (in English translation)
- *Roman de Thèbes* (in English translation)
- Marie de France, *Lais* (in English translation)
- Thomas Malory, *Morte Darthur* (selections in Middle English)

Initial competences

Students should have some familiarity already with reading Middle English or History of the English language.

Final competences

- 1 To acquire a nuanced understanding of the cultural and historical context of romance in medieval England.
- 2 To understand the major questions and ideas explored by medieval romances.
- 3 To understand the major formal, linguistic, and literary features of medieval romance and associated genres.
- 4 To develop advanced oral and written communication skills.
- 5 To cultivate the sharp analytical and argumentative skills needed to communicate persuasively about literature and culture.
- 6 To situate ideas in relation to existing literary, theoretical and scholarly debates and, where relevant, build on and challenge those debates.
- 7 To acquire the academic research and writing competence necessary to produce a high-quality written assignment showcasing original research.

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Seminar

Extra information on the teaching methods

The lessons take the form of an in-person seminar with class discussion. Students are expected to come to class having done the assigned reading. Some (or all) sessions might occur online, depending on availability of guest speakers and conditions under Covid-19. Please note that students are not permitted to use cell phones during in-person classes but on days where we are using an electronic edition as our primary text, students can bring a laptop or other reading device.

Study material

None

References

A list of references will be made available on Ufora.

Course content-related study coaching**Assessment moments**

continuous assessment

Examination methods in case of periodic assessment during the first examination period**Examination methods in case of periodic assessment during the second examination period****Examination methods in case of permanent assessment**

Participation, Presentation, Assignment

Possibilities of retake in case of permanent assessment

examination during the second examination period is possible

Extra information on the examination methods

Your grade will be based on participation, one in-class presentation, and one final written paper.

Participation

All students are expected to complete all assigned readings in advance of class and to contribute in a routine, productive and positive way to conversation and discussion. Students must communicate promptly and professionally with the instructor.

Conversation Leader

Each student will lead a group discussion once during the semester. The basic idea is that you serve as a co-teacher for about 20-30 minutes. The discussion should focus on our assigned materials for the week. The goal is that you stimulate conversation, pose questions, knit answers together, ask for clarifications, pose follow-up questions, summarize relevant points, identify conflicting responses and ideas, etc. The end result is simple: keep conversation flowing in interesting and productive ways.

Written Assignment

The written assignment should be 3,000 words in length (10% variance) and should be formatted using MLA or Chicago style. Some further specifications:

1. The essay should include at least six (preferably more) high-quality, peer-reviewed scholarly sources, from academic journals and books. Students are expected to select the best and most relevant secondary resources (and not simply the first secondary resources they find). Note: seminar notes or slides should not be used as sources.

2. The essay must focus on one or more of our primary texts from the course, unless otherwise approved by the instructor. Other relevant texts may be discussed in relation to the primary text. Each student should devise their own essay topic. Early in the semester, you will be required to submit a brief research proposal for your assignment (max. 1 page).

You will receive brief feedback on your essay proposal. The goal of the proposal is to make sure you are on the right track with your essay topic: that it is viable for the scope of the assignment, and that you are approaching it in an analytical, argumentative way.

Following the proposal, you will be required to submit an annotated bibliography listing and describing five scholarly sources you intend to consult to complete your paper. You will receive feedback on this bibliography as well.

Calculation of the examination mark

10% of the grade: participation (participation in seminars)

30% of the grade: conversation leader

60% of the grade: written assignment (essay)

Facilities for Working Students

Possible rescheduling of the oral exam and feedback. Students can talk to the teacher after class. They can ask questions via the digital learning platform Ufora or make an appointment via email.