

American College Dublin

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LIB204 IMAGINATION AND STORYTELLING

Credits:	3 US credits / 6 ECTS credits
Credit level:	Stage one
Prerequisites:	None
Mandatory:	Yes
Contact hours:	40
Academic Year:	2016/17
Semester:	2
Lecturer:	Dr. Piotr Sadowski

MODULE DESCRIPTION

The aim of the module is to examine the human propensity to transform experience into imaginative constructs expressed in verbal narratives, oral and written. Storytelling is one of cultural universals, from tribal myths to the modern novel and TV sitcoms, and its main functions include imposing cognitive order onto lived experience and addressing the elusive questions of the purpose and meaning of life.

INTENDED LEARNING OUTCOMES

At the end of this module learners should be able to:

1. develop a deeper understating of the mechanics of language and literature, in particular how spoken and written words produce meaning;
2. familiarize themselves with critical vocabulary needed to analyse and interpret works of literature;
3. interpret human behaviour reflected in literary works, including motivation, emotion, morality, familial relations, gender relations, individual freedom and social obligations;
4. acquire knowledge of the historical development of literary forms, genres, styles, and conventions;
5. appreciate the social role of narratives communicated through various media: oral story-telling, written texts, drama, cinema and television.

Learning outcomes 2-3 will be assessed by a research paper, 1-5 by class presentation, and 2-4 by the final examination.

MODULE CURRICULUM

Learners will realise the module objectives by completing a number of curriculum tasks and activities.

These are planned to include the following topics:

- From tribal myth to storytelling;
- Origins of plot, setting, point of view and characterization;
- Types of short story;
- Poetry: tone, speaker, situation and setting;
- Poetic diction, figurative language, structure and meter;
- Drama: genre, plot, historical setting, characters, language;
- King oedipus: from tribal myth to sophocles' theatrical play;
- Medieval religious drama;
- Shakespeare and the beginnings of modern drama;
- Defoe and richardson and the early novel;
- Ibsen and chekhov and the theatre of social realism;
- Beckett and ionesco and the theatre of the absurd;
- Literature and cinema;
- The age of tv sitcom;
- Final literary critical project.

REQUIRED TEXT

J. B. Trapp, Douglas Gray, Julia Boffey, eds., *The Oxford Anthology of English Literature*, 2 vols., Oxford University Press, 2002;

M. H. Abrams, Stephen Greenblatt, eds., *The Norton Anthology of English Literature*, New York: W. W. Norton, 2000;

John Brereton, *Living Literature: An Introduction to Fiction, Poetry, Drama*, London: Longman 2007.

SUPPLEMENTARY READING LIST

Alison Booth, J. Paul Hunter, Kelly J. Mays, *The Norton Introduction to Literature*, New York: Norton, 2006;

Terry Eagleton, *Literary Theory: An Introduction*, Blackwell Publishers, 2008;

Richard Abcarian, ed., *Literature: Reading and Writing the Human Experience*, Bedford, Freeman and Worth Publishing Group, 2004;

Jonathan Culler, *Literary Theory: A Very Short Introduction*, Oxford University Press 2000;

Harmon and Holman, *A Handbook to Literature*, Upper Saddle River, N.J.: Prentice Hall, 1996.

INTERNET WEBSITES

http://newarkwww.rutgers.edu/guides/lit_theory.htm

<http://www.kristisiegel.com/theory.htm>

<http://extra.shu.ac.uk/emls/emlsweb.html>

<http://www.umsl.edu/~carrolljc/>

<http://vccslitonline.cc.va.us/vcresorc.htm>

<http://www.literature-study-online.com/resources/>

<http://www.literature-study-online.com/resources/>

<http://www.highbeam.com/Studies+in+the+Literary+Imagination/publications.aspx>

<http://www.literaryhistory.com/>

MODULE LEARNING ENVIRONMENT

The physical structures of the module learning environment include lecturing classrooms supplied with integrated chairs and desks and a whiteboard, a Powerpoint system, overhead projector, television and DVD/video player. The learners also have access to an up-to-date computer laboratory (all computers are connected to the College's network; they are equipped with the Microsoft XP Office suite of software, Microsoft Frontpage and are networked for printing and internet access).

The module learning environment also includes the College's library (the Rooney Library). In co-operation with the teaching staff and in association with Lynn University, Boca Raton, Florida, the Library is able to supply reading and research materials on all aspects of the Liberal Arts degree (as well as a range of materials on history, sociology, literature, languages, art, international relations and environmental studies). There are networked computers and printers, with Internet access and power points for portable computers. The library management system, Voyager, provides an online catalogue. Learners are able to search the catalogue, extend their loans, and place holds on titles from home. An inter-library loan service is available for staff and learners.

MODULE TEACHING AND LEARNING STRATEGY

The module intended learning outcomes are achieved through a range of teaching and learning strategies. These include three hours per week of class time which combines elements of a seminar and tutorial. Learners are expected to take detailed notes in class and to do practical exercises and other classroom activities prescribed by the lecturer. Learners are also expected to dedicate at least two hours per week to self-directed study which includes reading, elementary research, home assignments, group assignment preparation, individual projects, and revision of material for tests and final examinations. Self-study can be conducted in the College Library or at home. Learners can also contact their lecturer during office hours for further academic support. All these types of teaching provide a versatile opportunity to support and develop learner engagement with the programme.

MODULE ASSESSMENT STRATEGY

The extent to which learners have achieved the module intended learning outcomes is established by different kinds of assessment strategies. These include various forms of continuous assessment and the final exam. The forms of assessment used in the module, together with their weighting, include the following:

- Research paper (c. 2000 words), in which learners will present results of their original research on a selected topic relating to the literary culture (30%);
- Class presentation (10 minutes) on a selected topic relating to literary culture (10%);
- Final examination (60%).

As class attendance is necessary for the achievement of intended learning outcomes, only learners who have attended at least 75% of the classes can sit the final examination.

The grading scale used by the American College Dublin is the following: A (80-100%), B+ (70-79%), B (60-69%), B- (55-59%), C+ (50-54%), C (40-49%), D (35-39%), F (below 35%). Class presentations are assessed using a class presentation rubric (see Section 5.4.6) to ensure transparency, fairness, and consistency of assessment process.

Learners will be instructed in academic techniques of source referencing to avoid plagiarism, that is, unacknowledged appropriation of someone else's ideas, words, and research results. Plagiarism is regarded by the College as a serious offence punishable by downgrading, failure in the course work, and possible dismissal from the College. The College's detailed Plagiarism Statement is included in the Quality Assurance Manual, sections 3.8.1-3.