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| <b>Seminar</b> |               | <b>1. Literary Landmarks and Household Names</b><br><br><b>2. Children's Literature</b>   |  |
| 8.1.14         | 14.30-15.15   | Terms of reference.<br>Establishing prior learning.   | Discussion and Questionnaire   |
| 8.1.14         | 15.15 - 16.00 | <i>The Bard – a Lasting Legacy.</i>   | <ol style="list-style-type: none"> <li>1. The lasting influence of Shakespeare on the language and national identity of the British today</li> <li>2. <i>Have Fun with Shakespeare</i>: how to get round the language difficulty and enjoy the characters, the comedy and the cleverness.</li> <li>3. Shakespeare for kids? If and how.</li> </ol>           |
| 8.1.14         | 16.00-16.15   | <i>Break</i>  |  |
| 8.1.14         | 16.15 – 17.00 | Shakespeare Sample  | Much Ado about Nothing (DVD)   |
| 8.1.14         | 17.45 – 18.30 | The Top Twenty English Poems of All Time (Countdown: 20 - 16).  | Ask the British public which famous poems they know and can quote from. What response would you expect? Enjoy this aspect of British literary heritage.  |
| 8.1.14         | 18.30 - 19.30 | From Past to Present: a quick introduction to modern writing.<br>A Modern Miscellany - Choose and Review (orientation session). | Book club time. The recommended selection includes short and humorous writing, satirical novels, espionage and thrillers, chosen for their ease of access and/or their popularity with the British reading public. <ul style="list-style-type: none"> <li>• David Lodge</li> <li>• Malcolm Bradbury</li> <li>• Ben Elton</li> <li>• John le Carré</li> </ul> |

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|         |               |  | <ul style="list-style-type: none"> <li>• Ian McEwan</li> <li>• Dan Brown</li> <li>• Paulo Coelho (English translations)</li> <li>• Sue Townsend (Adrian Mole Diaries)</li> </ul> <p>Et al</p> <p><i>Also see The Times' list of "50 Greatest Writers since 1945" if students wish to go beyond the recommended list above.</i></p> <p><a href="http://www.goodreads.com/topic/show/288486-the-times-list-of-50-greatest-writers-since-1945">http://www.goodreads.com/topic/show/288486-the-times-list-of-50-greatest-writers-since-1945</a></p> <p>Students will have an opportunity in the course of the Module to prepare a short review of a chosen work from a wide range of modern British and American writers.</p> |
| 22.1.14 | 14.30 – 15.30 | A <i>Who's Who</i> of English Literature.                      | An interactive awareness-raising session (quizzes, carousels etc) which will leave participants with a firmer knowledge of literary household names (writers, books and characters) that are common intellectual property among educated native speakers in the UK, the US and beyond.  |
| 22.1.14 | 15.30 – 16.00 | The Top Twenty English Poems of All Time (Countdown: 15 - 13). | Ask the British public which famous poems they know and can quote from. What response would you expect? Enjoy this aspect of British literary heritage.   |
| 22.1.14 | 16.00-16.15   | Break  |   |
| 22.1.14 | 16.15 – 17.00 | Why the British love Jane Austen.                              | There has recently been a great revival of enthusiasm for the works of Jane Austen - as seen in the succession of box-office hits in the cinema and on British TV. After an awareness-  |

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|         |               |   | raising session on Austen and her world, participants will have a chance to enjoy one of her classics.  |
| 22.1.14 | 17.00 – 18.30 | Jane Austen Sample.   | Emma.   |
| 22.1.14 | 18.30 – 19.30 | Dipping into Dickens.   | The Dickens Inventory. Charles Dickens invented 989 named characters. Find out why every educated native speaker in the Anglo-Saxon world knows <i>Scrooge</i> and <i>the Ghost of Christmas Past</i> ; who famously asked “please Sir” for “more”; and that “The Law is an Ass”. What do native speakers mean when they say that a school (or a prison, or a hospital) is “Dickensian”? And did Dickens invent Christmas?! |
| 12.2.14 | 14.30 - 15.30 | Saying it Right: the Terminology of Literary Forms.   | What is the difference between a simile, a symbol and a metaphor? What exactly is an allegory? Types of fiction and poetic forms, including metres. A focus on terminology.   |
| 12.2.14 | 15.30 – 16.00 | The Top Twenty English Poems of All Time (Countdown: 12 - 10).  | Ask the British public which famous poems they know and can quote from. What response would you expect? Enjoy this aspect of British literary heritage.   |
| 12.2.14 | 16.00- 16.15  | Break   |   |
| 12.2.14 | 16.15 – 17.15 | Modernism and Post-Modernism in English Literature. Setting the context.<br><br>The glitz of the 20’s – in the UK and the US.<br>- Brideshead Revisited<br>- The Great Gatsby<br>- Jeeves and Wooster | Presentation.   |

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|         | 17.15 –<br>18.45 | Sampling the above.   | DVDs.  |
|         | 18.45 -<br>19.30 | Initial discussions about students' reading in modern/post-modern literature.                         | Group discussions.   |
| 26.2.14 | 14.30 –<br>15.15 | Children's Literature. Establishing the context and current practice.                                 | Group discussions.   |
| 26.2.14 | 15.15 -<br>16.00 | Who's Who in Children's Literature.   | An interactive, awareness raising session on the classics of children's literature in the English language – from Alice in Wonderland and The Wizard of Oz, to The Very Hungry Caterpillar and Roald Dahl's BFG.   |
| 26.2.14 | 16,00-<br>16.15  | Break   |  |
| 26.2.14 | 16.15 –<br>17.00 | How do we read Literature? Are adults' literary tastes and needs generally different from children's? | <p><i>"Some day you will be old enough to start reading fairy tales again. "</i> (C S Lewis)<sup>1</sup></p> <p>A preliminary look at the historical debate as to whether children's books should primarily aim to educate through treating real-life themes, or simply provide pleasure through escapism and fantasy. Are escapism and "education" opposites? (This provides a possible framework for students' assessed presentation.)</p> <p>C.F.</p> <ul style="list-style-type: none"> <li>• Dickens: <i>"Frauds on Fairies"</i>.</li> <li>• C S Lewis: <i>"An Experiment in Criticism"</i></li> </ul> <p>Dr Seuss: <i>"I like nonsense, it wakes up the brain cells. Fantasy is a necessary ingredient in living."</i></p> |

<sup>1</sup> "No book is really worth reading at the age of ten which is not equally – and often far more – worth reading at the age of fifty and beyond." C S Lewis

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|         |               |   | <i>It's a way of looking at life through the wrong end of a telescope.... And it helps develop a sense of humour, which is awfully important in this day and age."</i>  |
| 26.2.14 | 17.00 - 18.45 | The Lion, the Witch and the Wardrobe.<br>Is this " <i>the best children's book ever written</i> "?  | DVD and discussion<br>What makes a good children's story?   |
| 26.2.14 | 18.45 – 19.30 | The Top Twenty English Poems of All Time (Countdown: 12 - 9).                                       | Ask the British public which famous poems they know and can quote from. What response would you expect? Enjoy this aspect of British literary heritage.   |
| 5.3.14  | 14.30 – 15.30 | 20 Things to Do with Literary Texts in the Classroom (Part 1)                                       | Tips and Strategies<br>Presentation and Discussions   |
| 5.3.14  | 15.30 – 16.00 | The Top Twenty English Poems of All Time (Countdown: 8 - 6).  | Ask the British public which famous poems they know and can quote from. What response would you expect? Enjoy this aspect of British literary heritage.   |
| 5.3.14  | 16.00- 16.15  | Break   |   |
| 5.3.14  | 16.15 – 17.30 | Introducing Children's Classics   | Fantasy Literature  |
| 5.3.14  | 17.30 – 19.30 | Reading Room (Part 1) – Fantasy, Anarchy and Escapism<br><br>Sampling Children's fantasy literature | Sample a range of children's books whose main aim is to provide pleasure through fantasy and escapism. Sometimes a cathartic escapism is achieved by turning the real world and its norms (including the world of school and adults) on its head. Authors include J K Rowling and Roald Dahl; Lewis Carroll; J M Barrie (Peter Pan); current Children's Laureate Malorie Blackman; Dan Gutman ( <i>Mr Burke is Berserk/ My Weird School</i> ); Lincoln Peirce ( <i>Big Nate</i> series); Dr Seuss.<br><br>Where does C S Lewis fit on this spectrum |

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|         |               |  | <i>(Chronicles of Narnia)? Or Tolkien (Hobbit/Lord of the Rings)?</i><br>DVDs, reading and discussions   |
| 12.3.14 | 14.30 – 15.15 | 20 Things to Do with Literary Texts in the Classroom (Part 2)        | Tips and Strategies<br>Presentation and Discussions  |
| 12.3.14 | 15.15 - 16.00 | Reading Room (Part 2) – Books with a Message                         | Sampling a range of children’s literature focussing on “real-life” themes and moral development. These include a focus on pupils’ school experiences and issues such as bullying; dealing with conflict; difficulties with self-confidence and identity. Authors (UK, US and Australian) include Children’s Laureates Michael Rosen and Anne Fine; the “Pupils’ Poet” Roger McGough and Steve Turner; Beverley Cleary ( <i>Muggie Maggie</i> ); Lauren Thompson ( <i>The Forgiveness Garden</i> ); award winning Jacqueline Woodson ( <i>Each Kindness</i> ); James Howe ( <i>The Misfit</i> ); Jerry Spinelli ( <i>Fourth Grade Rats</i> ); as well as writers aiming at very young children (e.g. Julie Cooke : <i>Bully B.E.A.N.S.</i> ). |
| 12.3.14 | 16.00 - 16.15 | Break  |  |
| 12.3.14 | 16.15 – 17.00 | Reading Room (Part 2) – Books with a Message (cont)                  | Individual Research and feedback   |
| 12.3.14 | 17.00- 17.30  | Overview of Assignment requirements                                  | Plenary  |
| 12.3.14 | 17.30 – 18.30 | Feedback on individual reading                                       | Short oral presentations and group discussions   |
| 12.3.14 | 18.30 – 19.30 | The Top Twenty English Poems of All Time (Countdown concludes: 5-1). | Ask the British public which famous poems they know and can quote from. What response would you expect? Enjoy this aspect of British literary heritage.  |