

Periodisk Emnerapport
ENG 2335/4375: British and American Modernism
Instructor: Rebecca Scherr

Note: this is the first time I have taught this course, and it is also the first time British and American Modernism has been combined in a single course.

1. Beskrivelse av og kommentarer til eventuelle avvik fra og endringer i emnebeskrivelsen

None

2. Kommentarer til kvantitative gjennomføringsdata på emnet (karakterer, stryk, frafall)

2000 nivå: Grades were fairly high, a result of the number of well prepared students. Since this is the kind of elective that attracts students who are already interested in the subject, the number of B's does not surprise me at all.

4000 nivå: I was a little disappointed with a few of the MA students' take home exams because of the number of grammar and sentence syntax mistakes. While I found most of the students successfully grasped difficult *concepts*, their *language* abilities were not up to the task of explaining those concepts in a clear manner.

3. Er det indikasjoner/eksempler på særlig god kvalitet? Hvordan er de fulgt opp?

Because this particular literary period parallels and intersects with the visual arts of the same period, I gave a few slide show presentations on modernist painting, sculpture and film. These slide shows were very successful teaching tools, as we discussed the interconnections between the literary texts and the visual pieces. Many students made reference to the art in their exams and in various class discussions, and in my own informal evaluation at the end of the semester several students commented on how much they enjoyed and learned from these slide shows.

4. Er det indikasjoner på sviktende kvalitet? Hvordan er de fulgt opp?

See question 2, regarding 4000 nivå. A surprising number of MA students need to improve their basic English grammar. In my opinion the ENG section should offer a writing course for all MA students when they **begin** their studies, to avoid some of the problems they run into later.

5. Hva er det fokusert på i denne perioden mht utvikling av studiekvalitet?

Not relevant

6. Forslag til tiltak for å forbedre emnet

I think the course was a success. In general, though, I think as teachers we need to really explain to the students what a *seminar* means. I do some lecturing, but most of the course is dedicated to class discussion. The problem is that some students complain that the course is too discussion-based, although that is the whole point of a seminar. There needs to be more information provided to the students so they know what to expect.