

Periodisk emnerapport SPA4305 UiO høsten 2016

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Introduction

1.1. This is a course on Theory of Literature and Criticism and the pensum reviews the main trends and theories on criticism along the 20th century.

Report

1.2. **Teaching.** The course was taught for 10 weeks, 2 hours per week over the entire semester. As a required activity to be able to attend the final exam, they had to orally present and write on two different main topics each, based on pensum readings. They were evaluated as pass/no pass. We had two guest lecturers (Lucía Miranda, The Crossborder project; and Iris Fernández Muñiz, ILOS) so the students had other opportunities to know a different scholar and discover new theoretical perspectives on the area of study.

1.3. **Resources.** The room was adequate to teaching in size and infrastructure. It was a smart room with enough technology to show and discuss web materials with students.

1.4. **Exam.** It was a 10 page final paper (semesteroppgave). The students had the personal option to choose a topic on literary criticism and apply it to one or several texts.

2. **Relevance.** According to the description and goals of the course, the students were able to discover, discuss, and understand basic concepts and theories on literary criticism, applied to textual analysis.

3. Statistics and evaluations

3.1. **Grades.** In SPA4305, 4 of a total of 6 students took the exam: 1 A, 1 B, 2 C.

3.2. **Evaluations.** 3 of 6 students filled out the form that administration sent to them at the end of the course, and 3 of them filled out the midterm survey delivered in Fronter by the professor. It was possible to collect information about how the materials were working, about how much the amount of reading (and difficulty) was impacting the following of the course, the teaching style effectiveness.

3.3. **Results.** The course seems to be in good standing. 100% of the students who answered the final evaluation found the course understanding clear or very clear on goals and content and 100% are happy or very happy with teaching, response and attention from the professor, required works and examination. Also, shared materials among students via Fronter are seen as useful or very useful. And regular discussions focused on how they were figuring out ideas and arguments for a draft of the final paper were fruitful, challenging and helpful, although this time students started too late on elaborating it according to the time available for the semester.

4. **Changes.** There were no significant changes on pensum or course requirements or organisation from previous courses, but a topic on Digital Humanities was added this time in order to update some main problems on literary theory related to this new field.

5. **Final recommendations.** Since the subject is difficult to understand for the students, who face very abstract concepts and theoretical systems often for the first time in their careers, an approach from practice and analysis to theory could be the most effective. An initial discussion on more general, brief and engaging articles or videos, and the regular use of different examples connected to current daily problems that the student can relate to could help better introduce concepts that

they will find in the other readings more theoretical and difficult. Presentations shows to be useful as a way to make the student explain and discuss concepts with others. Draft and ideas on final paper should be addressed as soon as possible in order to have enough time to elaborate, step by step, a good final analysis.