

Miyazaki International University  
 Course Syllabus  
 (Fall Semester, 2026)

Course Title (Credits)	BRITISH LITERATURE
Course Designation for TC	None
Content Teacher	
Instructor	Dr. Hiro Hayase
E-mail address	hhayase@miu.ac.jp
Office/Ext	2-105
Office hours	Wednesday 1:00-3:00, Friday 1:00-3:00; and by appointment

<p>Course Description:</p> <p>This class surveys important and representative works of British literature in their historical and cultural contexts. It begins by exploring the literature of the Elizabethan period (1558–1603), during which Shakespeare's main dramas will be read and discussed. In the Romantic periods (1785–1832), six plays by William Shakespeare, and the poems by William Wordsworth, P.B. Shelley, William Blake, etc. From the authors in the middle of the 19<sup>th</sup> century, Charles Dickens, Jane Austin, Emily Bronte, and Lewis Carol will be chosen. Throughout the course we will concern ourselves with temporality (chronological, discontinuous, <i>in medias res</i>) and how it functions in the literary texts that we encounter.</p>
<p>Course Objectives:</p> <p><b>Overall Objectives:</b></p> <p>Whilst studying literature written in English, to obtain a deeper understanding of expressive ability using English and to understand the cultures and regions where English has used and to be able to use these in foreign language classes in junior high schools and senior high schools.</p> <p><b>Learning Content:</b></p> <ol style="list-style-type: none"> <li>(1) English expressions in literary works</li> <li>(2) The various cultures seen in literary works</li> <li>(3) Representative literature written in English</li> </ol> <p><b>Attainment Objectives:</b></p> <ol style="list-style-type: none"> <li>(1) To understand the literary text written in English</li> <li>(2) To understand the backgrounds of the story, such as culture, history, thoughts of the U.K.</li> <li>(3) To analyze and understand the characters' feelings, such as joy, sadness, faith, conflict, etc.</li> <li>(4) To discuss literary themes in a logical way in English in a group and in a class</li> <li>(5) To write literary essays in an evidence-based way in English</li> </ol> <p><b>Additional Objectives:</b></p> <ul style="list-style-type: none"> <li>• Broaden and deepen students' understanding and appreciate of British literature, as well as their</li> </ul>

understanding of the historical and cultural forces at play within that literature.

- Develop and refine students' proficiency in English: reading skills, writing skills, listening skills, critical thinking (analytic) skills, and speaking skills, especially in relation to discussion.
- Introduce the elements of literature and textual analysis as a means of interpretation.
- Help students enjoy the reading of literature in English and understand literature's relevance in their lives

Course Schedule:

Day	Topic	Content/Activities
1	Introduction Introduction to the Class Goals: -Defining Literature & Literary Interpretation	Class Orientation (Syllabus) -What is Literature? -What is literary interpretation? <b>Attainment Objectives(1)-(5)</b>
2	-Knowledge about the U.K	-How much do you know about the U.K?
3	Unit 1: William Shakespeare: <i>Hamlet, Othello, Macbeth, Romeo &amp; Juliet</i>	-Preparation for a group discussion <b>(Attainment Objectives 1,2, 3)</b>
4	Unit 1: William Shakespeare: <i>Presentation of Hamlet, Othello</i>	-Presentation and Discussion about the literary themes of the three plays by Shakespeare <b>(Attainment Objectives 3,4)</b>
5	Unit 1: William Shakespeare <i>Presentation of Macbeth, Romeo &amp; Juliet</i>	-Presentation and Discussion about the literary themes of the three plays by Shakespeare <b>(Attainment Objectives 3,4)</b>
6	Unit 1: Review and Summary of William Shakespeare: <i>Hamlet, Othello, Macbeth, Romeo &amp; Juliet(1)</i>	-William Shakespeare: Summary and Review <b>(Attainment Objectives 5)</b>
7	Unit 1: Review and Summary of William Shakespeare: <i>Hamlet, Othello, Macbeth, Romeo &amp; Juliet(2)</i>	-William Shakespeare: Summary and Review -Essay Writing <b>(Attainment Objectives 5)</b>
8	Unit 2: Romantic Poets: William Wordsworth, P.B. Shelley, William Blake, Christina Rossetti	-Preparation for a group discussion <b>(Attainment Objectives 1,2, 3)</b>
9	Unit 2: Romantic Poets: Presentation of the poems by William Wordsworth, P.B. Shelley	-Presentation and Discussion about the literary themes of the poems by Wordsworth, Shelley, and Keats <b>(Attainment Objectives 3,4)</b>
10	Unit 2: Romantic Poets: Presentation of the poems by William	Presentation and Discussion of the poems by William Blake, Alfred Tennyson, Christina

	Blake, Christina Rossetti	Rossetti <b>(Attainment Objectives 5)</b>
	Unit 2: Romantic Poets: Review of William Wordsworth, P.B. Shelley, William Blake, Christina Rossetti (1)	<b>-Romantic Poets: Review and Summary</b> <b>(Attainment Objectives 1, 2, 3)</b>
	Unit 2: Romantic Poets: Review of William Wordsworth, P.B. Shelley, William Blake, Christina Rossetti (2)	<b>-Romantic Poets: Review and Summary</b> <b>-Essay Writing</b> <b>(Attainment Objectives 1, 2, 3)</b>
11	Unit 3: Novels in the 18c. to the midde-19c.: <i>Robinson Crusoe, Pride and Prejudice, A Christmas Carol, Jane Eyre, Wuthering Heights, and Alice's Adventures in Wonderland</i>	Preparation for the Presentation <b>(Attainment Objectives 3, 4)</b>
12	Unit 3: Novels in the 18c. to the midde-19c.: Presentation of <i>Robinson Crusoe, Pride and Prejudice, A Christmas Carol</i>	Review of the literary themes of <i>Robinson Crusoe, Pride and Prejudice, or A Christmas Carol</i> <b>(Attainment Objectives 5)</b>
13	<i>Review and Summary of Robinson Crusoe, Pride and Prejudice, A Christmas Carol</i>	<b>-Essay Writing</b> <b>(Attainment Objectives 1, 2, 3)</b>
14	Unit 3: Novels in the 18c. to the midde-19c.: Presentation of <i>Jane Eyre, Wuthering Heights, and Alice's Adventures in Wonderland</i>	Essay writing about the literary themes of <i>Jane Eyre, Wuthering Heights, or Alice's Adventures in Wonderland</i> <b>(Attainment Objectives 5)</b>
15	<i>Review and Summary of Jane Eyre, Wuthering Heights, and Alice's Adventures in Wonderland</i>	<b>-Essay Writing</b> <b>(Attainment Objectives 1, 2, 3)</b> -Prepare for the mid-term examination
	Final Exam	

Required Materials:

All the literary excerpts used in the class will be given by the professor.

Course Policies (Attendance, etc.):

**Attendance, as such, is not part of the final grade – BUT participation is!**

**Late homework will not be accepted, unless the student has an official reason (absence) preventing the student from submitting the homework on time.**

Since the work we do in this course is cumulative, your attendance is important. Regular class attendance is required. Students with more than 5 unexcused absences will be asked to withdraw from the class. Excused absences are those that are defined as a confining illness, death in the family, or school-sanctioned event. For an absence to be excused, you need to have written documentation from a doctor or campus-organization sponsor.

Please come to class on time. Repeated lateness will be considered an unexcused absence and not only affect participation points and final grade but also your status in the class.

3 Times late = 1 absence  
> 30 minutes late = 1 absence

**Class Preparation and Review:**

Students are expected to spend at least one hour reviewing and doing homework and one hour preparing for every hour of lesson time.

**Grades and Grading Standards:**

Grades will be determined as follows:

Written Assignments	40 %
Group Discussion	10 %
Presentations	20 %
Exams (Midterm and Final)	30 %

*\*Warning: Students who have not passed the following assignments are not allowed to take the term-end test: Review Tests, Pronunciation Tests, and English Essays.*

**Methods of Feedback:**







In principle, graded work will be returned within one week of submission with appropriate feedback, i.e., grade, comments, etc. Some written work will be graded and commented upon electronically.

**Diploma Policy Objectives:**

Work completed in this course helps students achieve the following Diploma Policy objective(s):

1. Advanced thinking skills (comparison, analysis, synthesis, and evaluation) based on critical thinking (critical and analytic thought)
2. The ability to understand and accept different cultures developed through acquisition of a broad knowledge and comparison of the cultures of Japan and other nations
3. The ability to identify and solve problems
4. Advanced communicative proficiency in both Japanese and English

**Notes:**

文部科学省から採択された 大学教育再生加速プログラム 		Advanced 	Proficient 	Developing 	Emerging 	No Attempt 
Critical Thinking	Ability to Identify & Solve Problems	Insightful comments in class discussions Student shows proven ability to analyze data, gather and assess resources, and disseminate opinions in a scholarly manner.	Able to contribute to class discussions, and to perform a basic analysis of data, gather and assess resources, and express opinions in an adequate manner.	Beginning to visualize the ways in which information can be combined and applied to solving a given problem, but struggles with complex and relationships	Student shows motivation but must learn the concepts and mechanisms that apply to critical thinking, such as information gathering, assessment and synthesis	Insufficient effort or evidence of achievement.
	Information Gathering					
	Assessment of Credibility					
Advanced Communication Proficiency	Public Speaking	Speaking is clear, using a broad range of vocabulary and relative jargon. Student uses appropriate social cues and nuance.	Able to create a relevant response when asked to express an opinion or respond to a complicated situation, but pronunciation and grammar can often make responses and explanations unclear to a listener and must be interpreted.	Able to answer questions and give basic information. However, inconsistent pronunciation, intonation and stress may sometimes make their responses difficult to understand or interpret.	Student is unsuccessful or finds it very difficult when attempting to explain an opinion or respond to a complicated scenario. The response may be limited to a single sentence or part of a sentence.	
	Social Skills					
	Professional Skills					
Global Perspectives	Cultural Relevancy	Fully engaged in current events and shows and understanding of social inequalities and cultural differences.	Student is aware of current events and world cultures, but is unable to apply macro-level situations to her/his own life.	Exhibits interest and intrigue in current events and world culture, but has difficulty understanding relevancy.	Student expresses one-sided ideals from an ethnocentric point of view. Completely lacks awareness of world issues or events.	
	Awareness of Current Events & Global Issues					
English Language Ability	Reading	Exhibits fluency/near fluency in speaking and writing. Grammar and reading ability similar to native English speaker. Able to use context clues when faced with unfamiliar vocabulary.	Proficient English ability; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate English ability; must reference dictionary often	Student has some English ability, but lacks confidence in using and understanding. Very limited vocabulary knowledge, struggles with grammar and pronunciation. Unable to form questions	
	Writing					
	Oral Communication					
Japanese Language Ability	Reading	Able to express one's self clearly and succinctly both in writing and orally. Able to use context clues when faced with unfamiliar vocabulary.	Proficient oral and written communication; relies mainly on familiar vocabulary. Should be encouraged to advanced beyond comfort zone.	Adequate oral and written communication; tends to have difficulty clearly expressing ideas.	Student shows a lack of confidence in writing, reading, and oral communication. Very limited vocabulary knowledge, struggles with grammar Unable to form questions	
	Writing					
	Oral Communication					