

COURSE OUTLINE

(1) GENERAL

SCHOOL	Philosophy		
ACADEMIC UNIT	Department of Philology		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	NEFF103	SEMESTER	All
COURSE TITLE	Introduction to Literary Theory		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, state the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail in section (4).			
COURSE TYPE <i>general background, special background, specialization, general education, skills development</i>	General background		
PREREQUISITE COURSES	None		
LANGUAGE OF INSTRUCTION AND OF ASSESSMENT	English		
MODE OF TEACHING <i>in-person (%)</i> <i>synchronous distance learning (%)</i> <i>asynchronous distance learning (%)</i> <i>(In the case of synchronous distance learning, the total weekly duration of teaching is recorded)</i>	In person 100%		
AVAILABILITY TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/		

(2) LEARNING OUTCOMES

Learning Outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to

the Qualifications Framework of the European Higher Education Area

- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Brief Guide for drafting Learning Outcomes*

The general objective of the course is to introduce students to the field of literary theory and familiarize them with the basic concepts and methods of some of its major trends. More specifically, upon completion of this course, students should be able to:

- understand the subject matter of literary theory;
- know and explain the basic concepts and methods of some of the main trends, such as formalism, structuralism, narratology, post-structuralism and deconstruction, feminist theory, psychoanalytic criticism, Marxist literary theory, new historicism, etc.;
- utilize these concepts and methods to understand and interpret literary texts themselves, as well as their function within the broader field of culture;
- discuss the strengths and weaknesses of different theoretical positions.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and are stated below), at which of the following does the course aim?

Search, analysis and synthesis of data and information, with the use of the necessary technology

Adaptability to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

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Other...

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- Search, analysis, and synthesis of data and information, using the necessary technologies
- Independent work
- Respect for diversity and multiculturalism
- Respect for the natural environment
- Demonstration of social, professional, and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Promotion of free, creative, and inductive thinking

(3) COURSE SYLLABUS

- Introduction to the field of literary theory
- Formalism
- Structuralism
- Narratology
- Post-structuralism

- Deconstruction - Feminist theory - Psychoanalytic criticism - Marxist literary theory - New historicism - Ecocriticism Both literary texts and original texts by literary theorists will be used and discussed for the course.
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(4) TEACHING AND LEARNING METHODS - ASSESSMENT

MODE OF TEACHING <i>Face-to-face, distance learning, etc.</i>	Face to face
MODE AND FREQUENCY OF COMMUNICATION WITH THE STUDENTS	Via email & in person during weekly office hours (prior appointment required) – as frequently as needed
ENSURING THE MODE OF COMMUNICATION AMONG STUDENTS <i>Team assignments and discussions, collaborative learning platforms with the use of AI, video conference, QA sessions, κ.α.</i>	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, in laboratory training, in the communication with students</i>	ICT in teaching, e-learn platform for extra educational material and activities, email.
TECHNOLOGICAL EQUIPMENT REQUIREMENTS	Any means of internet access (private or public)
PLAGIARISM POLICY/ PLAGIARISM DETECTION TOOLS	The plagiarism policy of the Department of Philology can be found here: https://www.philology.uoc.gr/uploads/GUIDING-PRINCIPLES-OF-ETHICS-AND-PROFESSIONAL-CONDUCT-OF-THE-DEPARTMENT-OF-PHILOLOGY.pdf
ARTIFICIAL INTELLIGENCE POLICY <i>(1) The use of Artificial Intelligence is prohibited in all circumstances</i> <i>(2) The use of Artificial Intelligence is allowed only with the permission of the instructor</i> <i>(3) The use of Artificial Intelligence is allowed only with an explicit reference to the literature</i>	The use of Artificial Intelligence is allowed only with the permission of the instructor

(4) Students are free to use Artificial Intelligence		
ORGANISATION OF TEACHING The mode and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, work placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artworks, etc. The student's study hours for each learning activity are stated, as well as the hours of independent study, according to the principles of the ECTS.	ActivitySemester workload Lectures39 Study and analysis of bibliography83 Final exam3 Course total125	
	STUDENT ASSESSMENT Description of the assessment method Language of assessment, methods of assessment, formative or summative assessment, multiple choice questions test, short answer questions, essay questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory assignment, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	Three-hour written examination in English which will include short-answer questions and essay questions regarding: I. the content of basic concepts of literary theory II. the utilization of these concepts for the understanding and interpretation of literary works III. the strengths and weaknesses of specific theoretical positions. The evaluation of the answers takes into account: • Completeness and accuracy • Level of understanding of the subject and maturity of critical thinking displayed

(5) RECOMMENDED BIBLIOGRAPHY

- Suggested bibliography:

Peter Barry, *Beginning Theory: An Introduction to Literary and Cultural Theory*, Manchester: Manchester University Press, 2017.

Antoine Compagnon, *Le démon de la théorie. Littérature et sens commun*, Paris: Seuil, 1998, transl: *Literature, Theory, and Common Sense*, μτπρ. Carol Cosman, Princeton: Princeton University Press, 2004.

Jonathan Culler, *Literary Theory: A Very Short Introduction*, Oxford: Oxford University Press, 1997.

Terry Eagleton, *Literary Theory: An Introduction*, Oxford: Blackwell, 1983.

K. M. Newton (ed.), *Twentieth-Century Literary Theory: A Reader*, Basingstoke: Macmillan. 1η έκδ. 1988.

Raman Selden (ed.), *The Cambridge History of Literary Criticism, Volume 8: From Formalism to Poststructuralism*, Cambridge: Cambridge University Press, 1995

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