

# COURSE REPORT

## Background information (To be completed by course administrator)

<b>Course LADOK code:</b> KK168A	<b>Scope (hp):</b> 15,0 hp
<b>Course title:</b> Working-Class Literature - Historical and International Perspectives	
<b>Course coordinator:</b> Philip Clover	<b>Number of registered students:</b> 39
<b>Semester in which the course is conducted:</b> Autumn semester 2023	
<b>Is the course an independent course, programme course or contract course? If the course has been completed within a programme, enter the programme name:</b> Independent course, online (Zoom) only.	

## Administration's perspective (To be completed by course administrator)

The administration's views:

## Forms of evaluation and feedback (To be completed by the course coordinator)

<b>Formative course evaluation:</b> (Describe the form of course evaluation and when it was completed)	<b>Number of students who participated in the course evaluation:</b>
<b>Summative course evaluation:</b> (Describe the form of course evaluation and when it was completed)  The evaluation was a standard questionnaire, available for about a month after the course finished.	<b>Number of students who participated in the course evaluation:</b> 4
<b>Feedback to students:</b> (Describe how and when the feedback was given to the current student group) The feedback has been posted on Camvas, 25/04/2024	

## Student's perspective (To be completed by the course coordinator)

**In all cases, the questions were answered by only four students, roughly 10% of students registered on the course, or about 25% of students who engaged with the course.**

**Summary of the students' course evaluations:** (The five university-wide questions should be included:

- To what extent do you feel you have achieved the course's intended learning outcomes?  
*Three students sated 'very high', one student 'very low'.*
- To what extent do you feel the course's working methods/learning activities have been a support in your learning to achieve the intended learning outcomes?  
*Two students very high (6/6), two students high (5/6)*

3. To what extent do you feel the course's examination forms have given you the opportunity to show how well you have achieved the intended learning outcomes?

*Same as for 2, above.*

4. To what extent do you feel the course has met your expectations in general?

*One student high (5/6), three very high (6/6)*

5. To what extent has the course given you the opportunity to take responsibility for your own learning?

*The form used did not specifically ask this, but various questions about the reading material and the format of the course were all answered with 6/6 or 5/6.*

### **Teacher's perspective (To be completed by the course coordinator)**

**Summary of the teacher's views/Results:** (The comments on the course's implementation and the results based on an assessment of the students' actual learning outcomes in relation to the intended learning outcomes, are summarised here. Both success factors and problems are identified).

My view is that the course was reasonably successful, but with much room for improvement. There was an extremely large difference between a group of active, communicative students (who made use of 'voluntary' seminars (one group on campus) and a larger group of students who were mostly invisible to me. About half the registered students never really got started on the course. Although the people who replied to the course evaluation were largely very positive, it must be concluded that there were many more students who either never 'got going' on the course or who began the course and dropped out. There were also some students who probably had high hopes of finishing the course who either found it too difficult or found the course unsatisfactory and unengaging.

### **Analysis and action plan (To be completed by the course coordinator)**

**Analysis:** (The course coordinator is responsible for ensuring that the analysis is based on a summary of the students' individual course evaluations, views from relevant teachers and course administrators, knowledge development in the field of research and that this analysis is done in collaboration with the teaching team.)

**Action plan:** (The changes planned to be made in the short and long term are stated here, as well as the timetable for when the actions are planned be carried out and who is responsible for the implementation. If identified problems are left without action, this should be justified. The follow-up of proposed measures according to the previous course report(s) is presented here.)

This is the report I submitted to professor Magnus Nilsson, who created the course in the first place, with my suggestions as to how I plan to develop the course in 2024.

1.

For those who need it, some general introduction to academic writing. I am not so

interested in the technical aspects – MLA v APA etc, but just in the general idea that in academic writing you don't simply respond but 'join a conversation that has already started'.

2. Related to this, more emphasis on needing to 'defend' orally what you have written. Therefore I will continue to have 'compulsory seminars' after each submission, in which students must discuss what they have written. I don't want to turn this into full-blown 'presentations', but I will make these seminars slightly more structured by asking each student to provide three or four powerpoint slide to focus the discussions. The required slides will be probably something like this.

A picture and short biography of the author.

A short text with a key passage from the text, for close reading.

Another image that highlights some 'trope' that is an important element of the work.

A list of key words/ phrases that recur in the text, or in the secondary literature that is being applied to the text.

3. Underlying all this are two ideas. Firstly, when you write you write not to 'keep the teacher happy' but to inform and arouse interest in your peer group, i.e. the other students taking the course. Secondly, to show that you have read each text properly, and read at least some of it twice. I will overtly encourage the students to see what Chat GPT has to say about their particular text and question, and discuss how a Chat GPT-generated text does not constitute a good enough response, although it may well provide some good ideas that are going to need closer analysis, ideas which must then be convincingly supported with quotations from both the primary and the secondary literature. There will be more emphasis on how to quote, using both integrated and block quotations. (I did write something about this last year, but I will turn this into a lecture, probably a recorded lecture students can watch at home.
4. Some recorded strong 'survey' lectures, by Magnus Nilsson and other experts were available to the students as the basis for each seminar, and I will retain these. (I was a bit uncomfortable with how the U.S.A. one finished with a student discussion, so I am hoping it will be possible to cut that out of the filmed clip that an American colleague kindly contributed.)
5. I will probably work on building up a unit on Irish WC lit., because this is where my own interest lies.
6. There will be seminars almost every week, not just the 'compulsory' seminars they do when they have submitted a paper. These seminars will be 60 minutes long, and there can be an evening seminar for students who say that that's what they want. Each seminar will be based on a text (probably a short story (or a pair of poems, - see point 7) that they have all read. I will be stronger in my insistence that every student should be able to find a time that works for them from among the times offered to them at the beginning of the course. I will have a seminar on campus each week if there is any interest in that. (Probably a bit more than 60 minutes, to make travel more worthwhile.)
7. Poetry. If people are going to write about poetry, they need to be taught how to write about poetry. (I have done some work on this, and it's fun to teach.) Students must also write about a collection of poems, - either a published collection or student-made anthology grouped on some specific theme -, not about a single poem.
8. As I say, I will continue to use all the existing recorded lectures, (Sweden, U.S.A. Soviet) but I think I will change the titles of each unit so that they overtly reflect not just a historical movement (e.g. Sweden in the 1930s) but also some kind of trope. The kind of thing I have in mind is most easily represented in questions: 'who are the stock characters?' (The (saintly) matriarch. The destined -for-better-things hero. The activist.); Who represents the middle or upper class? What is the working class's

relationship with 'nature'? How is being disadvantaged economically and educationally represented as being tied to other historical and current disadvantages, to do with race, religion, gender and sexuality? In general, I would like to put more emphasis on the texts as literature, and on characters being produced by the authors, - even if WCL has tended to be based on autobiography. So in general, I will put more emphasis on the *Literature* in 'Working-Class literature'.

9. I am not a huge fan of peer review as I find students require a lot of time to be comfortable criticizing each other, beyond offering the blandest of compliments. However, I think it's something that I as a teacher can get better at 'setting up, so that peer review has more benefit to the students.

Normally, I am not either a huge fan of pair work, but I do think that for at least one of the early papers it is something I will allow and encourage, in the hope that 'stronger' students teach 'weaker' students something, and get weaker students to set their bars higher and be more confident when it comes to explaining things, as they will have had some endorsement.

**Publishing and archiving (To be handled by the course administrator)**

- The course report is published, and the students have been informed about the publication,
- The course report is archived according to the university's archiving rules,
- The course report is shared with the programme coordinator (if applicable),
- The course report is saved according to any additional requests on behalf of the department.