This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.
Unit Name | The Western Literary Tradition  
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Unit Code | EL110  
Awards | Bachelor of Education (Primary) - Stream A: General Primary - English minor  
| Bachelor of Education (Middle Years) - English minor  
| Bachelor of Education (Secondary) - English teaching area  
| Bachelor of Arts/Bachelor of Education (Secondary) - English major/minor  
This unit is able to be undertaken towards other CHC awards according to course rules and the meeting of prerequisite requirements, as applicable.  
Core/Elective | Elective  
Pre/co-requisites | Nil  
Mode | Internal  
Delivery/Contact hrs | Class contact 33 hours  
| Engagement with unit materials 44 hours  
| Assignment preparation 63 hours  
| Total 140 hours  
Unit Rationale | The study of literature has great value as a means of promoting understanding of one's cultural heritage. It is important for the student of literature to have a broad historical understanding of the periods and influences which have shaped the Western literary tradition. Such an understanding is essential to provide a framework within which to appreciate the different conventions and characteristics of the major literary periods. The recognition that writers are not creating works of literature in a vacuum, but responding to particular political, social, intellectual and religious influences, is also very significant for a full understanding of literature.  
It is important that Christians recognise the contribution that Christianity has made to the Western literary tradition in the past in order to recognise the need to reclaim literature as an important area of Christian endeavour in the present, particularly in the light of the increasing despair of modern literature, as humankind has moved further away from an integrated worldview to the disordered, pluralistic view of the modern world. Therefore, this unit is foundational for all students of English literature at CHC, as the knowledge and skills involved in the understanding of and reflection upon the evolution of a Western literary tradition is basic to an appreciation of English literature as a whole.  
Learning Outcomes:  
On completion of this unit, students will have provided evidence that they have:  
1. Appreciated literature as a descriptive account of humanity's search for God.  
2. Appreciated the Western literary tradition and its contributions to modern humanity's understanding of the values and purpose governing human life and society.  
3. Understood the historical development of the major literary forms and identified their essential characteristics.  
4. Discussed the basic components of literary texts.  
5. Applied the skills of literary criticism in a range of literary contexts.  
6. Analysed the response of writers to major political, social, cultural, religious and intellectual trends as reflected in their works of literature.  
7. Developed personal responses to the issues and contentions raised in this unit.  
8. Written at an appropriate tertiary standard (with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation).
## Content:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Medieval literature</td>
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<td>2</td>
<td>C16th poetry</td>
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<td>3</td>
<td>C17th poetry</td>
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<td>4</td>
<td>Romantic poetry</td>
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<td>5</td>
<td>The rise of the novel</td>
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<td>6</td>
<td>Victorian poetry</td>
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<td>7</td>
<td>The Victorian novel - Charles Dickens, <em>Great Expectations</em></td>
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<td>8</td>
<td>World War I poetry</td>
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<td>9</td>
<td>Modernist poetry and prose</td>
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<tr>
<td>10</td>
<td>George Orwell, <em>Animal Farm</em></td>
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<tr>
<td>11</td>
<td>Post-modernism</td>
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</tbody>
</table>

## Set Text Requirements:


## Recommended Readings:


Veith, GE 1990, *Reading Between the Lines*, Crossway, Wheaton, IL.
### Assessment:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>Week Due</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Folio (1500 words)</td>
<td>Students are to complete three tutorial exercises on topics provided by the lecturer.</td>
<td>2-7</td>
<td>Week 6</td>
<td>30%</td>
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<tr>
<td>Seminar (15-20 minutes)</td>
<td>Students are to present a seminar on a chosen literary style or period which compares and contrasts its main literary conventions and themes with those of the contemporary world and with a Christian worldview.</td>
<td>1-7</td>
<td>Week 7-11</td>
<td>40%</td>
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<tr>
<td>Examination</td>
<td>The exam will consist of essays of approximately 500 words each on World War I Poetry and selected passages from James Joyce, DH Lawrence and George Orwell’s <em>Animal Farm</em>.</td>
<td>1-6</td>
<td>Week 16</td>
<td>30%</td>
</tr>
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</table>

### Unit Overview:

This unit explores the historical background of Western Literature, and considers how that literature has been affected by historical events and philosophies. It encourages students to gain knowledge and understanding of Western Literature (with an emphasis on English Literature) from medieval times to the contemporary European world, along with a recognition of the influence of Christianity on both the societies and the literature over this period.