COL’s Blended Learning Design Template

**Programme:** BA (Hons) Hindi, BA (Hons) Urdu, BA (Hons) Tamil and BA (Hons) Telugu

**Course title:** Literature and Society

**Course facilitator:** Mrs Anisha Badal-Caussy

**Course description:** This course addresses the richness of Mauritian Literature and Society through a 10-week course, delving into a diverse array of texts that illuminate the cultural, historical, and social fabric of Mauritius. This immersive literary journey blends traditional lectures with interactive discussions, analysing seminal works from celebrated Mauritian authors. The course begins by establishing the societal context through different literature roles, examining the island's multiethnic and multilingual backdrop, which shapes its unique literary voice. Enlightening lectures highlight the influence of colonial and postcolonial narratives, while seminars encourage debates on identity, migration, indentured and Creole dynamics.

Learners are introduced to prominent figures like Dev Virahsawmy, whose works challenge linguistic barriers, and Khal Torabully, whose poetry elegantly confronts indenturedship. The curriculum covers an array of genres including poetry and plays, reflecting the creolization and indenturedship process and their impact on literary plot. Weekly reading assignments and critical analyses will build learners' understanding of literary devices used to express socio-political issues. Capstone projects encourage deep exploration of specific themes or authors, fostering a personalized connection with the material. Ultimately, this equips learners with a nuanced critical outlook of Mauritian Literature.

Learning objectives: The learners in this course are expected to be able to:

* Analyse the interplay of language, culture, and identity in Mauritian literature.
* Critically evaluate the representations of colonial and postcolonial experiences in Mauritian literary works.
* Synthesize perspectives from a diverse range of Mauritian authors and texts to create a multifaceted view of Mauritian society.
* Produce a scholarly analysis of themes such as transoceanic dialogues, race dynamics, and societal change within the island's distinctive literary oeuvre.
* Write a research project based on a chosen text of Mauritian Literature and Society that showcases culture and identity.

**Course structure:**

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| **Course Structure****by Unit** | **Learning Outcomes** | **Assessments: F2F/Moodle-enabled** | **Learning Activities: F2F/Moodle-enabled** | **Learning Content:****F2F/Moodle-enabled**  | **Facilitating Online** |
| **Self-created/ Web Resources** | **Supportive OER with TASL Attribution** |
| **Unit 1** | LO 1. Recognise forms, types and examples in literature and their reflection of societal change.LO 2. Evaluate the roles of literature and their reflection in society.LO 3. Create an original piece of thematic analysis Mauritian from authorial and contextual stance.LO 4. Synthesize information regarding the roles of literature in Mauritian texts. | FA 1 (LO 1)FA 2 (LO 2)SA 1 (LO 3)FA 3 (LO 4) | Multiple Choice Questions on Literature forms, types and examples.Group Discussion forum: Briefly write about the different roles of Literature in society. (Students can make referencesto the texts they are familiar.)Submit a brief analysis of literature as a reflection of societal values and culture.Short answer questions on roles of literature in Mauritian texts | Self- created ppt |  |  |
| **Unit 2** |  |  |  |  |  |  |
| **Unit 3** |  |  |  |  |  |  |
| **Unit 4** |  |  |  |  |  |  |
| **Unit 5** |  |  |  |  |  |  |

**Notes:**

1. Learning outcomes: Statements that specify what learners will be able to do as a result of learning

2. Assessments: Formative assessment (FA), Instructor Assistant (IA), Summative Assessment (SA), Peer Assessment or Self-assessment and Tools (MCQ, essay-type questions, project work, etc.)

3. Learning activities: active learning, collaborative learning, constructive learning, social learning

4. Learning content: Print – textbooks, downloadable PDF/PPT/Word documents; Multimedia – lecture videos, animations, images, YouTube/Vimeo/Khan Academy videos, OER, etc.

5. Facilitating online:

1. Create a course introductory video (about this course, learning outcomes, course outline, learning activities and assessments, grading policy, expected participation) and a unit introductory video, if required.
2. Share course handout/session plan/academic plan.
3. Send introductory email to students one week prior to course start date with pre-course preparatory activities.
4. Share your contact details and times, channels of communication and turnaround times for grading assignments and responding to students’ queries.
5. Provide contact details of technical support staff for troubleshooting login issues.
6. Create FAQ on how to access and navigate the course site and learning resources, and how to submit learning activities and assessments.
7. Send weekly email communication to students to wrap up a unit/topic and introduce the next unit/topic.
8. Engage learners in interaction with peers and faculty, either synchronous or asynchronous.
9. Provide learning support through discussion forums. Create forums for:
	* introductions
	* course announcements (to establish online course presence)
	* posting general queries and seeking learning support (encourage students to provide peer support)
	* posting learning reflections (encourage students to rate their peers’ reflections)
10. Engage learners in self-reflection, knowledge sharing and co-creation, recognising learners’ contributions with badges.
11. Track student progress — course participation, completion of activities and assessments — and alert non-participants.
12. Create rubrics for maintaining transparency in grading.
13. Provide timely and constructive feedback/feed-forward to improve learning.
14. Seek students’ feedback on course and self.