

**JUNIOR/ SENIOR REVILLA
SEMESTER C
SURVEY OF BRITISH LITERATURE**

NOTE: You are required to buy a three-ring binder for this course. Review note taking, listening and making observations on whatever you read for this class. Occasionally your teacher will allow you to use these notes on tests and you will be to refer to your notes for writing papers. Also, you will be required to hand them in for credit from time to time, mostly at unexpected times. **REVIEW THIS MATERIAL VERY CAREFULLY.** The basic text for this course is Prentice-Hall Literature, The British Tradition. **READ** the front sheet carefully before beginning the work on this course. *****ALL NOTES AND OBSERVATIONS WILL BE HANDED IN AT THE END OF EACH SECTION FOR GRADING, AND AGAIN AT THE COMPLETION OF THE SEMESTER'S WORK. KEEP ALL OF THE WORK TOGETHER.**

SECTION ONE: THE ANGLO-SAXON PERIOD, Pages 1 -- 65

- A. Read Introduction to the period, "The Seafarer", "Beowulf", "The Wanderer", and Bede's excerpt "from A History of the English Church and People", and the two pages on the changing English language.
- B. Notes and observations are required on all of the reading material assigned for this section. ** Follow the format presented in the attached page on proper format for Notes and Observations.
- C. WORKSHEETS: on the readings in this section. **CORRECT WITH YOUR INSTRUCTOR.** ALSO, be ready to discuss all the readings in the section, in preparation for final assessment for this section. (10 PAGES)
- D. WRITE.....in-class essay with instructor. **ASSESSMENT**

SECTION TWO: THE MEDIEVAL PERIOD, Pages 69 -- 187

- A. Read introduction to the material of the period, pages 69 -- 81, taking notes and making observations as you read. (This is historical information about the development of literature and writing in the English language.)
- B. "Sir Gawain and the Green Knight", pages 94 -- 111. Read the background material and the excerpt in your textbook. Notes and observations are required.
- C. Read "The Canterbury Tales", pages 112 -- 137...just "The Prologue". Pg.137, "Writing a Pilgrim's Tale". Follow the assignment carefully. **WRITE TO HAND IN:** revisions and corrections showing on the first. Both (or all) drafts need to be handed in. **ALSO READ,** pages 166 and 167, on travel writing.

- D. Read the excerpt from “Le Morte D’Arthur”, pages 168 -- 175, taking notes and making observations. “The Changing English Language”, pages 186 and 187 also need to be read and noted.

****ASSESSMENT: Unit test over the above reading**

SECTION THREE: THE ENGLISH RENAISSANCE, PAGES 191 -- 339

- A. READ: Introduction to the reading material, pages 191 -- 201. Notes & Observations.
- B. Read the works of Sidney, Marlowe, and Spenser. Read for information about life style, information about the time period, etc, and this information should be the focus of your notes and observations.(Pages 202 through 223)
- C. William Shakespeare: background and sonnets: pages 224 through 239. Your notes and observations should focus on Shakespeare as a person, a man who lived during the Renaissance in England, and the content of the sonnets.
- D. Worksheets: language and understanding intent and mood (5 pages)
- E. Read “The King James Bible”, , etc., pages 332 -- 339. Notes and observations are required here. In your notes and observations you need to cover the following: ”Analyzing Literature”, page 339.

****ASSESSMENT: Test or analysis per instructor’s choice.**

SECTIONS FOUR, FIVE AND SIX: “Macbeth”, by William Shakespeare: Pages 240 -- 331. (Plan to do these three sections together. To have section 4 complete, you must be one/third finished with each of the following activities; two/thirds finished to be finished with section five and the final third, the essay and the test taken to be finally finished with section six.)

A. As you READ the information about the Globe Theater, the background to the play, and the play, use the questions at the end of each act to guide your note taking and observations. READ ALL of the side notes, the introductory material, the writers’ techniques, focus and commentary pieces. KNOW who each character is and what he or she has to do with the action of the play. Keep a list of vocabulary words unknown to you from the text of the play, together with definition and use.

B. FILM STUDY: Watch one of the versions of the play on a video, checking it out from the library, an English teach at Kayhi, or rent it at a video store. You will probably want to take a few notes and made a few observations to help you with your essay and your test.

C. WRITE an essay as it is assigned on pages 340 and 341 of your text. typed, double-spaced.

******ASSESSMENT: FINAL TEST OVER “MACBETH”, ALL ACTS**

SECTION SEVEN: THE POETS OF THE 17TH CENTURY (1625--1660)

A. Read the Introductory material, pages 343 --356, taking notes and making observations on the general characteristics of the time period.

B. Background information and poems of each of the poets involved in this section are included in the pages 358 -- 431. Not all of this material is assigned, you are to pick and choose the material you read here. Obviously you will read about Donne, Herbert, Marvell, Jonson, and Herrick.

C. WORKSHEETS: John Donne, George Herbert, Andrew Marvell, Ben Jonson, Robert Herrick. These worksheets are about word study, poetic analysis, literary terms and techniques, and understanding the works: how they reflect the particular characteristics of the times. (Use the book questions to guide your notes.) (15 pages.)

D. Read and study the background material and the poems of John Milton, pages 404 -- 419. Literary terms to understand: the Italian (Or Petrarchan) Sonnet, and Epic Poetry. (Read all side and end notes, they help with clarification.)
WORKSHEETS: vocabulary , epic poetry. (3 PAGES)

E. EXTRA CREDIT: Read the background on John Bunyan, the excerpt of his work, “from The Pilgrim’s Progress”, write the appropriate and assigned responses for the questions on page 427.

**** ASSESSMENT: test over section seven material or in-class essay.**

SECTION EIGHT: The Restoration and The Age of Pope and Swift

A. Read the Introduction and all the writings by John Dryden and Samuel Pepys, taking notes and making observations on all the assigned readings. Pages 433 -- 464. Keep a vocabulary list of words unknown to you with definitions. Use questions and explanations in the text to guide your notes and observations.

B. WRITE: a journal entry in first person that reflects what you learned from reading the diary entry of Samuel Pepys. Use his style of writing and his “voice” to show what London was like during his life.

C. READ Pages 466 -- 471, “from A Journal of the Plague Year”, by Daniel Defoe. WRITE responses and answers to the “Responding to the Selection”

questions on page 471. WRITE: about the two questions in Analyzing Literature, pg. 471.

**** ASSESSMENT: per instructor choice; suggest a test and discussion.**

SECTION NINE: Study of the works of Restoration authors Alexander Pope, Jonathan Swift, Joseph Addison, Samuel Johnson and James Boswell. Pages 472 -- 528.

A. Notes and Observations are required for all assigned reading in these 56 pgs.

B. Literary terms to know and use from these literary works: Satire, Generalization, Informal Essay, Literary Magazine, Mock Epic, Tone, Heroic Couplet, Formal Letters, Biography. DEFINE AND USE IN YOUR JOURNAL, needed for test.

C. VOCABULARY LIST: all words new and different, a definition for each words as it appears in the text, and what it means in the context in which it is used.

This list needs to have at least **ten (10)** words and definitions.

D. Select FIVE passages from any of the works read for this section and write about them. Identify who wrote them and in what piece of literature. Explain how each passage reflects the principles of the time period. Either write each passage selected out or identify its location in the book.

****ASSESSMENT TO BE DETERMINED BY THE INSTRUCTOR.**

SECTION TEN: Pre-Romantic Poetry: The poems of Thomas Gray, Robert Burns, and William Blake.....pages 530 through 561

A. READ the background information and all information on pages 530 through 537 on Thomas Gray. Take notes and make observations on your reading. An elegy is defined on page 531, as well as epitaph, and since he uses both, understanding of their purpose is very important. WRITE AN ELEGY: per directions given on page 537.

B. READ the background for and the poems of Robert Burns, pages 538 through 549. Notes and observations, please. WRITE TO HAND IN: a paragraph answering question #8 on page 545; responses to critical thinking and needed.

C. READ all the poems of William Blake on pages 550 through 559. Notes and observations. Read and study the explanations of symbolism as it is laid out here in these pages. WRITE OUT an analysis of each poem by Blake (5), telling what each poem is about, what symbolism is inherent, what it all means. ALSO read and know pages 560 and 561, for continued analysis of the changing English language.

**** ASSESSMENT to be determined by the instructor: test or essay.**

SECTION ELEVEN: The Romantic Poets: Wordsworth, Coleridge, & Byron

A. READ: Introductory material, pages 565 --through -- 577. Read this background information carefully. You will need to be able to refer back to this to relate the content of some of the poems to the principles involved in the time. Take notes and make observations.

B. READ: The background information and the poems of William Wordsworth, pages 578 --593. Analyze each of the FIVE poems in your notes, using the book questions to guide you. WORKSHEETS on these five poems need to be done, corrected with your instructor. (6 pages)

C. READ: The background and the poems of Samuel Taylor Coleridge, pages 594 through 623. The two poems need close reading and your notes and observations should reflect some serious thought on how the poems are reflective of the principles of Romanticism. You need to WRITE OUT responses to the questions on pages 618 and 619. Read "Kubla Khan" very carefully before doing the accompanying WORKSHEETS. (2 pages) Choose one poem to work with.

D. PAGES 624 THROUGH 635 are about four poems by Gordon, Lord Byron. Read the background information, the poems, and the questions at the end of each poem. Notes and observations need to be taken and made while reading, they will be handed in for assessment at the end of the section work. WORKSHEETS (2) accompany this part of the section and deal with analysis of the poems and vocabulary study. (2 pages)

*****ASSESSMENT to be determined by the instructor**

SECTION TWELVE: The rest of the Romantic writers; Shelley, Keats, Shelley, prose and poetry.

A. READ the material on pages 636 through 649, covering five poems by Mr. Shelley. Take notes and make observations on each, focusing on content as well as writing style. (ode, romanticism, etc.) WORKSHEET: VOCABULARY STUDY: needs to be done, as well as one on the ode. (3 worksheets)

B. JOHN KEATS is the next Romantic writer to be studied here, an acquaintance of Shelley's, and a friend of Byron's. Pages 650 through 669 covers six of his more famous poems that you are to read. Go back and make observations

after completing the reading. **WRITE TO HAND IN:** a description of the poet and his work, showing how his work is Romantic Poetry.

C. **GOTHIC TRADITION** and the development of one of literature's greatest horrific monsters, Frankenstein, was accomplished by Mary Shelley, wife of Percy B. Shelley (see part A of this section). She was the second wife of Mr. Shelley. Pages assigned to read are 670 through 675. Take notes and make observations on the background material, observations on how the excerpt you read fits the definition of Romanticism. **TWO WORKSHEETS ARE TO BE DONE HERE.**

D. **READ** pages 676 through 679. **NOTES AND OBSERVATIONS.**

****ASSESSMENT: WRITE TO HAND IN: assessment essay. See instructor for instruction and guidance.**

SECTION THIRTEEN: Who was Queen Victoria and when did she rule Great Britain? This is the subject of section 13, along with the writers who were alive and contributing great literature to the world in the years 1833 -- 1901. Notes and observations.

A. **BEGIN** by reading pages 683 through 695 for a general idea about the background for this time period. **NOTES AND OBSERVATIONS:** what happened during the time period, how long did Victoria rule, what impact did she have on the world, etc.. Also, who was she, what was the name of the ruling family, who did she marry, children...all of that information is needed.

B. **READ** the works and background material for Alfred, Lord Tennyson...pages 696 through 723. Take notes and make observations, using the questions as guides. (Thus, your notes will be pertinent and relevant.) Literary devices to define and understand are: meter and stanza structure, elegy, dramatic monologue, allusion, and symbolism. **WORKSHEETS:** Do the assigned vocabulary and poetry analysis work under the 13B label. (6 pages)

C. **READ** all the information about Robert Browning (beginning on page 724) and Elizabeth Barrett Browning (through page 737) and analyze what they wrote. How did their lives and their poems reflect what else was happening in Victorian England? Notes and observations please, on the poems and their works.

****ASSESSMENT: Work with the poets and their poems: content, style, impact, etc..., per teacher's instructions.**

SECTION FOURTEEN: Later 19th Century Writers of prose and poetry; Charles Dickens, Matthew Arnold, Thomas Hardy. Gerard Manley Hopkins, A. E. Housman

A. READ all the prose, poetry and background information on pages 738 through 805. This information covers the writers of the late Victorian period in England and its language development and change. TAKE NOTES and make observations on all the background information and the poems. Use the questions at the end of each piece to guide your notes and observations. ALL LITERARY DEVICES need to be noted, defined and used.

B. WRITE TO HAND IN:
textbook. Label the assignments correctly, follow the directions for each one separately, follow the writing process, and type the final drafts. (There are numerous assignments throughout the work within these pages so you have choices to make here.)

*****ASSESSMENT: Successful completion of the reading and writing as assigned above. The notes and observations have to be done before the three separate writings can be handed in for evaluation. Test on literary devices and poets will follow.**

SECTIONS FIFTEEN, SIXTEEN, AND SEVENTEEN: PYGMALION (pages 966 through 1056)

A. Act I: Read all the biographical information on G.B. Shaw, the Preface and all of the play's text. Your notes and observations should be insightful and reflect what questions were asked on page 980 and 981.

B. Act II: Read the introduction, writer's technique information and all of the text, pages 982 through 1003. Questions on pages 1002 and 1003 should be reflected in your notes and observations.

C. Act III: Read pages 1004 through 1019, with your notes reflecting the guided questions on page 1019.

D. Act IV: Read pages 1020 through 1029, with your notes reflecting the guided questions on pages 1028 and 1029.

E. Act V: Read pages 1030 through 1054, with your notes reflecting the guided questions on pages 1054.

F. SEE THE FILM, either renting it or checking it out of the library. A written film review should be done after seeing the entire video. The Lerner and Loewe version is the best and is the one most readily available.

****ASSESSMENT: Suggest the unit test, or an analytical paper. No test or final work should be given until notes and observations are written for the entire play.**

SECTION EIGHTEEN: 20TH CENTURY PROSE AND POETRY

A. Select FIVE individual pieces of prose to read from the fifteen separate ones included in your textbook. WRITE TO HAND IN: short (one page, typed) analytical paper about each of the FIVE stories, analyzing the author's style, the content of the story and discuss also the way these stories fit into 20th century Great Britain. You will find these stories from page 822 through 964. Notes and Observations are not required, but suggested nevertheless.

B. READ A COLLECTION of the poetry from page 1058 through page 1159. Read about each of the poets and his or her work and then write about the poet and the poem for a minimum of TEN different poets/poems. Analyze each poem and its literary devices and comment on the content and meaning as well. ALL of the poets whose works are included here are good and their works reflect the attitudes of the 20th century in Great Britain.

****ASSESSMENT: SEE pages 1160 through 1163. Read these pages carefully. To complete this last section successfully, follow the writing assignment given on page 1162 and 1163, and WRITE TO HAND IN. Several drafts are necessary, with the final one being typed.**

NOTE: All completed work will be handed in, including the notes and observations of the readings, done by the student.