

Course: *British and Western Literature* – 1800 to the present

Credits: 0.5

Instructional Level: Grade 12

Instructor: Cathy Schultz

Textbooks:

- *Elements of Literature-Sixth Course* (Holt, Rinehart, Winston; 1997)
- *Writers INC* (Houghton Mifflin; 2000 or later editions)
- Paperbacks which may include *A Tale of Two Cities* and other texts as selected by instructor

Prerequisites: Satisfactory completion of **American Literature**

Course Description (Purpose):

This course is offered as an introduction to the literary talents of those authors who have had a profound influence on the culture of the Western world. Since most Western literature is rooted in Christian ideals and profession, it is essential that young Christian Americans be exposed to the heritage of language and literature that has shaped their culture and expression. To obtain a better understanding of Western thought, students will be exposed to examples of drama, poetry, short stories, and novels. Each work will be examined in the context of existing philosophies, politics, and cultural mores of its time. Excerpts from each genre will be analyzed through the lens of Christian doctrine and practice, giving students opportunity to evaluate their own faith and judge how that faith has been affected by the reading of the works of Western writers.

Course Outcomes: Students will be expected to

Reading/Literature:

- ✓ Categorize Western literature by specific literary periods and describe how each period reflects the philosophy of its day
- ✓ Use literary terms to analyze and evaluate works of literature
- ✓ Apply appropriate strategies to understand unfamiliar words contained in the literature
- ✓ Identify the main themes present in the literature and explain the methods the authors use to develop the themes.
- ✓ Use Christian doctrine to determine the validity of the author's portrayal of the human experience

Writing (Composition):

- ✓ Demonstrate through written essays, analysis, and creative projects, an overall understanding of and Christian insight into the various works of Western literature studied
- ✓ Apply the proper five step method of writing to produce a complex analysis that effectively demonstrates clear understanding of content and meaning of the literature studied.

Oral Language/Speech:

- ✓ Effectively communicate and defend their views on individual works of literature through active listening, participation in class discussions, and presentation of group projects
- ✓ Present oral readings or interpretations of selected pieces using tone, inflection, and gestures to convey their understanding of the text.

Language:

- ✓ Recognize and appreciate the unique nature of the development of the English language and its impact in the world

Ethics:

- ✓ Demonstrate personal responsibility by completing assignments, to the best of their ability, within the stipulated time frame
- ✓ Recognize, value, and celebrate the many different perspectives and abilities present in their classmates

Discipline Strands

Writing Strand:

Essay-- interpret and structure responses to statements about literary techniques, theme, and analysis of two or more works studied.

Analysis-- four to six page final project requiring works cited page, parenthetical references, and ability to synthesize a thesis from similar and contrasting elements of the major works studied.

Creative-- various opportunities to creatively connect contemporary events to the themes or events in the literary works studied through written journals/reflection, poetry, and personal expression.

Speech Strand:

Oral report-- at least one oral report on the historical context of a literary work

Oral discussion-- daily discussions about aspects of the literary work and its connection to the human condition which demonstrate clarity of thought and ability to defend one's ideas using details from the text.

Acting – at least once act out a scene from a literary work using voice, body language, facial expressions and physical movements to demonstrate understanding of the text.

Literature Strand:

Various genres which may include poetry, short story, drama, novel, and non-fiction, will be read and evaluated from modern, historical, non-Christian and Christian perspectives.

The literature studied will be representative of the Romantic period, Victorian period, and 20th Century literature.

Course Goals: Students will value literature for

- bringing personal pleasure,
- broadening their knowledge of the world- past and present,
- being a means of strengthening their Christian beliefs so they will be better able to discern contemporary ideas that are opposed to or supportive of Biblical doctrines.

Instructional Outline *Note that the teaching of literature is spiral in nature and therefore most of the terms and elements of literature are revisited several times throughout the semester.

UNIT ONE: Romantic Period

Outcomes: Students will ...

- Identify characteristic of Romantic Period
- Understand the terms parallelism, antithesis, personification, lyric, apostrophe, and tone and identify them in poetry.
- Explain the difference between analytical and romantic poetry
- Analyze a poem for theme, tone, and style

S.O. 3, 4, 5, 6

Note: Listing of Department and State Outcomes addressed by each Unit is presented on the attached appendix.

Text: *Elements of Literature* pp 621-762

Time allotted: 5-7 days

UNIT TWO – Victorian Period

Outcomes: Students will...

- Use research techniques to produce background reports on art, music, science, lifestyle, politics, and literature of this time period.
- Present research results to class in formal group oral presentations.
- Read *A Tale of Two Cities* and interpret characters and theme from a Christian perspective.
- Use appropriate strategies to determine meaning of unfamiliar words in text.
- Demonstrate through written and oral analysis overall understanding of plot, characterization, theme, and style of the work studied.

S.O. 2,3,4,5,6

Text: *Elements of Literature* portions of pp.782-905

A Tale of Two Cities by Charles Dickens

Allotted time: 25-30 days

UNIT THREE -- Drama

Outcomes: Students will...

- Evaluate the theme from historical, psychological, and Christian perspective
- Identify and explain motifs and symbols used in the play
- Predict the characters' future behaviors
- Give dramatic presentations in class
- S.O. 2,3,4,6

Text: *A Doll House* by Henrik Ibsen

Allotted time: 10-12 days

UNIT FOUR – Twentieth Century Literature

SECTION A – Modern technology and literature

Outcomes: Student will...

- Evaluate the impact of technology on culture and language
- Appraise the importance of connotation and denotation in word selection
- Analyze the author's message in light of today's scientific research and technology
- Recognize the primary characteristics in "modern" literature.

Text: *Brave New World* by Aldous Huxley

Allotted time: 14-16 days

SECTION B – Society and the individual

Outcomes: Students will...

- Create a map of the island using textual information
- Develop a set of rules for the establishment of a just society based on their reaction to the story
- Keep a journal of their reactions to assigned readings
- Compare and contrast the two novels in this section

Text: *Lord of the Flies* by William Golding

Allotted time: 15-20 days

SECTION C – Mysteries or Short Stories

Outcomes: Students will ...

- Explain theme of work(s) studied and connect it to a contemporary situation
- Discuss post-modern aspects of contemporary literature
- Critique works studied in light of a Christian's role in today's society.

S.O. 1,2,3,4,5,6

Text: Selected stories from *Elements in Literature* pp977-1173 or short paperback mysteries

Allotted Time: Integrated into other sections as time permits

UNIT FIVE – CRITICAL EVALUATION OF LITERATURE

Outcomes: Students will...

- Produce a multi-page paper that compares and contrasts a specific aspect of literature across all the works studied.
- Use the five step writing process in developing their paper.
- Integrate objective and subjective knowledge into their papers and properly cite third party information.
- Evaluate the affect the various literary works studied had on their Christian perspectives.

S.O. 2.4.6

Texts: *Writer's Inc.*

Allotted Time: 3-4 days (mostly out-of-class work)

INSTRUCTION:

Class discussion	40%
Independent reading	30%
Lecture	20%
Small group work	10%

ASSESSMENT:

Daily class work	40%
Formal assessments	40%
Culminating	20%

APPENDIX

English Department/Wisconsin State Standards

Course: British and Western Literature 1800 to the present

Instructor: Cathy Schultz

ENGLISH DEPARTMENT OUTCOMES ADDRESSED IN EACH UNIT

Unit One – Romantic Poetry

- 1.2 Speaks clearly and with purpose
- 2.5 Seeks out and evaluates multiple points of view
- 2.9 Makes meaningful connections among varied data
- 3.4 Employs appropriate learning strategies in different situations
- 4.2 Applies aesthetic values to the message he/she sees and hears
- 4.3 Appropriately identifies the artist's message in his or her work
- 4.4 Evaluates the artist's message in light of scripture's truths
- 5.1 Accepts responsibility for the quality of the work produced

Unit Two- Victorian Period

- 1.1 Writes clearly and with purpose
- 1.2 Speaks clearly and with purpose
- 1.3 Actively listens to interpret and evaluate spoken messages
- 1.4 Contributes constructively to group processes
- 2.5 Seeks out and evaluates multiple points of view
- 2.9 Makes meaningful connections among varied data
- 3.4 Employs appropriate learning strategies in different situations
- 3.5 Applies available technology to facilitate learning
- 4.2 Applies aesthetic values to the message he/she sees and hears
- 4.3 Appropriately identifies the artist's message in his or her work
- 4.4 Evaluates the artist's message in light of scripture's truths
- 5.1 Accepts responsibility for the quality of the work produced
- 5.2 Makes effective use of God's gift of time
- 5.4 Meets required/conventional standards for work
- 5.5 Seeks out the constructive criticism of others on work in progress
- 5.6 Uses available technology to produce quality work

Unit Three- Drama

- 1.3 Actively listens to interpret and evaluate spoken messages
- 1.4 Contributes constructively to group processes
- 2.5 Seeks out and evaluates multiple points of view
- 2.7 Applies Christian discernment
- 2.9 Makes meaningful connections among varied data
- 4.2 Applies aesthetic values to the message he/she sees and hears
- 4.3 Appropriately identifies the artist's message in his or her work
- 4.4 Evaluates the artist's message in light of Scripture's truths
- 5.1 Accepts responsibility for the quality of the work produced
- 5.2 Makes effective use of God's gift of time

Unit Four - Twentieth Century Literature

Section A – Modern technology and literature

- 1.1 Writes clearly and with purpose
- 1.2 Speaks clearly and with purpose
- 2.1 Exercises independent judgment
- 2.2 Detects logical fallacies
- 2.3 Distinguishes truth from propaganda
- 2.6 Identifies and evaluates alternatives/options
- 2.7 Applies Christian discernment
- 2.8 Validates conclusions and decisions
- 2.9 Makes meaningful connections among varied data
- 3.1 Assumes responsibility for his/her own learning
- 3.3 Monitors and assesses his/her own progress
- 4.1 Recognizes explicit and implicit values in all forms of media
- 4.3 Appropriately identifies the artist's message in his or her work
- 4.4 Evaluates the artist's message in light of scripture's truths
- 5.3 Meets reasonable deadlines for work

Section B – Society and the individual

- 1.1 Writes clearly and with purpose
- 1.2 Speaks clearly and with purpose
- 1.4 Contributes constructively to group processes
- 2.1 Exercises independent judgment
- 2.3 Distinguishes truth from propaganda
- 2.4 Accesses and uses relevant information
- 2.6 Identifies and evaluates alternatives/options
- 2.7 Applies Christian discernment
- 2.8 Validates conclusions and decisions
- 2.9 Makes meaningful connections among varied data
- 3.1 Assumes responsibility for his/her own learning
- 3.3 Monitors and assesses his/her own progress
- 4.2 Applies aesthetic values to the message he/she sees and hears
- 4.3 Appropriately identifies the artist's message in his or her work
- 4.4 Evaluates the artist's message in light of scripture's truths
- 5.3 Meets reasonable deadlines for work

Section C – Mysteries or Short Stories

- 2.1 Exercises independent judgment
- 2.2 Detects logical fallacies
- 2.4 Accesses and uses relevant information
- 2.6 Identifies and evaluates alternatives/options
- 2.8 Validates conclusions and decisions

- 2.9 Makes meaningful connections among varied data
- 4.3 Appropriately identifies the artist's message in his or her work
- 4.4 Evaluates the artist's message in light of scripture's truths
- 5.3 Meets reasonable deadlines for work

Unit Five – Critical Evaluation of Literature

- 1.1 Writes clearly and with purpose
- 2.4 Accesses and uses relevant information
- 2.8 Validates conclusions and decisions
- 2.9 Makes meaningful connections among varied data
- 3.1 Assumes responsibility for his/her own learning
- 3.2 Monitors and assesses his/her own progress
- 5.1 Accepts responsibility for the quality of work produced
- 5.2 Makes effective use of God' gift of time
- 5.3 Meets reasonable deadlines for work
- 5.4 Meets required/conventional standards for work
- 5.5 Seeks our the constructive criticism of others on work in progress
- 5.6 Uses available technology to produce quality work

WISCONSIN STATE STANDARDS FOR ENGLISH ADDRESSED IN EACH UNIT

Unit One- Romantic Poetry

- A12.2 Read, interpret, and critically analyze literature
- A12.3 Read and discuss literary and nonliterary texts in order to understand human experience
- C12.2 Listen to, discuss, and comprehend oral communications
- C12.3 Participate effectively in discussion
- D12.1 Develop their vocabulary and ability to use words, phrase, idioms, and various grammatical structures as a means of improving communication
- D12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive to their use of English.

Unit Two – Victorian Period

- A12.1 Use effective reading strategies to achieve their purposes in reading
- A12.2 Read, interpret, and critically analyze literature
- A12.3 Read and discuss literary and nonliterary texts in order to understand human experience
- A12.4 Students will read to acquire information
- B12.1 Create or produce writing to communicate with different audiences for a variety of purposes
- B12.3 Understand the function of various forms, structures, and punctuation marks of standard American English and use them appropriately in oral and written communications

- C12.1 Prepare and deliver formal oral presentations appropriate to specific purposes and audiences.
- C12.2 Listen to, discuss, and comprehend oral communications
- C12.3 Participate effectively in discussion
- D12.1 Develop their vocabulary and ability to use words, phrase, idioms, and various grammatical structures as a means of improving communication
- D12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive to their use of English.
- F12.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.

Unit Three – Drama

- A12.1 Use effective reading strategies to achieve their purposes in reading
- A12.2 Read, interpret, and critically analyze literature
- A12.3 Read and discuss literary and nonliterary texts in order to understand human experience
- C12.1 Prepare and deliver formal oral presentations appropriate to specific purposes and audiences.
- C12.2 Listen to, discuss, and comprehend oral communications
- C12.3 Participate effectively in discussion
- D12.1 Develop their vocabulary and ability to use words, phrase, idioms, and various grammatical structures as a means of improving communication
- D12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive to their use of English.

Unit Four – Twentieth Century literature

Section A –Modern technology and literature

- A12.1 Use effective reading strategies to achieve their purposes in reading
- A12.2 Read, interpret, and critically analyze literature
- A12.3 Read and discuss literary and nonliterary texts in order to understand human experience
- A12.4 Student will read to acquire information
- B12.1 Create or produce writing to communicate with different audiences for a variety of purposes
- B12.2 Plan, revise, edit and publish clear and effective writing
- C12.3 Participate effectively in discussion

- D12.1 Develop their vocabulary and ability to use words, phrase, idioms, and various grammatical structures as a means of improving communication
- D12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and responsive to their use of English.

Section B – Society and the individual

- A12.1 Use effective reading strategies to achieve their purposes in reading
- A12.2 Read, interpret, and critically analyze literature
- A12.3 Read and discuss literary and nonliterary texts in order to understand human experience
- B12.1 Create or produce writing to communicate with different audiences for a variety of purposes
- B12.2 Plan, revise, edit and publish clear and effective writing
- C12.1 Prepare and deliver formal oral presentations appropriate to specific purposes and audiences.
- C12.2 Listen to, discuss, and comprehend oral communications
- C12.3 Participate effectively in discussion
- D12.1 Develop their vocabulary and ability to use words, phrase, idioms, and various grammatical structures as a means of improving communication
- D12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and

Section C- Mysteries or short stories

- A12.1 Use effective reading strategies to achieve their purposes in reading
- A12.2 Read, interpret, and critically analyze literature
- A12.3 Read and discuss literary and nonliterary texts in order to understand human experience
- A12.4 Student will read to acquire information
- C12.2 Listen to, discuss, and comprehend oral communications
- C12.3 Participate effectively in discussion
- D12.1 Develop their vocabulary and ability to use words, phrase, idioms, and various grammatical structures as a means of improving communication
- D12.2 Recognize and interpret various uses and adaptations of language in social, cultural, regional, and professional situations, and learn to be flexible and

Unit Five- Critical evaluation of literature

- A12.2 Read, interpret, and critically analyze literature
- B12.1 Create or produce writing to communicate with different audiences for a variety of purposes
- B12.2 Plan, revise, edit and publish clear and effective writing
- F12.1 Conduct research and inquiry on self-selected or assigned topics, issues, or problems and use an appropriate form to communicate their findings.

