

## British Literature—Course Requirements

### I. Textbook Readings

#### A. *Elements of Literature, Sixth Course*, Holt, Rinehart and Winston

1. Pages 4-48 (Anglo-Saxon history and *Beowulf*)
2. Pages 92-93: “The Wife’s Lament” (Anglo-Saxon Unit)
3. Pages 268-292: The Renaissance
4. Pages 426-528: *The Tragedy of Macbeth* (including expository supplemental reading) **Research project to be completed with this reading; see 6.2)**
5. Pages 301-304: 17<sup>th</sup> Century poetry
6. Pages 336; 343-346: 17<sup>th</sup> Century John Donne
7. Pages 564-589: Enlightenment
8. Pages 639-650: The Enlightenment
9. Pages 700-717: The Romantic Period + supplemental web page below:  
Neoclassicism of the Enlightenment versus Romanticism
10. Pages 734; 745-747--Wordsworth
11. Pages 757; 762-791—Coleridge
12. Pages 793-800: Gordon, Lord Byron
13. Pages 801-804: Percy Bysshe Shelley
14. Page 824; 829; 836-837: John Keats
15. Pages 873-893 Victorian history
16. Pages 892-902: Alfred, Lord Tennyson
17. Pages 907-912: Robert Browning
18. Pages 920-923: Matthew Arnold
19. Pages 993-997; 1010: Thomas Hardy
20. Pages 1022-1036: 20<sup>th</sup> Century History
21. Pages 1038-1042: World War I Poets.
22. Pages 1066-1070: WWII and Churchill (following this, read B.6)

#### B. *Common Core Literature: The British Tradition (Grade 12)* Pearson

1. Pages 990-1010: excerpt from *Hard Times* by Charles Dickens
2. Pages 1122-1133: Background on the 20<sup>th</sup> Century
3. Pages 1139; 1145-1146 William Butler Yeats
4. Pages 1152-1155; 1160-1166: Modernism and T.S. Eliot
5. Pages 1188-1189; 1208-1209 + the story below by Virginia Woolf available online (“The Mark on the Wall”)

6. Pages 1292-1305 : WWII, Churchill, the Blitz and “The Demon Lover.” (Read immediately after A.22)
7. Pages 1341-1347: Nadine Gordimer
8. Pages 1378-1387: Theatre of the Absurd

## II. Major Works

### 1. Anglo-Saxon

*Beowulf* (see textbook above)

### 2. Renaissance:

Macbeth (see textbook above)

### 3. 19<sup>th</sup> Century

*Dracula* by Bram Stoker

### 4. 20<sup>th</sup> Century

- a. *An Inspector Calls* by J. B. Priestly
- b. *1984* by George Orwell

## III. Supplements: Readings, Study Materials, Informational Handouts and Websites:

1. [History of language timeline](http://www.bbc.co.uk/history/british/launch_tl_ages_english.shtml)  
([http://www.bbc.co.uk/history/british/launch\\_tl\\_ages\\_english.shtml](http://www.bbc.co.uk/history/british/launch_tl_ages_english.shtml))
2. [Class overall timeline](https://drive.google.com/file/d/13y12pisH2u2doiJ9ln1StgZVIbwriIvU/view?usp=sharing)  
(<https://drive.google.com/file/d/13y12pisH2u2doiJ9ln1StgZVIbwriIvU/view?usp=sharing>)
3. [“The Elegies of the Exeter Book”](https://www.bl.uk/medieval-literature/articles/the-elegies-of-the-exeter-book)  
(<https://www.bl.uk/medieval-literature/articles/the-elegies-of-the-exeter-book>)
4. [Literary Criticism Packet](https://drive.google.com/file/d/1LUmx99lF8lElaWP0ZlryMeU5chwYZwh/view?usp=sharing)  
(<https://drive.google.com/file/d/1LUmx99lF8lElaWP0ZlryMeU5chwYZwh/view?usp=sharing>)
5. [Archetypes Packet](https://docs.google.com/document/d/1Fd2DwP8Wh9xfsEkrPZimT4_2OiyfH4q4x6AeaGyPjlc/edit?usp=sharing)  
([https://docs.google.com/document/d/1Fd2DwP8Wh9xfsEkrPZimT4\\_2OiyfH4q4x6AeaGyPjlc/edit?usp=sharing](https://docs.google.com/document/d/1Fd2DwP8Wh9xfsEkrPZimT4_2OiyfH4q4x6AeaGyPjlc/edit?usp=sharing))
6. [Writing Outlines](https://drive.google.com/open?id=1LZaOYhKP9CSIW0bo3DeCzJ0d8c-BEklD+) (this link takes you to a folder containing 5 different outlines that can be used for structuring expository pieces. They can also be combined (for example: you can compare and contrast the causes of something).  
(<https://drive.google.com/open?id=1LZaOYhKP9CSIW0bo3DeCzJ0d8c-BEklD+>)
7. Existentialism handout by Jean Paul Sartre and
8. this [movie about Existentialism](https://www.google.com/search?q=sartre+youtube&rlz=1C1GCEU_enUS821US821&oq=Sartre+Youtu&aqs=chrome.0.0l8.8435j0j4&sourceid=chrome&ie=UTF-8):  
[https://www.google.com/search?q=sartre+youtube&rlz=1C1GCEU\\_enUS821US821&oq=Sartre+Youtu&aqs=chrome.0.0l8.8435j0j4&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=sartre+youtube&rlz=1C1GCEU_enUS821US821&oq=Sartre+Youtu&aqs=chrome.0.0l8.8435j0j4&sourceid=chrome&ie=UTF-8)
9. The highlighted sections on the document titled [“Literary Movements and Periods.”](https://drive.google.com/open?id=1LAR-PW9GdsdsA-ZH58qGWYd89kfsGZmw) It is also recommended that you do some additional reading on the underlined terms so that you can apply their principles to the literature that falls into each category. (<https://drive.google.com/open?id=1LAR-PW9GdsdsA-ZH58qGWYd89kfsGZmw>)

10. [“The Gothic”](#) (there are various pages inside this page to explore and learn about The Gothic from; important to the study of your 19<sup>th</sup> Century novel)  
<https://www.bl.uk/romantics-and-victorians/themes/the-gothic>
11. [Neoclassicism of the Enlightenment versus Romanticism](#)  
[\(https://pediaa.com/difference-between-neoclassicism-and-romanticism/\)](https://pediaa.com/difference-between-neoclassicism-and-romanticism/)
12. [“What Socialism Is”](#)  
<https://www.bl.uk/collection-items/what-socialism-is-by-george-bernard-shaw>
13. [“South Africa”](#) (read the first section of this Britannica entry; if you are logged into your school google account you should be able to access the full entry)  
<https://www.britannica.com/place/South-Africa>
14. AND the first section of this article: [“Zimbabwe” \[Rhodesia\]](#)  
<https://www.britannica.com/place/Zimbabwe>
15. [“Postmodernism: Positioning and Pushback”](#)  
<https://www.bisd303.org/cms/lib3/WA01001636/Centricity/Domain/1342/Postmodernism.pdf>
16. [How to write A Good College Application Essay](#)  
<https://www.princetonreview.com/college-advice/college-essay>

#### IV. Supplements: Literature

1. *The Last Kingdom*: Chapter One
2. [“The Ruin”](#) (Anglo-Saxon fragment; anonymous)  
<https://anglosaxonpoetry.camden.rutgers.edu/the-ruin/>
3. [“Exeter Book Riddles”](#) (choose any 1-2 and check the solutions).  
<https://anglosaxonpoetry.camden.rutgers.edu/exeter-book-riddles/>
4. Excerpt from [Man and Superman](#). (But also research the basic premise of the play and its third act. Also look at III.12)  
<https://drive.google.com/open?id=1dim2BIgadjURtVK6zvbvhsI9dqrqLHGLA>
5. [“Saturday Afternoon”](#) by Alan Sillitoe (inside the collection of stories called *The Lonelienss of the Long Distance Runner* Link will take you to the author reading the story. Start at the beginning of the recording.
6. [“The Mark on the Wall”](#) by Virginia Woolf  
<http://digital.library.upenn.edu/women/woolf/monday/monday-08.html>
7. “The Story of the Eldest Princess” by A.S. Byatt (In the collection *The Djinn in the Nightingale’s Eye*).

#### V. Literary and Rhetorical Devices to know: (Identify in text and use).

1. kenning
2. caesura
3. alliteration
4. elevated language
5. anaphora
6. understatement/ meiosis

7. exaggeration/hyperbole
8. incongruity
9. reversal
10. parody
11. irony of situation
12. verbal irony
13. dramatic irony
14. antithesis
15. metaphor
16. extended metaphor
17. symbol
18. parallelism
19. oxymoron
20. litotes (particularly favored by the British)
21. anacoluthon
22. anadiplosis
23. Apophasis

## VI Writings

1. Various essays. Be prepared to write any of these on the exam. Also be able to choose an appropriate form for the content of an essay based on the materials given as III.6 (Writing outlines).
  - a. Persuasive
  - b. Literary Analysis
  - c. College Application Essay
  - d. Literary journal responses. (Reflecting depth of insight and the ability to say something new about a piece of literature rather than what the “experts” already say about it.
  - e. Electronic publication/communication
2. Research Project. Must bring the final project with you to the exam. Should be completed with the reading of *Macbeth*.

Note: The testing out requirements include an objective test, essay test, and writing portfolio, covering the full year’s work in British Literature. The objective exam and research portfolio make up 60% of the exam. The objective test makes up the remaining 40%. Required grade calculation for successful testing out is 77% (C+). The duration of the exam will be three hours. See attached for research portfolio requirements.

## Research British Literature Research

### Objectives:

- Learn about various databases
- Identify appropriate print sources
- Learn about how to assess credibility in print and digital sources
- Utilize [Diigo](#) for note-taking and learning
- Utilize an on-line tool for aiding in the making of a Works Cited page
- Synthesize and evaluation ideas discovered in our research
- Produce various writings on a common theme during our examination of Shakespeare's *Macbeth*.
  - Demonstrate an understanding of the use of introductions, body paragraphs and conclusions.
  - Offer and support opinions using logic, reasoning, and evidence.
  - Incorporate engaging writing techniques appropriate to expository, but not always formal, writing.
- Produce a Works Cited page in correct MLA format
- Utilize correctly in-text citations

### Themes

For your project, you will select one of the themes below.

Gender Roles	Violence
Mental Health	Morality/Conscience/Ethics
The Role of Media/Entertainment	

You may select more than one theme **ONLY** if you can join them together. In other words, you must have a **primary** theme, but if you **can** connect a secondary theme to that from this list you may do so. For example, if you are interested in **mental health**, you could look at how violence impacts mental health; how gender roles impact mental health, how our mental health influences our accountability for unethical acts according to the law, etc. You can also combine these topics in various ways as you move among the three different papers you're writing (though doing so is not a requirement). If you are interested in **media and entertainment**, you could look at how gender roles are portrayed there, how mental health is portrayed there, and how violence is portrayed there.

## Assignments Overview

1. Finding sources and **note-taking** in Diigo, including reactions to your learning.
2. Creation of a **Works Cited** page with at least five sources on your topic or combination of topics.
3. **Paper One:** Personal Response (described below)
4. **Paper Two:** Editorial (described below in more detail)
5. **Paper Three:** (described below in more detail) Evaluation of how what you've learned would impact your own design, staging and directing of a production for *Macbeth*

1. **Note-taking and reacting in Diigo:** You will be using Diigo to take notes. That includes highlighting and using the comments features to create initial reactions. (If you are downloading materials from a data base into a google document, you may use the google document features for highlighting and commenting if you prefer.) These will be printed out and brought to the exam. This must be done for all five of the final sources which end up on your Works Cited page. These notes, however, will not be bound together with the three final drafts of papers. They should be handed in separately.

2. You will work periodically on your **Works Cited page**. It must be finalized by the time you hand in your three papers all together. It will be the last page of your compiled set of papers (and numbered as such). Other important things to keep in mind about Works Cited pages:

\* You must have at least 5 different sources.

\* You may not include an encyclopedia of any kind on the Works Cited page or count it in your total list of five, though you may use one to find additional sources that would help with your research.

\* Works Cited pages have a hanging indent.

\* Works Cited pages are alphabetized.

\* Works Cited page should follow the accepted norms for MLA format for each entry of its type (magazine article, journal article, movie, book, etc.)

3. **The Personal Reaction:** You will write a more complete personal reaction for your total body of research once you have completed looking over 5 resources that help you better understand your topic. Some key concepts to keep in mind with this piece:

- This may be written informally and may use the word "I". However, try to avoid "I think" and "I feel" along with "in my opinion". These are too generalized and somewhat distracting. Use words that better express your reaction to the research as you discuss it. Ex: "I found;" "Appalled and shocked, I had trouble believing...;" "It is alarming/satisfying/hopeful to discover."
- Your introduction must clearly identify what idea(s) you are reacting too.
- You should be able to divide up your reaction into at least 3 sub-topics on this issue, giving each a solid paragraph. Do NOT make each article a sub-topic. Our goal is to synthesize our ideas across this research project. To prepare for this, before writing you might want to go through your Diigo notes and find highlighted passages that share ideas across articles. Where ideas are shared, you could turn those highlights all into a single color.
- You should use in-text citations, either with quotes, statistics or paraphrases, for at least three of your sources. Lead into these with context clues about the article and topic.
- Use correct MLA format for your citations.
- Make sure you are doing more than just summarizing or repeating the reactions you had in your Diigo notes. Your goal is to be able to think about this subject more deeply or with a higher degree of synthesis. You have now completed more research and can begin looking at each of these sources and sub-topics in relationship to each other.

4. **The Editorial:** Many people in our country have become very distrustful of the news media, in part because they do not understand the differences in the four forms of news stories (news, feature, column and editorial). Start by visiting [here](#) for an overview of the differences. Before you begin working on this, visit some sites that will help guide us in the best practices of writing editorials.

--- [The New York Times](#) (Click link)

--- ["How to Write an Editorial on any Topic in Five Steps"](#)

--- [Writing an Editorial](#)

When you write your editorial, there are several key things you should do (and these are covered on the website above, so you can return to them while working if you need to).

- Address your researched topic from a point of view that has relevance in our current society/world.
- Write an editorial that clearly falls into one of the four forms (interpret, criticize, persuade or praise—see “How to Write an Editorial” above).
- Make sure you have a “bottom line.” That’s the BIG claim of the piece, or what you’re used to thinking of as the “thesis” in an academic essay.
- Make sure you provide the opposition’s position on the topic and also make sure that you refute (explain why it’s wrong) that position.
- Provide clearly researched facts and expert opinions on the subject as you support your own claim.
- Use at least one of your sources (or if need be add a new one that will become part of your now 6 sources on the Works Cited page and 6 sources directly referred to in your papers.)
- Editorials do not use MLA format, but online ones frequently include links to other articles and materials that are referred to by the author as they make their point. You will be expected to use hyperlinking as a substitute for direct citations. These hyperlinks will allow you to count the source as one referred to and used directly in the paper.
- Create a “headline” that draws attention.
- Follow a logical order for the presentation of your argument.
- Use some creativity in the opening and ending to keep reader attention. (See the sites above.)

5. The Final Paper: Pulling the Unit Together—As we have discussed throughout the Shakespeare unit, directors have a great deal of discretion in how characters end up being portrayed, how themes are developed, and what key concepts about the play audiences walk away with. Our final paper attempts to bring together key concepts from your research with the way you’d like important aspects of *Macbeth* to be portrayed if you were the director. Some key things to keep in mind about writing this paper:

- Your paper will need to be at least 750 words long. It will probably be longer if you are meeting all the requirements given and doing a good job on it.
- Describe the version of *Macbeth* you would put on to most address the issues your research has made you aware of. Be sure to examine: A) setting (both where and when) B) Costumes C) Acting decisions—discussed in class and on the document you filled out in class as we read D) staging, including but not limited to props. You may use each of these as a subtopic if you’d like for organizational purposes.
- Explain how/ why your research has led you to believe these were the best choices to make in regard to *Macbeth*. This can be done before you address each subject in the bullet above, or it can be done after you’ve clearly described your choices. Either way, make clear WHY the choice helps illuminate something from your research. This would be a type of analysis. A warrant. It’s the thinking part!! Do not separate these two parts of your paper. For example, if you dedicate a paragraph to decisions regarding setting, and a separate paragraph to the explanation of why your research has led you to make this particular setting choice, make sure those two paragraphs are next to each other.

- Directly include research in your explanations. This can be in the form of quotes, statistics, images and/or paraphrases.
- Use MLA format for quotes and citations.
- Be sure to include at least two of your five sources in this paper.
- This may be written informally and may use the word "I". However, try to avoid "I think" and "I feel" along with "in my opinion". These are too generalized and somewhat distracting. Instead focus on being direct about what you would do: "The stage should have...;" "Costumes will emphasize..."
- You will hand this paper in bound with the other two papers and the Works Cited Page. This way you will have a complete project.