

### Course Description:

Exploration of British Literature covers in-depth literary analysis—comprehension and evaluation—using a wide variety of narrative texts from British literature. Texts cover eras from the Middle Ages through modern times. You will acquire the necessary skills for gaining a deeper understanding of literature and literary analysis. The course builds in depth and complexity, starting with instruction on explicit and implicit meanings, use of figurative language and literary devices, and development of central ideas and themes. You will integrate ideas from multiple texts to compare and contrast the treatment of narrative and structural elements. These skills serve as the foundation for understanding the ways in which literature and language evolve, and appreciating authors and styles from many eras of British literature.

In addition, you will complete extended responses to prompts based on the course readings as you expand the depth and scope of your critical thinking and analysis. You will analyze symbolic representations; make inferences; identify and analyze themes; compare characters, setting, and tone in multiple versions of a text; and analyze the impact of structure and meaning in storytelling. The course includes two writing projects: a fictional narrative in the style of Gothic Romanticism and a literary analysis comparing or contrasting two texts from different eras of British literature. In these projects, you will write in both short and extended forms. Emphasis is placed on the writing process, from note-taking and outline-making to revising and editing for content and style. You will then take a final writing assessment as well as a Final Exam. In addition, you will build your vocabulary and language skills with guided instruction and exercises, and engage with your classmates in discussions as part of each unit.

**Suggested Prerequisite:** English 12 (1 of 2)

### Course Objectives:

- Use textual evidence to make inferences and determine implicit and explicit meaning in literary texts.
- Analyze the organizational structure and the interactions, development, and impact of themes, central ideas, characters, settings, and events in literary texts.
- Analyze the use of figurative and connotative words in literary texts and the impact they have on meaning, mood, and tone.
- Analyze the ways in which understanding an author's perspective in a literary text requires identifying and inferring meaning.
- Analyze and evaluate multiple interpretations of a story, drama, or poem and the ways they compare to the source text.
- Read and interpret narrative texts and literary fiction.
- Use Greek or Latin affixes and roots, context, or reference materials to determine word meanings or parts of speech.
- Interpret and analyze the role of figures of speech and nuances in the meaning of words with similar denotations in literary texts.
- Distinguish between the meanings of general academic and domain-specific words and phrases.
- Participate appropriately in an academic discussion.
- Use knowledge of writing ideas, concepts, and strategies to write, revise, and publish a fictional narrative and literary analysis.

- Complete writing activities and projects in which the development, organization, content, and style are appropriate to task, purpose, and audience.

### Required Materials:

- word-processing software
- internet browser
- presentation software

### Course Overview:

Each unit begins with a brief description of the intended learning outcomes. Following the introduction are these standard activities, which may or may not be present in each lesson:

*Unit Vocabulary* – Includes key vocabulary words you will encounter in the unit's lessons and in the real world. Followed by graded workbook questions.

*Language Skill* – Includes activities on word usage and finding word meanings.

*Reading Skill* – Includes annotated readings and instruction in reading skills. Followed by graded workbook questions.

*Writing Skill and Activity* – Includes instruction in writing skills. The writing projects, which are assessments graded by the instructor, require you to apply your knowledge and writing capabilities to demonstrate you have mastered the lesson content. Writing projects for English 12 (2 of 2) are in Units 2 and 3 (fictional narrative) and Unit 5 (literary analysis essay).

*Checkpoint* – This graded activity uses 10 questions to assess your mastery of the lesson's objectives. You may take the Checkpoint up to three times.

*Discussion Board* – This academic discussion board gives you a chance to share your thoughts and ideas about the topics covered in a lesson.

*Exam Prep* – This activity presents a summary of the skills covered in a unit. In the last lesson of each unit, the Checkpoint activity is replaced with a comprehensive assessment:

*Unit Exam* – At the end of the unit is an exam that will assess your mastery of unit objectives. You may take the Unit Exam only once.

*Final Essay Writing Assessment* – This assessment is in the next-to-last lesson and tests how well you have learned the writing skills presented in the course. You may take the Final Essay Writing Assessment only once.

*Final Exam* – This exam is in the last lesson and consists of 26 questions that test you on key concepts and information from the course. You may take the Final Exam only once.

**Unit 1: Heroes (The Middle Ages, 400–1500)**

- Unit Vocabulary: Lesson 1
- Reading Skill: Lessons 1–4
- Reading Selections: Lessons 1–5
- Language Skill: Lessons 1–4
- Checkpoint: Lessons 1–4
- Discussion Board: Lessons 1, 3
- Language Skills Exam Prep: Lesson 5
- Reading Skills Exam Prep: Lesson 5
- Unit 1 Exam: Lesson 5

**Reading Selections**

- *Beowulf* (excerpts)
- “Sir Gawain and the Green Knight” and “Gawayne and the Green Knight: A Fairy Tale” (excerpts)
- *The Canterbury Tales*: “General Prologue,” “Wife of Bath’s Prologue,” and “Wife of Bath’s Tale” by Geoffrey Chaucer (excerpts)

**Unit 2: All the World Is a Stage (The Renaissance, 1500–1660)**

- Unit Vocabulary: Lesson 6
- Reading Skill: Lessons 6–9
- Reading Selections: Lessons 6–10
- Writing Skill: Lessons 6–10
- Checkpoint: Lessons 6–9
- Discussion Board: Lessons 7, 9
- Reading Skills Exam Prep: Lesson 10
- Unit 2 Exam: Lesson 10

**Reading Selections**

- *The Faerie Queene* by Edmund Spenser (excerpts)
- “The Sunne Rising” by John Donne
- “Breake of Day” by John Donne
- “Sonnet 18” by William Shakespeare
- “Sonnet 29” by William Shakespeare
- “Sonnet 55” by William Shakespeare
- “Sonnet 116” by William Shakespeare
- *Utopia* by Sir Thomas More (excerpts)
- *The Tempest* by William Shakespeare (excerpts)
- “Death Be Not Proud” by John Donne

**Unit 3: Goodbye to Romance (The Enlightenment/Neoclassic Period, 1660–1798, & Romantic Period, 1798–1837)**

- Unit Vocabulary: Lesson 11
- Reading Skill: Lessons 11–14
- Reading Selections: Lessons 11–15
- Writing Skill: Lessons 11–15
- Checkpoint: Lessons 11–14
- Discussion Board: Lessons 12, 14
- Reading Skills Exam Prep: Lesson 15
- Unit 3 Exam: Lesson 15

**Reading Selections**

- *Gulliver’s Travels* by Jonathan Swift (excerpts)
- *Ivanhoe* by Sir Walter Scott (excerpts)
- *The Mysteries of Udolpho* by Ann Radcliffe (excerpts)
- “La Belle Dame Sans Merci” by John Keats
- “Ozymandias” by Percy Bysshe Shelley
- “The Chimney Sweeper” by William Blake (two versions)
- *The Life and Adventures of Robinson Crusoe* by Daniel Defoe (excerpts)

#### **Unit 4: Imitation of Life (Victorian Period, 1837–1901)**

- Unit Vocabulary: Lesson 16
- Reading Skill: Lessons 16–19
- Reading Selections: Lessons 16–20
- Checkpoint: Lessons 16–19
- Discussion Board: Lessons 17, 19
- Reading Skills Exam Prep: Lesson 20
- Unit 4 Exam: Lesson 20

#### **Reading Selections**

- *Through the Looking Glass* by Lewis Carroll (excerpts)
- “The Adventure of the Speckled Band” by Sir Arthur Conan Doyle (excerpts)
- *The Importance of Being Earnest* by Oscar Wilde (excerpts)
- “The Charge of the Light Brigade” by Alfred, Lord Tennyson
- “The Darkling Thrush” by Thomas Hardy
- “Meeting at Night” by Robert Browning
- “How Do I Love Thee?” by Elizabeth Barrett Browning
- “The Soldier” by Rupert Brooke
- “Dulce et Decorum Est” by Wilfred Owen
- “Up-Hill” by Christina Rossetti

#### **Unit 5: Dawning of a New Era (Modern Period, 1901–Present)**

- Unit Vocabulary: Lesson 21
- Reading Skill: Lessons 21–24
- Reading Selections: Lessons 21–25
- Writing Skill: Lessons 21–25
- Checkpoint: Lessons 21–24
- Discussion Board: Lessons 22, 24
- Reading Skills Exam Prep: Lesson 25
- Unit 5 Exam: Lesson 25

#### **Reading Selections**

- *The War of the Worlds* by H. G. Wells (excerpts)
- “Strychnine in the Soup” by P. G. Wodehouse
- *Rebecca* by Daphne du Maurier (excerpts)
- “Musée des Beaux Arts” by W. H. Auden
- “Do Not Go Gentle Into That Good Night” by Dylan Thomas
- “Song of a Man Who Has Come Through” by D. H. Lawrence
- “Piano” by D. H. Lawrence
- “When You Are Old” by William Butler Yeats
- *The Fellowship of the Ring* by J. R. R. Tolkien (excerpts)

#### **Painting Selection**

- *Landscape with the Fall of Icarus* by Pieter Bruegel the Elder

**Unit 6: Future World (Modern Period, 1901–Present)**

- Unit Vocabulary: Lesson 26
- Reading Skill: Lessons 26–29
- Reading Selections: Lessons 26–29
- Checkpoint: Lessons 26–28
- Discussion Board: Lessons 27, 29
- Final Essay Writing Assessment: Lesson 29
- Final Exam Prep: Lesson 29
- Final Exam: Lesson 30

**Reading Selections**

- “The Hammer of God” by Arthur C. Clarke
- *The Hitchhiker’s Guide to the Galaxy* by Douglas Adams (excerpts)
- *Brave New World* by Aldous Huxley (excerpts)