



ST. GEORGE'S COLLEGE DEPARTMENT OF ENGLISH

**REVISED CURRICULUM GUIDE FOR FIRST FORM
SEPTEMBER 2015 TO JUNE 2016**

ENGLISH LITERATURE

FIRST FORM COURSE OUTLINE

RATIONALE

The English Literature Curriculum is organized so that students will appreciate different genres of literature. It is structured so as to arouse and stimulate a love of reading and an appreciation of various works of literature. In addition, it is intended for the students to learn about different experiences and cultures vicariously. The Curriculum is structured around an integration of English Language and English Literature.

Also, it is structured around the students acquiring various skills; skills of discussion, interpretation, analysis and evaluation on various aspects of a novel, a drama, and a poem.

TEXT	OBJECTIVES
First Semester - September to January	
<p>1. The Young Warriors by Vic Reid</p> <ul style="list-style-type: none"> - Author - Background of the novel (maroons and their settlement patterns) - Plot - Characters - Setting - Themes 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • relate the novel’s background (issue of maroon) to incidents of the novel. • identify major and minor characters. • recount the sequence of events (plot). • describe and analyze the characters and their characteristics. • identify and analyze the themes. • link information in the story to current experiences. • write poems/paragraphs/essays on various aspects of the book. • draw their interpretations on aspects of the book. • make dramatic presentations on sections of the book. • compare and contrast novels based on characters, themes, plot and setting.
<p>2. My Father Son-Son Johnson by C. Everard Palmer</p> <ul style="list-style-type: none"> - Author - Plot - Characters - Setting - Themes 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • identify major and minor characters. • recount the sequence of events (Plot). • describe and analyze the characters and their characteristics. • identify and analyze the themes. • link information in the story to current experiences. • write poems/paragraphs/essay on various aspects of the book. • draw their interpretations on aspects of the book. • do dramatic presentations on section of the text.

<p>Second Semester – February to May</p>	
<p>3. The Enchanted Island</p> <ul style="list-style-type: none"> - Shakespeare - Main difference between drama and prose - Setting - Characters - Themes - Plot <p>Stories</p> <ul style="list-style-type: none"> • Death of a Dictator • Wild-Cat for a Wife • A Pound of Flesh • Murder at Dunsinane • Hamlet, Prince of Denmark 	<p>Students should be able to</p> <ul style="list-style-type: none"> • define and Identify comedy, tragedy, tragic-comedy. • identify major and minor characters. • recount the sequence of events (plot). • describe and analyze the characters and their characteristic. • identify and analyze themes. • link information in the story with current happenings around. • write poems/paragraphs/essay on various aspects of the book. • draw their interpretations on aspects of the book. • make dramatic presentations on sections of the book. • compare and contrast the stories in the book.
<p>4. Poetry (to be studied in both semesters)</p> <p>Resource Materials:</p> <ul style="list-style-type: none"> ✓ Anthology of poems compiled by Audrey Housen ✓ A Comprehensive English Course Book 1 ✓ Bite In Stage 1 ✓ Sun Song Book 1 <ul style="list-style-type: none"> - Types of poems - Figurative Language - Persona - Narrator - Poet - Stanza 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • read for pleasure and meaning. • identify different types of poems. • differentiate between poet and persona/narrator. • identify figures of speech (simile, metaphor, alliteration, personification). • identify images (visuals, auditory, tactile etc). • identify symbols. • write paragraphs and essays on various aspects of the poems. • write poems. • identify mood and tone.