



# ST. GEORGE'S COLLEGE DEPARTMENT OF ENGLISH

## REVISED ENGLISH LITERATURE THIRD FORM COURSE OUTLINE SEPTEMBER 2015 to JUNE 2016

### RATIONALE

The English Literature Curriculum is organized so that students will appreciate different genres of literature to arouse and stimulate a love of reading and an appreciation of various works of literature. As well as for the students to learn about different experiences, 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 in interpretation, analysis and evaluation of the various genres; poetry, prose, drama and the various stylistic features and devices of these genres.

It must be understood that the third form English Literature curriculum is the spring board of the CXC CSEC examination. **All the books and poems are the set texts stipulated by the CXC CSEC syllabus for English Literature, for the period of September 2015 to June 2017.**

## POETRY

TEXT	OBJECTIVES
<p><b>A World of <i>Poetry</i> for CXC</b> by Mark McWatt and Hazel Simmons-McDonald; the following poems are selected from the CXC recommended list of poems for period 2015 – 2017</p> <p style="text-align: center;">Selected Poems</p> <p><i>Once Upon a Time</i> by Gabriel Okara</p> <p><i>Forgive My Guilt</i> by Robert P. Tristram Coffin</p> <p><i>A Contemplation Upon Flowers</i> by Henry King</p> <p><i>Orchids</i> by Hazel Simmonds-McDonald</p> <p><i>A Stone’s Throw</i> by Elma Mitchell</p> <p><i>Dreaming Black Boy</i> by James Berry</p> <p><i>Dulce et Decorum Est</i> by Wilfred Owen</p> <p><i>This is the dark time my love</i> by Martin Carter</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• read for pleasure and meaning.</li> <li>• identify different types of poems.</li> <li>• differentiate between poet and persona/narrator.</li> <li>• identify figures of speech/figurative literary devices (simile, metaphor, alliteration, personification, onomatopoeia, pun, etc.)</li> <li>• identify images (visual, auditory, tactile, gustatory and olfactory) and symbols.</li> <li>• identify the effectiveness of figures of speech/figurative expression/literary devices.</li> <li>• write paragraphs/essays on various aspects of the poems.</li> <li>• write poems.</li> <li>• discuss how the structure of a poem affects meaning and interpretation.</li> <li>• identify the mood and tone and how each affects meaning.</li> <li>• compare and contrast poems according to themes, literary devices, type and structure.</li> <li>• write comparative essays.</li> </ul>

## PROSE FICTION

TEXT	OBJECTIVES
<p><b>A World of <i>Prose</i> for CXC</b> by Hazel Simmonds-McDonald and Mark McWatt; the following stories are selected from the CXC recommended list of short stories for period 2015 – 2017</p> <p style="text-align: center;"><b>Selected Short Stories</b></p> <p><i>Shabine</i> by Hazel Simmonds-McDonald  <i>Emma</i> by Carolyn Cole  <i>The Man of the House</i> by Frank O’Conner  <i>Berry</i> by Langston Hughes</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"> <li>• identify major and minor characters.</li> <li>• recount the sequence of events (plot).</li> <li>• describe and analyze the characters and their characteristics.</li> <li>• identify and analyze themes.</li> <li>• link information in the story with current issues.</li> <li>• write poems/paragraphs/essays on various aspects of each story.</li> <li>• draw interpretations on different stories.</li> <li>• make dramatic presentations on the stories.</li> <li>• identify and discuss how language, cultural and social issues affect meaning, characterization and themes.</li> <li>• learn about other West Indian as well as non-West Indian cultures vicariously.</li> <li>• compare and contrast stories based on themes, characters, structure, plot and setting.</li> </ul>

## DRAMA

TEXT	OBJECTIVES
<p><i>Julius Caesar</i> by William Shakespeare</p>	<p><b>Students should be able to:</b></p> <ul style="list-style-type: none"><li>• Identify various genres of drama ( comedy, tragedy, tragic-comedy, romance, history)</li><li>• Know literary Jargons (protagonist, antagonist, soliloquy, aside, dramatic irony etc)</li><li>• Identify major and minor characters</li><li>• Recount major sequence of events (plot)</li><li>• Describe and analyze the characters and their characteristics</li><li>• Identify and analyze themes</li><li>• Link information in the play with current things happening around</li><li>• Write poems/ paragraphs/essays on various aspects of the play</li><li>• Draw interpretations on aspects of the play</li></ul> <p style="text-align: right;">• Id</p>

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