

Scope and Sequence

The Red Couch Reading Room's
British Literature



Copyright ©2020, The Red Couch Reading Room

www.redcouchreading.com

All rights reserved. Reproduction of material contained herein for personal use is permitted. Reproduction, publication, transmission in any form for personal, commercial, or school-wide use is prohibited. Please contact: cara@redcouchreading.com for permissions beyond personal applications. Thank you for respecting intellectual property rights.

-Cara L. Shelton (aka Miss Cara)

Course: RCRR's British Literature (Brit Lit): Take Your Place in the Great Conversation

Reading Strand	Writing Strand	Oral Strand
<p>Description: The goal of reading the texts assigned in <i>RCRR's Brit Lit</i> is to increase the student's critical and analytical competency. Emphasis will be placed upon five levels of interaction with the text:</p> <ol style="list-style-type: none"> 1. Comprehension: the fundamental understanding of the text at a literal level. Through modeled reading, discussing, and being responsible for higher-level texts, the student learns to be fully cognizant during reading, and begins to develop more mature comprehension. 2. Discernment of meaning: In lecture, homework, and discussion, the student will be encouraged to find and understand the implications and inferences in a text, along with the deeper meaning they create. 3. Analysis: In American Lit, the student is constantly aware of the text as a product of its historical and sociopolitical context. 4. Critic: In this course, the student will be reminded of the reality of authorship and will be steered toward understanding the implications for theme and message. 5. Debating Criticism: Student will be exposed to critical analysis and guided through a process of examining the criticism via comparison with each of the major texts. <p>Student competency will be evaluated through reading comprehension quizzes, and study questions in written or oral discussion format.</p> <p>Vocabulary study is a critical element of competency, and each major unit includes a vocabulary component with assessment. Semester writing assignments provide extensive insight into a student's grasp of the works studied and their ability to work with elements of the text.</p>	<p>Description: Early in the course, we will cover a series of lessons on writing the literary essay. Learning to write well, to write persuasively, to write with grace and style, is as much an art as it is a science, but the first unit we cover will provide both examples, a template, and helps for the students. Writing will be heavily emphasized in <i>British Literature</i>, with focus on the following goals:</p> <ol style="list-style-type: none"> 1. Master paragraph construction. Utilize the Toulmin method of argumentation for crafting literary analysis papers. 2. Understand how to correctly format a literary analysis paper, including specific introduction, supporting paragraph, and conclusion requirements. 3. Reinforce writing style tips to help bring grace and elegance to the expression of students' thoughts. <p>In <i>Brit Lit</i>, the student will receive a writing packet each semester entitled <i>Occupa Locum Tuum in Conloquio Magno (Take Your Place in the Great Conversation)</i>.</p> <p>This packet includes a selections of literary responses, from which - together with their on-site teacher (parent or tutor) - the student will select four of the possible</p>	<p>Description: The student will participate in-class in dramatic readings of literary selections from a variety of genres including:</p> <ul style="list-style-type: none"> • Poem • Speech or essay • Scene from a play • Sustained reading of a novel • Reader's Theater <p>Each semester, students will prepare to participate in a Socratic seminar around one of the works they have read. The student will:</p> <ul style="list-style-type: none"> • Take notes to prepare for oral presentation • Use relevant textual detail to support their assertions • Explain how textual quotes support points • Cite information sources • Use body language and eye contact to indicate active listening • Pose and respond to questions • Use appropriate transitions to build on or change topics • Summarize and clarify ideas

The following texts will be covered during this course. **The highlighted texts must be purchased for the class by the student/parent. Any version is acceptable, unless noted, but it must be unabridged and the student must be free to mark in it.** Other items (short stories, essays, poems, plays) will be provided via pdf for the student to print out or read on an e-reader (of course, you are always welcome to procure a hard copy of any of the works, or to use a copy you own):

Unit 1: Medieval Foundations - 6 weeks

- **Beowulf** (Please get the "new verse translation by Seamus Heaney" - ISBN 978-0-393-32097-8)
- Canterbury Tales (Excerpts), Chaucer
- The Magna Charta
- Sir Gawain and the Green Knight

Unit 2: The Renaissance Era - 4 weeks

- *A Modest Proposal*, Jonathan Swift
- ***Hamlet*, Shakespeare**
- Edmund Spenser, poetry, excerpted from The Faerie Queene
- Assorted poems, samples from works of John Donne, John Milton, introduction to Shakespearean sonnet

Unit 3: Romantic Era - 4 weeks

- ***Frankenstein*, Mary Shelley**
- Poets: Wordsworth, Lord Byron, Rosetti, Browning, Tennyson, Robert Burns, Percy Shelley, Blake

Unit 4: Literary Realism - 3 weeks

- ***Jane Eyre*, Charlotte Bronte**

response prompts to respond, forming their semester writing project. Estimated formal writing word count (for the year, divided between the two semester-long writing projects): 12,000.

Grammar/Composition Instruction: Each of the 30 class lessons will include a writing instruction component with applications designed to help the students apply their grammar and style knowledge to their writing. Based on **Strunk & White's *Elements of Style, 4th edition***, students will be led through a brief discussion of the text, after which they will complete a worksheet based on the lesson. This classic work of English grammar and composition will serve students for a lifetime. By purposefully developing understanding of its many features and points, students will not only sharpen their skills, but become acquainted with a resource for the future.

Vocabulary: Each unit in the literature course is accompanied by a vocabulary unit. Words drawn from the major works of the unit are assigned, uploaded to quizlet for study games, and weekly puzzles, games, or study helps are available with each lesson. A quiz over the vocabulary occurs at the end of the unit.

Unit 5: Victorian Literature - 5 weeks

- *Tale of Two Cities*, Dickens
- *The Adventure of the Speckled Band*, Doyle
- *A Cup of Tea*, Mansfield

Unit 6: Modernism & Post-Modernism - 3 weeks

- *Room with a View*, E.M. Forster
- *The Rocking Horse Winner*, DH Lawrence
- *The Nightingale and the Rose*, Oscar Wilde
- *The Open Window*, Saki
- Poetry, samples from works of: Yeats, Dylan Thomas

Unit 7: Playwrights & Essayists - 2 weeks

- *Pygmalion*, George Bernard Shaw
- (Essays) G.K. Chesterton
- (Speeches) Winston Churchill, Elizabeth I

Unit 8: The Unparalleled Children's Literature of Britain: 3 weeks

- *Wind & the Willows*, Graham, excerpt
- *Alice Through the Looking Glass*, Carroll, excerpt
- *various*, Beatrix Potter
- *The Lion, the Witch, & the Wardrobe*, Lewis