

## English 11 Enriched / English Literature 12

"Time is a river...and books are boats. Many volumes start down that stream, only to be wrecked and lost beyond recall in its sands. Only a few, a very few, endure the test of time and live to bless the ages following" (R.W. and Rev. Joseph Fort Newton, *The Lost Symbol*).

English 11 Enriched / Literature 12 explores the development of English literature through a selection of the greatest works of British literature of the last 1500 years, from the heroic tales of the Anglo-Saxons to the poetry of the modern age. The course focuses on the thought and culture expressed in English literary texts, and encompasses a range of voices throughout history that have contributed to the development of our English literary heritage.

The course views emerging literary traditions through the lens of history, and traces the changes in thought and Western civilization through the window provided by insightful texts that have stood the test of time. Students will examine how our definition of literature has expanded over time and how literature both reflects and influences culture. Students will analyze literary works for close reading and as reflections of social, political, and historical forces, and address the following central questions:

- What is "literature", and how has our concept of literature changed over time?
- Why do some works stand the test of time? What is our literary heritage, and how do authors influence future authors?
- What is the "human condition" and how can literature help us to find meaning and make sense of a world that is constantly changing?

Some of the objectives of this course are to:

- Appreciate evolving literary traditions and explore the development of English literature by studying significant works of literature within their historical context, and demonstrate an understanding of how literary works reflect the attitudes, values, and issues of the time period in which they were written
- Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts
- Make personal connections between self, text, and world and explore ideas within, between, and beyond texts
- Improve skills in the areas of critical and creative thinking, literary interpretation and analysis, and academic writing
- Engage in philosophical reflection, and develop personal values and artistic sensitivity
- Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view, and appreciate the diversity within and across First Peoples societies as represented in texts.
- Recognize the impact of personal, social, and cultural identities in First Peoples texts, and delve into how First Peoples texts provide insight into key aspects of Canada's past, present and future

This course is a combined course (Composition 11 Enriched *and* Literary Studies 12: English Literature). It is the "pre-AP" course for those interested in taking Advanced Placement English in grade 12. Grade 11 students registered in English 11 Enriched/ Literature 12 will receive credit for their Grade 11 English class as well as Literature 12, and can take Advanced Placement English Literature and Composition in their grade 12 year. \*Grade 12 students may also take this course as an elective.

\*First Peoples 11: Students are now required to take a *First Peoples* course for graduation (in Grade 10, 11, or 12). As part of English Studies 11, as we study the "canon" and the development of English Literature, we will also be reading works by First Nations authors. Across cultures, literature helps us to ask questions about the human condition, capture our personal stories and the stories of our culture, and make sense of a world that is constantly changing. Literature 12 is the "story" of English literature, but we

can also make text-to-text and thematic connections with other First Nations voices to explore not only the ideas and literature of Western Civilization, but also the kinship of ideas shared across cultures, for there is more that unites us than what sets us apart.

#### Evaluation:

- Your grade will be determined from your proficiency in reading, speaking, and writing.
- The grading for this class will be *cumulative* in nature – your marks from each report card will not be averaged to calculate your final grade for the course. We become better writers over time with practice, so assessment of your work must take this into account in order to be fair and accurate. Your grade is not simply an accumulation of points, but a snapshot of your proficiency in meeting the curricular outcomes for the course.
- Students will generally not be able to redo or revise tests or finished and graded assignments (unless told otherwise).
- I am available for extra help during flex time. I will not have conversations about grades/percentages, or discuss final marks until the end of the course, but I am always happy to discuss your learning / progress.
- It is important to complete assignments on time. If you hand in an assignment extremely late or after it has already been handed back, you may not be able to complete that particular assignment.
- **Comprehend and Connect (Writing and Reading): 50%** (written responses and tests/ quizzes.) **Many writing assignments** will be completed **IN CLASS**. Other assignments will be completed and submitted on the computer via MS Office 365 Teams. Students who miss an in-class writing assignment need to make-up the assignment within a timely manner, or they may lose the opportunity to write that particular assignment. If you are ill, you **must** stay home (you can stay in touch via email and the class blog), but you need to be responsible and find out what you missed and bring a note from a parent to verify the reason for your absence.
- **Create and communicate: 45%**  
**Writing /creative assignments/ projects** that demonstrate or represent your critical and creative thinking. It is important to complete all assignments on time.  
This category will also include some journal responses and reader response entries; for these, you will receive descriptive feedback for improvement and have the opportunity to improve and polish your favourite pieces.
- **Speaking / Discussion: 5%:** You will be expected to share your ideas with the group to contribute to the group knowledge of the class. You will be evaluated for your ability to express your thoughts clearly and effectively and respond to the ideas of others.

**Independent reading:** *"If you want to be a writer, you must do two things above all others: read a lot and write a lot."* (Stephen King)

Reading widely is the best way to improve your vocabulary and composition skills, and will help you in all of your subject areas.

#### Course Materials

The main text for Literature 12 is Adventures in English Literature. Other sources will include Hamlet, and may include Mary Shelley's Frankenstein, other short texts and another novel.

**If you have any questions, please contact me at: [Bryn.Williams@burnabyschools.ca](mailto:Bryn.Williams@burnabyschools.ca)**

**Course readings may include** (but may not be limited to the following, and subject to change):

### **1. THE MIDDLE AGES 449-1485**

**The Anglo-Saxon Period** from Beowulf

**The Medieval Period**

Anonymous

from Sir Gawain and the Green Knight

Geoffrey Chaucer

from The Canterbury Tales -- "The Prologue", "The Pardoner's Tale"

Anonymous ballads

"Bonnie Barbara Allan", "Sir Patrick Spens", "Get Up and Bar the Door", "Bonnie George Campbell"

### **2. THE RENAISSANCE AND 17<sup>TH</sup> CENTURY 1485-1660**

Petrarch

Selections from sonnets

**The Elizabethan Age**

Sir Thomas Wyatt

"Whoso List to Hunt" and "Divers Doth Use"

Edmund Spenser

Sonnets 67, 75, and 79

Sir Philip Sidney

Sonnet 31

Christopher Marlowe

"The Passionate Shepherd to his Love"

Sir Walter Raleigh

"The Nymph's Reply to the Shepherd"

William Shakespeare

Sonnets 18, 29, 30, 73, 116, 130

Hamlet

Francis Bacon

"Of Studies" (prose)

**The Jacobean Age**

John Donne

"A Valediction Forbidding Mourning", "Holy Sonnets 14 and 10", "Meditation 17"

George Herbert

"Easter Wings" and "Virtue"

Andrew Marvell

"To His Coy Mistress"

Robert Herrick

"To the Virgins"

Sir John Suckling

"The Constant Lover", "Why So Pale and Wan?"

Richard Lovelace

"To Lucasta, on Going to the Wars"

King James Bible

Genesis, 2-3, Psalm 8, 1 Corinthians, 13

**The Puritan Age**

John Milton

"On His Blindness", "On His Having Arrived at the Age of Twenty-Three"

Selections from Paradise Lost

Samuel Pepys

"The Fire of London" (prose)

### **3. THE RESTORATION AND EIGHTEENTH CENTURY 1660-1798**

**The Age of Reason / Enlightenment**

Lady Mary Chudleigh

"To the Ladies"

Alexander Pope

from "The Rape of the Lock"

Jonathan Swift

A Modest Proposal, and selections from Gulliver's Travels

**The Pre-Romantics**

Thomas Gray

"Elegy Written in a Country Churchyard"

Robbie Burns

"To a Mouse"

William Blake

"The Lamb", "The Tyger"

### **4. THE ROMANTIC AGE**

**1798-1832**

William Wordsworth

"My Heart Leaps Up", "The World Is Too Much With Us", "Tintern Abbey"

Samuel Taylor Coleridge

"The Rime of the Ancient Mariner", "Kubla Khan"

George Gordon, Lord Byron

"Apostrophe to the Ocean", "On This Day I Complete My Thirty-Sixth Year"

Percy Bysshe Shelley

"Ode to the West Wind", "Ozymandias"

John Keats

"Ode to a Nightingale", "When I Have Fears", "To Autumn", "Ode on a Grecian Urn"

Mary Shelley

Frankenstein

### **5. THE VICTORIAN AGE**

**1832-1900**

Alfred, Lord Tennyson

"Ulysses", "Crossing the Bar", "Break, Break, Break", from "In Memoriam"

Elizabeth Barrett Browning

"Sonnet 43"

Robert Browning

"My Last Duchess"

Emily Bronte

"Song"

Matthew Arnold  
Thomas Hardy  
Emily Dickinson

“Dover Beach”  
“The Darkling Thrush”  
“Because I Could Not Stop for Death”

### **6. 20<sup>TH</sup> CENTURY**

Wilfred Owen  
William Butler Yeats  
TS Eliot  
Dylan Thomas  
Stevie Smith  
Margaret Atwood

“Dulce et Decorum Est”  
“The Second Coming”, “Sailing to Byzantium”  
“The Hollow Men”  
“Do Not Go Gentle Into That Good Night”, other selections  
“Pretty”  
“Disembarking at Quebec”

Readings will also include selections from First Nations authors throughout the course.

### **Classroom Routines This Year:**

- **Social distance** if possible– I will arrange a seating plan, so please use the same desk (the seating plan may change!)
- **Wash hands** frequently and sanitize your hands on entering the building.
- Show respect to other students in their choice about whether to wear a mask

### **Extending the class online: Microsoft Office Teams**

\*You can see instructions for MS Office Teams on the school website:

<https://north.burnabyschools.ca/blog/2021/08/15/office-365-for-students-at-north/>

- I will use **Microsoft Office 365 Teams** to post a “Shape of the Day” in the General discussion channel. I may also include readings, and resources. If you are away, check the “Shape of the Day” post.
- *If the school were to temporarily close to in-person classes, the class would move to MS Teams.*
- Any assignments submitted on MS Teams:

Many assignments will be written by hand in the classroom. However, some assignments are to be submitted on MS Office Teams -- these will be posted in the “Assignments” tab (but will also come up under the post for the day), and already formatted for you to complete. Open the document on MS Teams, *edit* the document and submit it.

*If you happen to be working first in a Word document, or even in googledocs, copy and paste your work into the document posted in “Assignments”.* Do not attach a PDF, or links to googledocs.

- Photographs of your writing will ***not*** be accepted (they are really too hard to read!)
- Use size 12 font, double-spaced, in Times New Roman or Arial or Calibri.
- Put your first and last name and block at the top of the document

### **Use of MS Teams:**

We *may* also use MS Teams for “chat” book club discussions (one of the tabs on the left under “General”). Remember that this platform is an extension of the classroom; Office Teams is a place where we do course work – it is not for casual conversations, and conversation must remain respectful and “professional”.

You can also post any questions you might have in the “Questions / Assignment Help” channel (do not post in the General Discussion channel).

**Contact me:** [Bryn.Williams@burnabyschools.ca](mailto:Bryn.Williams@burnabyschools.ca)

