

**Dawood Public School**  
**Course Outline 2017-18**  
**English Literature**  
**Class IX**

<b>AUGUST</b>	<b>TOPIC</b>
	<b>Historical Aspect of literature</b>
	<b>Shakespeare as a playwright</b>
	<b>Works of Jane Austen</b>
	<b>Discussion on Macbeth (Act I/II/III)</b>
	<b>Mansfield Park (VOL I)</b>
	<b>Story of Ourselves</b>
	➤ no. 3 Charles Dickens, 'The Signalman'
<b>Songs of Ourselves (Vol I)</b>	
➤ Fleur Adcock, 'For Heidi With Blue Hair'	
➤ James K Baxter, 'Elegy For My Father's Father'	

<b>SEPTEMBER</b>	<b>TOPIC</b>
	<b>Mansfield Park (VOL I)</b>
	<b>Macbeth (Act III/IV)</b>
	<b>Story of Ourselves</b>
	➤ no. 9 H G Wells, 'The Door in the Wall'
	➤ no. 16 Evelyn Waugh, 'An Englishman's Home'
<b>Songs of Ourselves (Vol I)</b>	
➤ Elizabeth Bishop, 'One Art'	
➤ Boey Kim Cheng, 'Reservist'	

<b>OCTOBER</b>	<b>TOPIC</b>
	<b>Mansfield Park (VOL II)</b>
	<b>Macbeth (Act V)</b>
	<p style="text-align: center;"><b>Story of Ourselves</b></p> <ul style="list-style-type: none"> <li>➤ no. 18 Ray Bradbury, 'There Will Come Soft Rains'</li> <li>➤ no. 23 Alex La Guma, 'The Lemon Orchard'</li> </ul>
	<p style="text-align: center;"><b>Songs of Ourselves (Vol I)</b></p> <ul style="list-style-type: none"> <li>➤ Emily Brontë, 'Cold In The Earth'</li> <li>➤ Robert Browning, 'Meeting At Night'</li> <li>➤ Emily Dickinson, 'Because I Could Not Stop For Death'</li> </ul>

<b>NOVEMBER</b>	<b>TOPIC</b>
	<b>Mansfield Park (VOL II)</b>
	<p style="text-align: center;"><b>Songs of Ourselves (Vol I)</b></p> <ul style="list-style-type: none"> <li>➤ Philip Larkin, 'The Trees'</li> </ul>
	<b>REVISION</b>

**DECEMBER**

**MID TERM EXAMS**

<b>JANUARY</b>	<b>TOPIC</b>
	<b>Manfeild Park (VOL III)</b>
	<b>Story of Ourselves</b>
	<ul style="list-style-type: none"> <li>➤ no. 25 V S Naipaul, 'The Enemy'</li> <li>➤ no. 31 Bessie Head, 'The Village Saint'</li> </ul>
	<b>Songs of Ourselves (Vol I)</b>
	<ul style="list-style-type: none"> <li>➤ Charlotte Mew, 'The Trees Are Down'</li> <li>➤ Grace Nichols, 'Praise Song For My Mother'</li> </ul>

<b>FEBRUARY</b>	<b>TOPIC</b>
	<b>Manfeild Park (VOL III)</b>
	<b>Story of Ourselves</b>
	<ul style="list-style-type: none"> <li>➤ no. 32 Bernard MacLavery, 'Secrets'</li> <li>➤ no. 33 John McGahern, 'The Stoat'</li> </ul>
	<b>Songs of Ourselves (Vol I)</b>
	<ul style="list-style-type: none"> <li>➤ Wilfred Owen, 'Anthem For Doomed Youth'</li> <li>➤ Siegfried Sassoon, 'Attack'</li> </ul>

<b>MARCH</b>	<b>TOPIC</b>
	<b>Manfeild Park (VOL III)</b>
	<p style="text-align: center;"><b>Story of Ourselves</b></p> <ul style="list-style-type: none"> <li>➤ no. 35 Boden Deal, 'The Taste Of Watermelon'</li> </ul>
	<p style="text-align: center;"><b>Songs of Ourselves (Vol I)</b></p> <ul style="list-style-type: none"> <li>➤ Stephen Spender, 'My Parents'</li> <li>➤ Alfred, Lord Tennyson, 'Song: Tears, Idle Tears'</li> <li>➤ Hone Tuwhare, 'Friend'</li> </ul>

<b>APRIL</b>	<b>TOPIC</b>
	<b>REVISION TO ALL THE ABOVE</b>

**MAY:**

**FINAL EXAMINATION**

**The assessment objectives in Cambridge O Level Literature in English are:**

**AO1**

Show detailed knowledge of the content of literary texts

**AO2**

Understand the ways literary texts can be interpreted from surface level to deeper awareness of ideas and attitudes and their contexts

**AO3**

Recognize and appreciate ways in which writers use language

**AO4**

Recognize and appreciate ways in which writers achieve their effects (e.g. structure, plot, characterization, dramatic tension, imagery, rhythm, setting and mood)

**AO5**

Communicate a sensitive and informed personal response to what is read.

**COURSE OBJECTIVES:**

- Students will acquire familiarity with a wide range of literary terms and categories relating to literary history, theory, and criticism, including figurative language and prosody.
- Students will demonstrate an ability to grasp and synthesize ideas in literary form and use literary terms in historical contexts.
- Students will develop an appreciation of how the formal elements of language and genre shape meaning. They will recognize how writers can transgress or subvert generic expectations, as well as fulfill them. And they will develop a facility at writing in appropriate genres for a variety of purposes and audiences.
- Students will gain knowledge of the major traditions of literatures written in English, and an appreciation for the diversity of literary and social voices within—and sometimes marginalized by—those traditions.
- They will develop an ability to read texts in relation to their historical and cultural contexts, in order to gain a richer understanding of both text and context, and to become more aware of themselves as situated historically and culturally.
- Students will develop the ability to read works of literary, rhetorical, and cultural criticism, and deploy ideas from these texts in their own reading and writing. They will express their own ideas as informed opinions that are in dialogue with a larger community of interpreters, and understand how their own approach compares to the variety of critical and theoretical approaches.

- Students will be able to identify topics and formulate questions for productive inquiry; they will identify appropriate methods and sources for research and evaluate critically the sources they find; and they will use their chosen sources effectively in their own writing, citing all sources appropriately.
- Students will demonstrate the skills needed to participate in a conversation that builds knowledge collaboratively: listening carefully and respectfully to others' viewpoints; articulating their own ideas and questions clearly; and situating their own ideas in relation to other voices and ideas. Students will be able to prepare, organize, and deliver an engaging oral presentation.
- Students will develop a passion for literature and language. They will appreciate literature's ability to elicit feeling, cultivate the imagination, and call us to account as humans. They will cultivate their capacity to judge the aesthetic and ethical value of literary texts—and be able to articulate the standards behind their judgments. They will appreciate the expressive use of language as a fundamental and sustaining human activity, preparing for a life of learning as readers and writers.