



Literature

Paula D'Alessandro

6° E-H

SYLLABUS



ACHIEVEMENT AIMS

Candidates will be required to demonstrate:

- Ability to respond to texts in the three main forms (Prose, Poetry and Drama) of different types and from different cultures.
- Understanding of the ways in which writers' choices of form, structure and language shape meanings.
- Ability to produce informed, independent opinions and judgements on literary texts.
- Ability to communicate clearly the knowledge, understanding and insight appropriate to literary study.
- Ability to appreciate and discuss varying opinions of literary works.



CONTENTS

Prose: Selected stories from *Stories of Ourselves*

Construction of character, setting and plot. Literary devices. Different narrative styles and techniques. Traditional themes and post-colonial concerns: the short story as a tool for 'writing back' to the colonial centre. Thematic connections between short stories. Reading and analysis of critical articles.

- *Elephant* by Raymond Carver
- *The Taste of Watermelon* by Borden Deal
- *How It Happened* by Arthur Conan Doyle
- *The Hollow of the Three Hills* by Nathaniel Hawthorne
- *The Rain Horse* by Ted Hughes
- *The Destructors* by Graham Greene
- *The Fly in the Ointment* by V. S. Pritchett
- *Sandpiper* by Ahdaf Soueif



- *The Door in the Wall* by H. G. Wells
- *The Happy Prince* by Oscar Wilde
- *The Custody of the Pumpkin* by P. G. Wodehouse
- *The Lady in the Looking Glass: A Reflection* by Virginia Woolf

Drama: *Philadelphia, Here I Come* by Brian Friel

- **Background:** Ireland in the 1960s. Joycean paralysis and frustrated escape. The role of the Catholic Church. Women and marriage.
- **The play:** Characterisation strategies. The public and the private selves. The use of local colour. Intertextual relationships: 'California, Here I Come'. Use of language for dramatic effect. The importance of stage directions. Imagery and symbolism. Making sense of an open ending. Themes: gender roles, paralysis, denial, frustration. Generation gaps.



**ASSESSMENT AND EVALUATION
CRITERIA**

Process evaluation will be the course's asset. A range of evaluation techniques will be needed for this purpose: oral presentations, written assignments, written tests and a mid-year and final exams. If students should have to take a December/February exam, they will be asked to hand in their complete booklets plus the essays and assignments written along the course.

Warning against plagiarism

Assignments are individual tasks and not group activities, unless explicitly indicated as group activities.

Copying of text from other students or from other sources, for instance study guides or Internet resources is not allowed. Only brief quotations are allowed and then only if indicated as such.

You should reformulate existing text and use your own words to explain what you have read. It is not acceptable to retype existing text and just acknowledge the source in a footnote.

Be warned: students who submit copied text will obtain a mark of one, as well as that student whose text has been copied. Be careful and do not make your work available to anyone.



Colegio Santa María

Mixto - Bilingüe



MATERIALS

- Booklets
- Computers
- Television and necessary connecting devices
- Internet connection



BIBLIOGRAPHY

- Literature Prose Booklet 2019 containing a selection of short stories from *Stories of Ourselves: The University of Cambridge International Examinations Anthology of Short Stories in English* by Cambridge International Examinations (see list above) and activities on the stories
- Literature Drama Booklet 2019 containing the play *Philadelphia, Here I Come* by Brian Friel and activities on the play.
- Internet resources