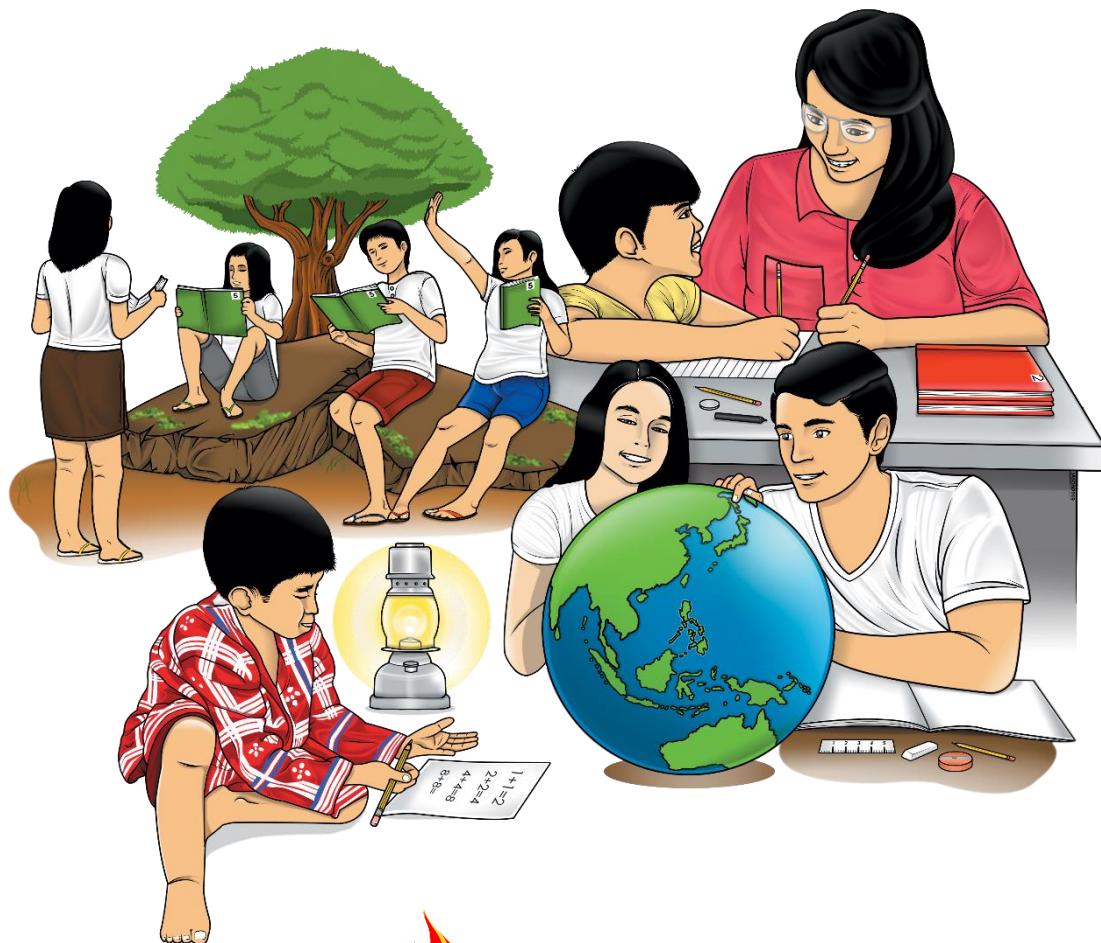


# ENGLISH FOR ACADEMIC AND PROFESSIONAL PURPOSES

## Quarter 1 – Module 3 Approaches in Literary Criticism



# **English for Academic and Professional Purposes – Grade 11/12**

## **Alternative Delivery Mode**

### **Quarter 1 – Module 3: Approaches in Literary Criticism**

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**SENIOR HIGH SCHOOL**

# **English for Academic and Professional Purposes**

## **Quarter 1 - Module 3:**

### **Approaches in Literary Criticism**



## **Introductory Message**

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



## What I Need To Know

### For the Learners

Congratulations for completing module 2! You have come to module 3. You are now ready for the next step of learning English for Academic and Professional Purposes. This module will let you try to go beyond reading and start writing a reaction paper that will reveal your reflection and views about an event, a person, a product or a performance. To learn more effectively, do not forget to enjoy learning. Good luck!

### Module Content

This is where you start to do critical reading and write your understanding and reaction to what you are reading. This will help you appreciate the texts you are reading and will also develop your critical thinking skills.

These competencies are covered in the following lessons:

- form opinions based on facts (**CS-EN11/12A-EAPP-Id-f-11**),
- cite specific sources to support claim (**CS-EN11/12A-EAPP-Id-f-12**),
- use appropriate language for a specific discipline (**CS-EN11/12A-EAPP-Id-f-14**),
- raise legitimate, contrary views in an appropriate manner (**CS-EN11/12A-EAPP-Id-f-15**), and
- use appropriate critical approaches in writing a critique such as formalism (**CS-EN11/12A-EAPP-Id-f-16**).

### Objectives:

Here are the things that you are expected to learn at the end of this module:

1. differentiate the different approaches in literary criticism,
2. write objective assessments, and
3. express ideas in appropriate language and manner.

### General Instructions

To do well in this module, you need to remember the following:

1. Read texts carefully so that you can easily comprehend what you are reading.
2. Answer questions with all honesty. Success does not come from copying from others. It is made possible by trying hard on your own so that you can learn even from your mistakes.
3. Review your answers. It is safe to go back and think about what you have

- written. This can help you lessen if not avoid errors.
4. Follow instructions given and ask if there is something that you did not understand.
  5. Do the tasks given and do not delay in submitting your requirements. This can help you avoid having a pile of unfinished activities.
  6. Feel free to communicate with your teacher. There is no harm in asking for clarification so that you will not be lost in confusion.
  7. Remember to review every time you are done answering the activities.
  8. Have fun as you learn. This course is very important no matter what your strand is. When you have fun, you can easily learn the lessons.

### For the Facilitator

Your role is to help learners be able to do more critical thinking and apply strategies that will help them express their ideas. Encourage the learners to create their own outputs and assist them in the lessons that they may find difficult. Please take note of the following:

1. Explain to the learners the different parts of the module and how it should be used.
2. Do not give points to their answers in the process questions; rather, use their responses as your formative assessment. This will give you an idea of how the learners process their understanding.
3. Monitor their answers and remember to give feedback whenever necessary. Every time they submit an output, give your feedback so that they can immediately correct and adjust.
4. The self -review will help you assess how ready they are for the next lesson. See what they have chosen so that you can help them if they have chosen the icon that refers to having more difficulty.
5. Use the **What's More** activities as scaffolds for them to do the **What I Can Do** activity which is the application part of the lesson.

As a facilitator, you do not need to do lectures since the module is already talking to the learner. God bless!



## What I Know

Let us check your prior knowledge about this module's coverage.

**Direction:** Choose the letter of the best answer. Write your answer in your activity notebook.

1. Which of the following is NOT true about the reaction paper?
  - A. It is purely made of opinions.
  - B. It conveys incisive insights into its analysis of events.
  - C. It may include the main purpose of the event.
  - D. It is mainly written to communicate a fair assessment.
  
2. Which of the following can be a form of a reaction paper?
  - A. Lyric Poem
  - B. Survey Report
  - C. Movie Review
  - D. Anecdotal Report
  
3. Which of the following is needed to make objective assessment?
  - A. Facts
  - B. Opinions
  - C. Reactions
  - D. Traditions
  
4. Which of the following is NOT a form of reaction paper?
  - A. Appeal
  - B. Protest
  - C. Reflection
  - D. Report
  
5. Why should we cite specific sources?
  - A. It helps support claims.
  - B. It makes the paper longer.
  - C. It adds to the creativity.
  - D. It makes the paper interesting.
  
6. Which critical approach focuses on understanding ways gender roles are reflected or contradicted by texts?
  - A. Reader-response
  - B. Feminism
  - C. Historicism
  - D. Marxist

7. Which critical approach focuses on ways texts reflect, reinforce, or challenge the effects of class, power relations, and social roles?

- A. Reader-response
- B. Feminism
- C. Historicism
- D. Marxist

8. Which critical approach focuses on understanding texts by viewing texts in the context of other texts?

- A. Reader-response
- B. Feminism
- C. Historicism
- D. Marxist

9. Which critical approach focuses on each reader's personal reactions to a text?

- A. Reader-response
- B. Feminism
- C. Historicism
- D. Marxist

10. Which critical approach focuses on "objectively" evaluating the text, identifying its underlying form. It may study, for example, a text's use of imagery, metaphor, or symbolism?

- A. Reader-response
- B. Media Criticism
- C. Historicism
- D. Formalism



Key to answers on page 37

# Lesson 1

## Objective Assessment



### What's In

In module 1 and 2, you have learned about reading academic texts. This time, you will start analyzing the texts to be able to share insights that are based on your objective assessment of the texts.

In this lesson, you will try to form opinions based on facts, cite specific sources to support claims and present ideas convincingly. All these are very important so that you can have an objective assessment.

Let us start this module, by doing lesson 1 which is focused on objective assessment. The most important thing to do in this lesson is to be able to assess what you are reading objectively.

The activities you will do will help you go through the journey one step at a time so you have to accomplish them with care. Have fun!

*Source: English for Academic and Professional Purposes Teaching Guide, Department of Education, 2016)*

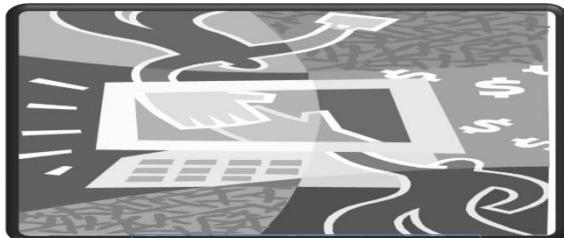


### What's New

#### Activity 1. Prepare yourself

Take a look at this picture. What can you say about it? List down what you think in the dialogue box given below. Write your answer in your activity notebook.

**Begin here:**



Picture from Microsoft office clip art

1. What are your bases of listing down those words?

2. Are the words in your list based on facts? How do you know?

3. Do you consider your list as your opinions? Why?



### **What Is It**

You have listed some opinions. Opinions are your own views of certain issues or concerns. There are words that you can use when expressing your opinion. Here are some phrases that you can use:

*I think...*

*From my point of view*

*I believe...*

*From my perspective*

*I feel...*

*In my view*

*In my opinion...*

*It seems to me that*

*I would say...*

(Source: <https://learningenglish.voanews.com/a/how-to-express-your-opinions-in-english/4755937.html>)

These are examples of ways to express your opinion:

*I think* technology is harmful.

*In my view*, technology is not useful and helpful.

*In my opinion*, technology is very important nowadays.

You may also just state your opinions without using those phrases. You can just say, *Technology is harmful* but only when you are in an informal situation. If you are in a formal setting, it would be appropriate to use those phrases.

You are entitled to your own opinions, but these opinions must be based on facts so that you will not be biased.

It is very important that you will not be focused only on giving opinions. You must also look for information that will help support your opinion because -

- this will add to the credibility and validity of your opinion; and
- more will believe you if what you express is strongly supported with information that are true and correct.

A very important expository discourse that you must learn how to write is the reaction paper, review, or critique. It is mainly written to communicate a fair assessment of situations, people, events, literary and artistic works and performances. Whether a social commentary, or a critical judgment, it conveys incisive insights into its analysis of events, its interpretation of the meaning or importance of a work or artifact, or its appreciation of the moral or aesthetic values reflected in the work or performance. It may include the main purpose of the event; the devices and strategies employed; an evaluation of its success or failure; and an assessment of its significance and relevance, timeliness or timelessness. (English for Academic Purposes Teacher's Guide, DepEd, 2016)



### What's More

#### Activity 2. Learn it.

Let us try to go back to the issue revealed by the picture in Activity 1: **What do you think about Technology?** Express your opinions about it.

**Directions:** Research online or some books for facts to support your opinions. Write the FACTS in the second column and explain how these facts support your opinions. Follow the format below:

*Printed Source:*

Title

Author

Year of Publication

Volume number (if magazine or encyclopedia)

Page numbers

Example:

**Laurel, M., Lucero, A., Bumatay-Cruz, R.. English for Academic and Professional Purposes Teacher's Guide. Pasig City: DepEd-BLR. 2016**

*Online Source:*

Author or Editor

Title of page or website

Company or Organization

Link or Url

Date you got the source

Example:

[https://www.researchgate.net/publication/336150591\\_How\\_to\\_write\\_a\\_concept\\_paper\\_with\\_practical\\_sample\\_by\\_Dr\\_Lango](https://www.researchgate.net/publication/336150591_How_to_write_a_concept_paper_with_practical_sample_by_Dr_Lango)  
accessed May 30, 2020

**Begin here:** Look for five or more facts. Write your answers in your activity notebook.

Source	Facts that support your opinion	Explanation why the facts support the opinions
Example:  <a href="https://www.export.gov/article?id=Philippines- Information-and- Communications- Technology">https://www.export.gov/article?id=Philippines- Information-and- Communications- Technology</a>	<i>According to export.gov, 5.8 percent annual growth rate is slower than originally expected and this is because the Philippine consumer is more inclined to invest on a smartphone first as opposed to a PC. (mention your source or whoever said it)</i>	This fact supports my opinion because it shows statistical data. This shows that consumers invest more on smartphone than PC.

Source	Facts that support your opinion	Explanation why the facts support the opinions

### **Activity 3. Express ideas.**

Now that you have listed your opinions and gathered facts to support your opinions, you can start presenting your ideas to convince others to agree with you. How can you do this? Follow these steps:

1. Write your opinions in complete sentences.
2. Add the facts and your explanation to support your opinions.
3. Write your opinions and facts in an organized way by starting with your main point.  
Arrange your facts according to degree of importance.
4. Summarize the ideas towards the end of what you are writing.
5. Review what you wrote to check if you did not miss anything.

Are you ready to start expressing your ideas in writing? Write your ideas in your EAPP activity notebook.

(Write your own title)

Introduction:

---

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Body:

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---

---

Conclusion:

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Ask two or more persons to read what you have written. Ask them whether they agree with you or not. Then, make a tally of how many agreed or disagreed with you. Write your answer in your activity notebook.

**Number of persons who agreed**

**Number of persons who disagreed**

Let's reflect on this activity. Write your answer in your activity notebook.

1. Why do you think many agree or disagree with you?

2. How can you become more convincing next time?

You have just supported your opinions with facts, and this is very important in being objective in your assessment. You are now ready for the next activity.

#### **Activity 4. Read to Learn**

##### **The Digital Divide: The Challenge of Technology and Equity -anonymous-**

(1) **Information technology** influences the way many of us live and work today. We use the internet to look and apply for jobs, shop, conduct research, make airline reservations, and explore areas of interest. We use E-mail and internet to communicate instantaneously with friends and business associates around the world. Computers are commonplace in homes and the workplace. Although the number of internet users is growing exponentially each year, most of the world's population do not have access to computers or the internet. Only 6 percent of the population in the developing countries are connected to telephones. Although more than 94 percent of U.S households have telephones, only 56 percent has personal computers at home and 50 percent has internet access. The lack of whatmost of us would consider a basic communication necessity -the telephone-does not occur just in developing nations. On some Native American reservations only 60 percent of the residents have a telephone. The move to wireless connectivity may eliminate the need for telephone lines, but it does not remove the barrier to equipment costs.

(2) Who has internet access? The **digital divide** between the populations who have access to the internet and information technology tools and those who don't is based on income, race, education, household type, and geographic location, but the gap between groups is narrowing. Eighty-five percent of households with an income over \$75,000 have internet access, compared with less than 20 percent of the households with income under \$15,000. Over 80 percent of college graduates use the internet as compared with 40 percent of high school completers and 13 percent of high school dropouts. Seventy-two percent of household with two parents have internet access; 40 percent of female, single parent households do. Differences are also found among households and families from different racial and ethnic groups. Fifty-five percent of white households, 31 percent of black households, 32 percent of Latino households, 68 percent of Asian or Pacific Islander households, and 39 percent of American Indian, Eskimos, or Aleut households have access to the internet. The number of internet users who are children under nine years old and persons over fifty has more than triple since 1997. Households in inner cities are less likely to have computers and internet access than those in urban and rural areas, but the differences are no more than 6 percent.

(3) Another problem that exacerbates these disparities is that African-American, Latinos, and Native Americans hold few of the jobs in information technology. Women about 20 percent of these jobs and receiving fewer than 30 percent of the Bachelor's degrees in computer and information science. The result is that women and members of the most oppressed ethnic group are not eligible for the jobs with the highest salaries at graduation. Baccalaureate candidates with degree in computer science were offered the highest salaries of all new college graduates.

(4) Do similar disparities exist in schools? Ninety-eight percent of schools in the country are wired with at least one internet connection. The number of classrooms with internet connection differs by the income level of students. Using the percentage of students who are eligible for free lunches at a school to determine income level, we see that the higher percentage of the schools with more affluent students have wired classrooms than those with high concentrations of low-income students.

(5) Access to computers and the internet will be important in reducing disparities between groups. It will require higher equality across diverse groups whose members develop knowledge and skills in computer and information technologies. The field today is overrepresented by white males. If computers and the internet are to be used to promote equality, they have to become accessible to schools cannot currently afford the equipment which needs to be updated regularly every three years or so. However, access alone is not enough; Students will have to be interacting with the technology in authentic settings. As technology has become a tool for learning in almost all courses taken by students, it will be seen as a means to an end rather than an end in itself. If it is used in culturally relevant ways, all students can benefit from its power.

Source: *English for Academic and Professional Purposes Learner's Material*, Laurel, M., Lucero, A., Bumatay-Cruz, R., DepEd, 2016

**Directions:** Summarize the text by completing this ORGANIZER with details about the text.

Paragraph 1	<ul style="list-style-type: none"><li>• main idea:</li><li>• details:</li></ul>
paragraph 2	<ul style="list-style-type: none"><li>• main idea:</li><li>• details:</li></ul>
paragraph 3	<ul style="list-style-type: none"><li>• main idea:</li><li>• details:</li></ul>
Paragraph 4	<ul style="list-style-type: none"><li>• main idea:</li><li>• details:</li></ul>
paragraph 5	<ul style="list-style-type: none"><li>• main idea:</li><li>• details:</li></ul>
paragraph 6	<ul style="list-style-type: none"><li>• main idea:</li><li>• details:</li></ul>

Do you agree with what the text says? What is your assessment of the text? **The text is a good reaction paper due to the following reasons:**

1. The text tells us of the **author's opinions** about how technology affects lives of people especially students. You may agree or disagree with what the author says and your reaction would depend on how the author supported his ideas with facts.
2. The text contains **statistical data** and these are good evidences which helped in making the opinions strong. Without those data, you might think that the author is just inventing ideas.
3. Even your **personal experience** can be used as support because it was also mentioned that students use the internet and computers.
4. You will most likely agree with the author. But if you disagree, it is alright as long as you also have enough facts to support why you disagree with the author.
5. The most important thing to note is **facts are necessary in supporting opinions because these will make your opinion objective and not biased.**



### What I Learned

You have learned the following important points in this lesson:

1. Opinions must be based on facts to make it objective or not biased.
2. Sources must be cited to support the claims given.
3. Ideas should be presented in an organized way.
4. To convince your readers, opinions and facts must be well-written.

### GETTING DEEPER!

Lesson:

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What I want to say about the lesson:

---

---

What I found out:

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---



## What I Can Do

**Directions:** Write an objective assessment of the text that you have read. Use the given outline guide below to organize your ideas. You can use a scratch paper first before you finalize your outline. Write your final outline in your activity notebook.

### Outline:

#### I. Introduction (This will tell the main idea of your assessment)

##### A. What it says (Write own subtitle)

- 1.
- 2.

##### B. What you think about what it says (Write own subtitle)

- 1.
- 2.
- 3.

#### II. Body

##### A. Facts to support what listed in A number 1-2

1. \_\_\_\_\_
2. \_\_\_\_\_

##### B. Facts to support what you listed in B number 1-3

1. \_\_\_\_\_
2. \_\_\_\_\_

##### C. Summary of facts to support both A and B

1. \_\_\_\_\_
2. \_\_\_\_\_

#### III. Conclusion

##### A. (summary of introduction and body)

---

##### B. (your stand and assessment)

---

---

After creating your outline, write a paragraph about it in your activity notebook. Follow the order in the outline when you write your sentences.

## **Begin here:** Objective Assessment in paragraph form:

\_\_\_\_\_

(Title)

Introduction: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Body: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Conclusion: \_\_\_\_\_

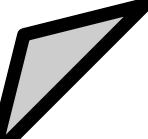
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## **Self-Check!**

Great job! You have completed Lesson 1 successfully! Before going to the next lesson, check the icon that best shows your learning experience.



I have understood the lesson well and I can even teach what I learned to others.



I have understood the lesson but there are still other things that I need to review and relearn.



I need to do additional work to be able to master the lesson. I need help in some tasks.

Pictures from Microsoft office clip art

If you checked the first icon, you are ready for lesson 2. If you have checked the second icon, you need to review the things that you need to relearn. If you have checked the third icon, it would be best if you read more from the links given above and ask help from your teacher, parents or peers in clarifying the lessons that you find difficult. Be honest so that you will truly improve.

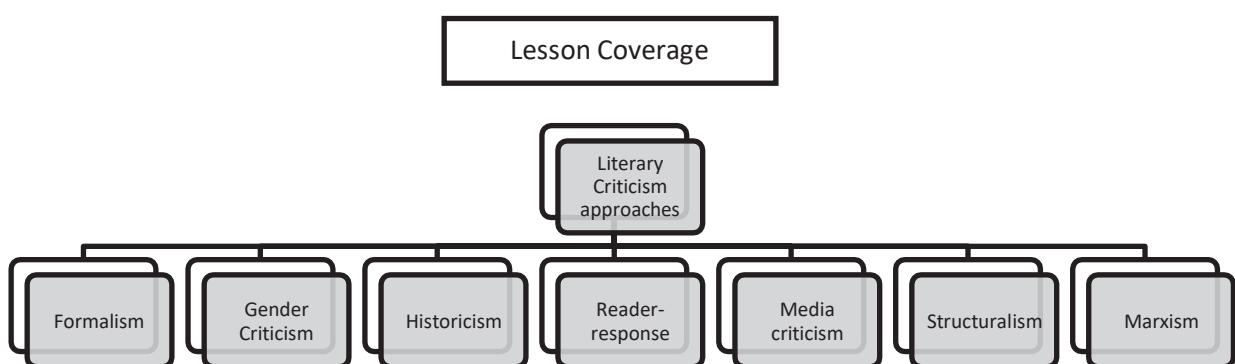
# Lesson 1

# Approaches in Literary Criticism



## What's In

Lesson 1 taught you how to make an objective assessment. This lesson will now lead you to some critical approaches in writing a critique. This is the next step to prepare you for the main output of this module. The diagram below shows the coverage of this lesson. Enjoy learning



## What's New

### Activity 1. Say Something

**Directions:** Take a look at this dialogue. Answer the questions that follow. Write your answer in your activity notebook.

Teacher: Jun, I have checked your paper and there are some corrections.  
Student: Ok. No probs!  
Teacher: Submit this next week.  
Student: I will see.

**Process Questions:**

1. Was the response of the student appropriate? Why?

2. What kind of language should the student use?

3. What are the things to consider when you want to express your thoughts?

In the dialogue in activity 1, the student did not use appropriate language. He was talking to the teacher and his response does not observe politeness.

**What Is It****Lesson 2: Approaches in Literary Criticism**

When you express your views, it is also important to use appropriate language for a specific discipline. There are terms that you should prefer to put in your writing depending on the field or context you are in.

For example, if you are to convince people who are experts in the field of Science and Mathematics, you need to use their language. Here are examples of terms that you can use in the following disciplines.

Science	Mathematics	General Terms
Experiments	Equation	Test
Lab equipment	Statistical tool	Materials
Invention	Solution	Action
Laboratory test	Result	Pregnancy Test
Hormones and Genes	Equivalent Values	Family

You should be formal and use technical terms that are familiar to them. However, if your audience is the general public, you also need to use the language they know. Do not use those that are not common to them. Avoid jargons or technical words and slang or invented words. You can be informal when necessary. However, you must never forget to be POLITE to avoid having future problems.

Learning appropriate language and manner is not enough in expressing your views. There are critical approaches that you can use to make it more convincing and appropriate.

Read about the critical approaches. You can highlight some important ideas. You can use these in expressing your views.

### **1. Formalist Criticism**

- This approach regards literature as “a unique form of humankind knowledge that needs to be examined on its own terms.” All the elements necessary for understanding the work are contained within the work itself. Of particular interest to the formalist critic are the elements of *form*—style, structure, tone, imagery, etc.—that are found within the text. A primary goal for formalist critics is to determine how such elements work together with the text’s content to shape its effects upon readers.

### **2. Gender Criticism**

- This approach “examines how sexual identity influences the creation and reception of literary works.” Originally an offshoot of feminist movements, gender criticism today includes a number of approaches, including the so-called “masculinist” approach recently advocated by poet Robert Bly. The bulk of gender criticism, however, is feminist and takes as a central precept that the patriarchal attitudes that have dominated western thought have resulted, consciously or unconsciously, in literature “full of unexamined ‘male-produced’ assumptions.” Feminist criticism attempts to correct this imbalance by analyzing and combatting such attitudes—by questioning, for example, why none of the characters in Shakespeare’s play *Othello* ever challenge the right of a husband to murder a wife accused of adultery. Other goals of feminist critics include “analyzing how sexual identity influences the reader of a text” and “examining how the images of men and women in imaginative literature reflect or reject the social forces that have historically kept the sexes from achieving total equality.”

### **3. Historical Criticism**

- This approach “seeks to understand a literary work by investigating the social, cultural, and intellectual context that produced it—a context that necessarily includes the artist’s biography and milieu.” A key goal for historical critics is to understand the effect of a literary work upon its original readers.

#### **4. Reader-Response Criticism**

- This approach takes as a fundamental tenet that “literature” exists not as an artifact upon a printed page but as a transaction between the physical text and the mind of a reader. It attempts “to describe what happens in the reader’s mind while interpreting a text” and reflects that *reading*, like writing, is a creative process.

#### **5. Media Criticism**

- It is the act of closely examining and judging the media. When we examine the media and various media stories, we often find instances of *media bias*. Media bias is the perception that the media is reporting the news in a partial or prejudiced manner. Media bias occurs when the media seems to push a specific viewpoint, rather than reporting the news objectively. Keep in mind that media bias also occurs when the media seems to ignore an important aspect of the story. This is the case in the news story about the puppies.

#### **6. Marxist Criticism**

- It focuses on the economic and political elements of art, often emphasizing the ideological content of literature; because Marxist criticism often argues that all art is political, either challenging or endorsing (by silence) the status quo, it is frequently evaluative and judgmental, a tendency that “can lead to reductive judgment, as when Soviet critics rated Jack London better than William Faulkner, Ernest Hemingway, Edith Wharton, and Henry James, because he illustrated the principles of class struggle more clearly.” Nonetheless, Marxist criticism “can illuminate political and economic dimensions of literature other approaches overlook.”

#### **7. Structuralism**

- It focused on how human behavior is determined by social, cultural and psychological structures. It tended to offer a single unified approach to human life that would embrace all disciplines. The essence of structuralism is the belief that “things cannot be understood in isolation, they have to be seen in the context of larger structures which contain them. For example, the structuralist analysis of Donne’s poem, *Good Morrow*, demands more focus on the relevant genre, the concept of courtly love, rather than on the close reading of the formal elements of the text.

Sources: <http://home.olemiss.edu/~eqibp/spring97/litcrit.html>; <https://study.com/academy/lesson/mediabias-criticism-definition-types-examples.html>; <https://literariness.org/2016/03/20/structuralism/>



## What's More

### Activity 2. Approaches in Literary Criticism

Directions: Summarize what you have read by completing the table with what you understood.

APPROACHES IN LITERARY CRITICISM	WHAT IT IS (DEFINITION)	HOW IT IS DONE (TECHNIQUE IN WRITING)
<i>Example:</i> <b>Formalism</b>	This approach regards literature as “a unique form of human knowledge that needs to be examined on its own terms.”	A primary goal for formalist critics is to determine how elements of form (style, structure, tone, imagery, etc.) work together with the text’s content to shape its effects upon readers.

APPROACHES IN LITERARY CRITICISM	WHAT IT IS (DEFINITION)	HOW IT IS DONE (TECHNIQUE IN WRITING)

You have just been given several approaches in literary criticism that you can use when you make your own review or critique. You can use this in the following activities. Just remember to apply which is easy for you to do and follow the techniques in using it.

### Activity 3. Say it properly

Since you have learned that it is important to use appropriate language, you can already express your ideas appropriately.

Let us try to use appropriate language and manner in raising our contrary views about the issue on **“Teenage Pregnancy.”**

Target Audience: Students aged 13-19

Purpose: State your views about the issue

Language: Formal and Simple so that the target audience can easily understand it

Write your stand about the issue and consider the given information. Use terms that are familiar to students like you. Remember also to apply what you learned in lesson 1. Use your activity notebook.

Read what you have written again and check if there are things that you need to change and delete. Rewrite it if necessary because this will be used in the next activity.

#### **Activity 4. What others say**

Look for two or more persons who are also students or it can be an adult. Ask them to read what you have written by sending it to them through personal message or email. Ask them what they think of your written output. Listen to their comments and suggestions. You can also write them down so that you can remember their responses when you answer the reflection questions below.

Let's reflect on this activity.

1. Did they like how you express your views? Did they find it rude or not?  
Why?

2. What were their comments? How do you feel about it?

#### **Activity 5. Read critically**

Activities 1-3 gave you an idea about the manner and approaches to use in expressing views. Let us learn more about this skill by reading a text which is an excerpt of the homily of the Catholic Archbishop of Manila, Jaime Cardinal Sin, DD. But before you read it, let us define these words first.

Get the meaning of these words from any dictionary so that you can understand what you are reading better. Write your answer in your activity notebook.

WORDS	MEANINGS FROM DICTIONARY
1. Cynic	
2. Demoralize	
3. Destabilize	
4. Anarchic	
5. Unrelentingly	

<b>6. Chronic disease</b>	
<b>7. Callous</b>	
<b>8. Predominant</b>	
<b>9. Transcend</b>	
<b>10. Authentic</b>	
<b>11. Vigorously</b>	

### **Ang Bayan Muna Bago ang Sarili**

**(an excerpt)**

**by Jaime Cardinal Sin, DD**

**at the Mass celebrating the 5<sup>th</sup>**

**Death Anniversary of Ninoy Aquino)**

(1) Five years later, we might ask ourselves; has Ninoy's dream been fulfilled? Have we succeeded in building a new nation, by "transcending our petty selves," by setting aside our differences by working together in a spirit of true self-giving, loving our country first, above our own interest? *Bayan muna, bago ang sarili*. It is a question we must ask ourselves, as we remember Ninoy's gift.

(2) It has been said that the truest motto of our people is "K.K.K". No, not Katipunan, shaping unity out of our diversity. How we wish that were our authentic name! But rather:

*Kanya-Kanya'ng Katwiran,  
 Kanya-Kanya'ng Kagustuhan,  
 Kanya-Kanya'ng Kabig (or worse)  
 Kanya-Kanya'ng Kurakot...  
 or whatever else each one "specializes" in!*

(3) Cynics among us say that K.K.K is the definition of our national character, the predominant strain in our national culture. It's what we are when we are "most natural", most ourselves. "*Bayan muna, Bago ang Sarili*" is an abstract, non-operative ideal, good for speeches, good for posters, goo for classroom rhetoric but not for real, not for real life. For real is K.K.K.

(4) *Kanya-Kanya'ng Katwiran, Kanya-Kanya'ng kagustuhan*. We all remember the three monkeys; See no Evil, hear no evil, speak no evil. Sometimes one wonders, if it

has become a national pastime, to see and hear and speak nothing, but evil against our fellow-citizens. Talk can be a great service in a free nation: Talk is space for free discussion, for intelligent debate, the exchange of information and perception, the clash of views.

(5) Ninoy himself said: "We must criticize in order to be free, because we are free only when we criticized." We may not, at our own peril, forget that. But we must remind ourselves that criticism is not an end in itself; it is not the absolute. It is meant to help us to become free, but if it becomes the all-encompassing output of our days, a way of life... so it takes up most of our energy, most of our time, when we begin to take delight in tearing down, demoralizing, destabilizing; when we are at each other's throats all day long, then we really are engaged in self-destruction, and the destruction of hope, the creation of despair, especially among the poor who continue to suffer in our midst.

(6) There is a Latin saying: "*Unicuique suum, non praevalebunt.*" "Every man for himself: That's the formula for disaster." When Ninoy spoke of "the quest for that elusive national unity which is imperative for the nation's survival"-he said "survival". He meant "survival". How can we survive, as a nation and as a people, if we have made the name of our national game as anarchic free-for-all in a "basket of crabs?"

(7) K.K.K also means, we are told, *Kanya Kanyang Kabig, Kanya- Kanyang Kurakot*. Surely I don't need to dwell on this theme this morning. For weeks, the papers, radios, TV, have shouted nothing else. It is the talk of the marketplace. I myself have spoken, often enough, of the 40 big thieves left behind in our midst, and many many smaller ones which might include . . . even ourselves? Who among us did not re-echo the sentiments and the work of the beloved Chino Roces when he asked for a renewed moral order in government and society? It is a problem which must be addressed, and addressed vigorously and unrelentingly.

(8) I am sure this will be increasingly done by our president, by consistent personal example she has set a pattern for others to follow. I know she is bent on pursuing the battle against corruption with ever more forceful and energetic action. But we know, we know that she and those around her cannot do this all by themselves. As citizens, we must go "into an action mode ourselves." The task cannot be done without us.

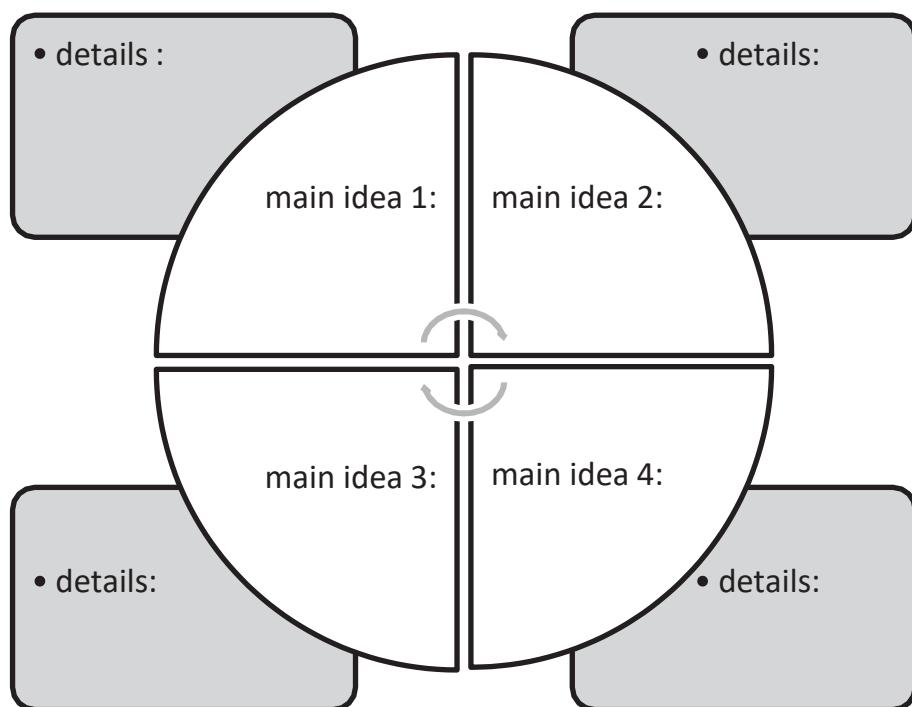
(9) We must begin, rather, where we can begin, with *ourselves* we must ask: What can we do about it? What in our own heart, in our own attitudes, in our own practices, must be changed? What sacrifices must we ourselves do to make a positive

contribution of deeds, to put under control this chronic illness in our society, and in our culture?

(10) If all we do is talk and talk, and throw dirt at each other-forgetting to mind the ship and its engines, and steer it in mine-filled waters-why, we will still be taking and quarrelling when our ship goes down into the sea!

(11) If everyone in this church this morning, in Ninoy's memory, pledge before the Lord that for one year, "*Bayan Muna, Bago ang Sarili*", would really be made an operative guideline, could it not mark at least a beginning? If for one year, just to get going, we would make the principle govern our deeds, our conduct in society, would that not be smart already? How can we "dream the impossible dream" and promise to follow the stars" if we have become too calloused to do even this?

Check your understanding of the text by completing the graphic organizer below. Write your answer in your activity notebook.



Answer the questions given:

1. Did the author use language that you understood? Why do you say so?

2. What critical approach did he use? Explain why you think that is the approach.

3. Do you agree with the author or not? Why or why not?

4. What you have read is an example of how one expresses opinions using one approach in criticism. This can be a good model for you to study and follow.



### **What I Learned**

You have learned the following important points in this lesson:

1. One must use appropriate language for a specific discipline.
2. It is important to raise legitimate, contrary views in an appropriate manner.
3. There are different critical approaches that you can apply when making a critique and you need also to apply the appropriate critical approach in your critique.

### **GETTING DEEPER!**

Lesson:

What I want to say about the lesson:

What I found out:



## What I Can Do

**Directions:** Write your critique of the homily. Be sure to use appropriate language, manner and one critical approach. **Write your answer in your ACTIVITY NOTEBOOK.** Your essay will be rated based on the rubrics below.

This is the rubric scoring guide. Refer to this as you make your own reaction paper. The teacher will grade you according to the given criteria and give you the points indicated.

RUBRICS FOR REACTION PAPER				
Criteria	5	4	3	2
<b>Content</b>	The reaction paper contains opinions supported with several facts. The sources are cited in the paper using appropriate format.	The reaction paper contains opinions supported with facts. The sources are cited in the paper.	The facts used are limited. Only some sources are cited in the paper.	There are only few facts used to support the opinions. Only some sources are cited in the paper.
<b>Organization</b>	There is logical flow of ideas and transitional devices are in the appropriate places in the paragraphs.	The flow of ideas is smooth and there is correct use of transitional devices.	The flow of ideas is smooth but there are some transitional devices not used properly.	The ideas are not well-organized in some parts of the paragraphs. Transitional devices are limited.
<b>Language</b>	The language used is formal. Vocabulary is appropriate for the target audience.	The language used is formal and there is no jargon or slang indicated.	The language is informal and some words are not appropriate for the target audience.	The language is very informal and several words are difficult for the target audience.
<b>Mechanics</b>	There is no error in terms of grammar, spelling, and punctuation. The sentences make clear sense.	There is no error in terms of grammar, spelling, and punctuation.	There are few errors in grammar, spelling, and punctuation.	There are several errors in grammar, spelling and punctuation.

## Self- Check

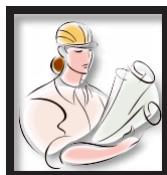
Great job! You have finished Lesson 2 successfully! Before going to the next lesson, check the icon that best shows your learning experience.



I have understood the lesson well and I can even teach what I learned to others.



I have understood the lesson but there are still other things that I need to review and relearn.



I need to do additional work to be able to master the lesson. I need help in some tasks.

*Pictures from Microsoft clipart*

If you checked the first icon, you are ready for lesson 3. If you have checked the second icon, you need to review the things that you need to relearn. If you have checked the third icon, it would be best if you read more from the links given above and ask help from your teacher, parents or peers in clarifying the lessons that you find difficult. Be honest so that you will truly improve.



## Post Test

Let us check how well you have mastered the lessons in this module.

**Direction:** Choose the letter of the best answer.

1. Which of the following is NOT true about the reaction paper?

- A. It purely expresses one's opinions on certain issues and concerns.
- B. It conveys incisive insights into its analysis of events.
- C. It may include the main purpose of the event.
- D. It is mainly written to communicate a fair assessment.

2. Which of the following can be a form of a reaction paper?

- A. Romantic Poem
- B. News Report
- C. Book Review

D. Incident Report

3. Which of the following is needed to make objective assessment?

- A. Facts
- B. Objectives
- C. Assessment
- D. Personal Views

4. Which of the following is NOT a form of reaction paper?

- A. Appeal
- B. Protest
- C. Reflection
- D. Sports Report

5. Why should we cite specific source?

- A. It makes the reaction paper reliable.
- B. It makes the paper more substantial.
- C. It is an additional creative part of the paper.
- D. It can attract many readers to read your paper.

6. Which critical approach focuses on understanding ways gender roles are reflected or contradicted by texts?

- A. Reader-response
- B. Feminism
- C. Historicism
- D. Marxist

7. Which critical approach focuses on ways texts reflect, reinforce, or challenge the effects of class, power relations, and social roles?

- A. Reader-response
- B. Feminism
- C. Historicism
- D. Marxist

8. Which critical approach focuses on understanding texts by viewing texts in the context of other texts?

- A. Reader-response
- B. Feminism
- C. Historicism
- D. Marxist

9. Which critical approach focuses on each reader's personal reactions to a text, assuming meaning is created by a reader's or interpretive community's personal interaction with a text?

- A. Reader-response
- B. Feminism
- C. Historicism
- D. Marxist

10. Which critical approach focuses on "objectively" evaluating the text, identifying its underlying form. It may study, for example, a text's use of imagery, metaphor, or symbolism?

- A. Reader-response
- B. Media Criticism
- C. Historicism
- D. Formalism



Key to answers on page 37



## Additional Activities

You have read about how to write reaction papers and read a sample movie review. After doing the activities, review and reflect on what you have learned. Fill in the blanks of the activity sheet.

After doing the activities:

**I noticed**

**A question I have is**

**I wonder why**

**It seems like**

**I'm not sure**

**I realized**

**I discovered**

For more information about **Approaches to Literary Criticism**, visit these links below discussed.

<https://faculty.washington.edu/ezent/el.htm>

<https://www.researchguide.com/appropriate-language-overview.html>

<https://lrmds.deped.gov.ph/create/download/1773>

<http://www.offtheropes.com/opinion-based-on-fact-or-fact-based-on-opinion/>

## Module 3 Key Answers

<p><b>Main Idea:</b> Although the number of internet users is growing exponentially each year, most of the world's population do not have access to computers or the internet.</p> <p><b>Paragrapn 2</b></p> <p><b>Main Idea:</b> Information technology influences the way many of us live and work online.</p> <p><b>Paragrapn 3</b></p> <p><b>Main Idea:</b> Although answers may vary but check if they have followed the formal conventions to the answers given)</p> <p><b>Graphic Organizer Answer:</b> They may state it in their own words as long as it connects to the main idea.</p>	<p><b>Detail:</b> Only 6 percent of the population in the developing countries have computers at a school to determine income level, we see that.</p> <p><b>Detail:</b> Ninety-eight percent of schools in the country are used with at least one computer per student. The number of classrooms with internet connection differs by the income level of students. Using the percentage of students who are eligible for free lunches at a school to determine income level.</p>
<p><b>Main Idea:</b> Information technology influences the way many of us live and work online.</p> <p><b>Paragrapn 4</b></p> <p><b>Main Idea:</b> Answers may vary but check if they have followed the formal conventions to the answers given)</p> <p><b>Activity 1</b></p>	<p><b>Detail:</b> Women about 26 percent of these jobs and receiving fewer than 30 percent more than men in terms of pay.</p> <p><b>Detail:</b> Women about 26 percent of these jobs and receiving fewer than 30 percent more than men in terms of pay.</p> <p><b>Detail:</b> Women about 26 percent of these jobs and receiving fewer than 30 percent more than men in terms of pay.</p>
<p><b>Main Idea:</b> Answers may vary but check if they have followed the formal conventions to the answers given)</p> <p><b>Activity 2</b></p> <p><b>Main Idea:</b> Answers may vary but check if they have followed the formal conventions to the answers given)</p> <p><b>Activity 3</b></p>	<p><b>Detail:</b> Eighty-six percent of households with an income over \$75,000 have internet access, compared with less than 20 percent of households with incomes under \$15,000. Over 80 percent of high school dropouts have internet access while 31 percent of high school completers and 15 percent of college graduates use the internet.</p> <p><b>Detail:</b> Eighty-six percent of households with an income over \$75,000 have internet access, compared with less than 20 percent of households with incomes under \$15,000. Over 80 percent of high school dropouts have internet access while 31 percent of high school completers and 15 percent of college graduates use the internet.</p>
<p><b>Main Idea:</b> Answers may vary but check if they have followed the formal conventions to the answers given)</p> <p><b>Activity 4</b></p> <p><b>Main Idea:</b> Answers may vary but check if they have followed the formal conventions to the answers given)</p>	<p><b>Detail:</b> Women about 26 percent of these jobs and receiving fewer than 30 percent more than men in terms of pay.</p> <p><b>Detail:</b> Women about 26 percent of these jobs and receiving fewer than 30 percent more than men in terms of pay.</p>
<p><b>Main Idea:</b> Answers may vary but check if they have followed the formal conventions to the answers given)</p> <p><b>Activity 5</b></p>	<p><b>Detail:</b> Women about 26 percent of these jobs and receiving fewer than 30 percent more than men in terms of pay.</p>

WORDS	MEANINGS FROM DICTIONARY	WORDS	MEANINGS FROM DICTIONARY
Cynic	A person who has negative opinions about other people and about the things people do	Aggressively	With great force or energy
Demoralize	To cause someone to lose hope	Authoritative	Having great influence or power
Anarchistic	To cause to be unable to continue	Authoritarian	Based on the belief that one person or group should have complete control over others
Unreliability	Not following or having any laws or rules	Authoritarian	Based on the belief that one person or group should have complete control over others
Chronical disease	Continuing or occurring again and again for a long time	Authoritarian	Based on the belief that one person or group should have complete control over others
Callous	Not feeling or showing any concern about the problems of other people	Authoritarian	Based on the belief that one person or group should have complete control over others
Predominant	More important, powerful, successful or noticeable than others	Authoritarian	Based on the belief that one person or group should have complete control over others
Transcend	To rise above or beyond the normal limits	Authoritarian	Based on the belief that one person or group should have complete control over others
Authentic	Real or genuine	Authoritarian	Based on the belief that one person or group should have complete control over others
Vigorously	Heavily and strong	Authoritarian	Based on the belief that one person or group should have complete control over others

**Main Idea 2:** ~~Book~~ himself said: "We must criticize in order to be free, because we are the only who we criticized".

Answer to the graphical organizers: they may state it in their own words

For more information about the study, please contact Dr. John Smith at (555) 123-4567 or via email at [john.smith@researchinstitute.org](mailto:john.smith@researchinstitute.org).

Vigorously	Heathly and strong
------------	--------------------

Audience Real or genuine

本章将通过分析“企业所得税”科目的核算，帮助读者掌握企业所得税的核算方法。

To this above of go beyond the normal miles  
other people or things

Predominant	Minor, impotent, powerless, unsuccessful or noticeable than
9	8

Callouts	Not feeling or showing any concern about the problems of suffering of other people
----------	--

Chromogenic or colourimetric stains and dyes can be used to highlight the clinical disease.

**Capítulo 10** | **Capítulo 11**

Not slowing down, stopping or drowning weaker individuals

Anarchic	Not following or having any laws or rules
----------	---

**Desirable**

*K*

<p>and about the things people do</p>	<p>To cause someone to lose hope</p>	<p><b>Demoralize</b></p>
---------------------------------------	--------------------------------------	--------------------------

A person who has negative opinions about other people

WORDS MEANINGS & FORM DICTIONARY

Activity 5

<b>Main Idea 1:</b> When <b>Wook</b> spoke of the quest for that quest, he meant <b>survival</b> .	<b>Details:</b> How can we survive, as a nation and as a people, if we have made the nation's survival unity which is imperative for the nation's survival—the said "survival".
<b>Main Idea 2:</b> When <b>Wook</b> spoke of the quest for that quest, he meant <b>survival</b> .	<b>Details:</b> Details of our national game as anarchic conflict, especially among the poor who continue to hope, if they long, that we really are engaged in self-determination, anti-death destination is taken up again, democratizing, destabilizing, when we are at the bottom of the barrel. most of all, when we begin to take delight in hearing down, democratizing, destabilizing, when we are at the bottom of the barrel.
<b>Main Idea 3:</b> When <b>Wook</b> spoke of the quest for that quest, he meant <b>survival</b> .	<b>Details:</b> Details is not an end in itself, it is not the opposite, it is meant to help us to become free, so it becomes the emancipating outlet of life every day, a way of life, if it takes up details of our destiny, most of all, when we begin to take delight in hearing down, democratizing, destabilizing, when we are at the bottom of the barrel.
<b>Main Idea 4:</b> When <b>Wook</b> spoke of the quest for that quest, he meant <b>survival</b> .	<b>Details:</b> Details of our national game as anarchic conflict, especially among the poor who continue to hope, if they long, that we really are engaged in self-determination, anti-death destination is taken up again, democratizing, destabilizing, when we are at the bottom of the barrel. most of all, when we begin to take delight in hearing down, democratizing, destabilizing, when we are at the bottom of the barrel.

# **CO\_Quarter 1\_ SHS English for Academic and Professional Purposes \_Module 3**

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