

UNIT 9

Language and Literature

I. Teaching Plan (4 Teaching Hours)

Procedures	Duration (mins)	Objectives	Key Points
Part A Section 1	10	To check students' prior knowledge of literature and broaden students' literary horizon by presenting quotes from classic literary works.	famous literary quotes
Part A Section 2	15	To lead the students to think about what literature is.	what is literature
Part A Section 3	35	To explain the definition, the scope and genres of literature.	the definition of literature; the scope of literature; genres of literature
Part B Section 1	30	To familiarize Ss with the literary masters and their masterpieces in Elizabethan Age in British literature. To encourage Ss to appreciate one of Shakespeare's plays or sonnets based on the specific questions.	William Shakespeare; John Donne; John Milton
Part B Section 2	20	To help Ss to learn about the literary masters and their masterpieces in the Age of Reason in British literature.	Daniel Defoe; Jonathan Swift; Jane Austen
Part B Section 3	20	To acquaint Ss with the literary masters and their masterpieces in Romantic Period in British literature. To help Ss to appreciate one of Wordsworth's lyrics.	William Wordsworth; George Gordon Byron; Percy Bysshe Shelley

Procedures	Duration (mins)	Objectives	Key Points
Part B Section 4	20	To familiarize Ss with the literary masters and their masterpieces in Victorian Period in British literature.	Charles Dickens; Charlotte Bronte; Thomas Hardy
Part C Section 1	10	To present some basic information about Nobel Prize in Literature.	Nobel Prize in Literature
Part C Section 2	20	To explain Nobel's guidelines in nomination in different period.	Nobel's guidelines
Part C Section 3	30	To familiarize Ss with American Nobel Prize winners in literature.	American Nobel Prize winners in literature
Part C Section 4	30	To help Ss to understand why there are no American Nobel Prize winners in literature in recent two decades.	Why no American Nobel Prize winners in recent two decades
Part D	After class	To instruct Ss to do a research on Chinese writers and Nobel Prize, including the winner Mo Yan as well as those who missed the prize. Ss are expected to look into why Chinese literature had been neglected in Nobel Prize arena for nearly a century and why Mo Yan won the prize eventually.	Chinese writers and Nobel Prize; Mo Yan; why Chinese literature had been neglected in Nobel Prize arena for nearly a century

II. Instructional Design

PART A LEAD IN

Tasks / Activities: Picture and literary quotes presenting, video watching and discussion, text reading.

1. The tutor asks Ss to match the literary quotes with the corresponding pictures.
2. The tutor inspires Ss to think about and discuss what literature is after watching the video clip.
3. Make sure Ss acquire a deep understanding of the definition of literature.

PART A LEAD IN	
<p>4. Make sure Ss have a clear knowledge of the scope and the genres of literature.</p> <p>5. The tutor evaluates Ss knowledge acquisition by exercises.</p>	
Resources/ Equipment: pictures and a video clip	
Dos and Don'ts: The tutor uses the lead-in activities of class discussion and video watching to activate students' prior knowledge and to inspire further thinking. Through this, the tutor could assess how much prior knowledge Ss have, and lead Ss to acquire some basics about literature, like the definition, scope as well as genres of literature.	
PART B FOCUS ON THE UK	
Section 1	<p>Tasks / Activities: reading, Q&A, in-class performance</p> <ol style="list-style-type: none"> 1. The tutor asks Ss how much they know about William Shakespeare. 2. The tutor presents the important writers and their masterpieces in Elizabethan Age. 3. The tutor inspires Ss to perform some episodes of Shakespeare's plays in classroom.
	Resources/ Equipment: the text & pictures
	<p>Dos and Don'ts:</p> <ol style="list-style-type: none"> 1. Make sure Ss understand the key points about the three literary masters and their masterpieces. 2. Ss should try to appreciate one of the well-known pieces of writing, such as one of Shakespeare's plays or sonnets. 3. Ss should work in groups to search for more information on specific literary works as after-class assignment.
Section 2	<p>Tasks / Activities: reading, Q&A, story-telling and summarizing</p> <ol style="list-style-type: none"> 1. The tutor presents the important writers and their masterpieces in the Age of Reason. 2. The tutor asks Ss to tell the story of <i>Robinson Crusoe</i> or <i>Gulliver's Travels</i>.
	Resources/ Equipment: the text, pictures and movie of <i>Pride and Prejudice</i> after class
	<p>Dos and Don'ts:</p> <ol style="list-style-type: none"> 1. Make sure Ss understand the key points about the three literary masters and their masterpieces. 2. The tutor should assign group-work before class on <i>Robinson Crusoe</i> and <i>Gulliver's Travels</i> respectively, asking Ss to summarize the main plot within 300 words and presenting it in class. 3. The tutor can give a question for Ss to think about critically after class: How many levels can <i>Robinson Crusoe</i> be interpreted?

PART B FOCUS ON THE UK	
Section 3	Tasks / Activities: reading, reciting, translation drilling 1. The tutor introduces the famous poets and their poetry in Romantic Period. 2. The tutor inspires Ss to recite some famous lines in the poetry. 3. The tutor inspires Ss to translate some stanza of the chosen poetry and compare their versions with the published ones.
	Resources/ Equipment: the text
	Dos and Don'ts: 1. Make sure Ss understand the key points of the three poets and their representative poems. 2. Make sure Ss memorize the famous lines in Shelly's "Ode to the West Wind". 3. Find well-acknowledged versions of the pome translation and point out the highlights in translation.
Section 4	Tasks / Activities: reading, movie watching and group discussion 1. The tutor introduces the important writers and their works in Victorian Period. 2. The tutor inspires Ss to discuss the theme of <i>Jane Eyre</i> / <i>Oliver Twist</i> as well as their significance in modern time. 3. The tutor asks Ss to watch the movie of <i>Jane Eyre</i> / <i>Oliver Twist</i> after class and think further about the questions in exercise.
	Resources/ Equipment: the text, movie
	Dos and Don'ts: 1. Prepare excerpts from the mentioned books / video clips in advance. 2. Provide proper directions in Ss discussion. 3. Provide further reading for those who are interested in the topic, such as <i>The Madwoman in the Attic</i> .
PART C FOCUS ON THE US	
Section 1	Tasks / Activities: text reading 1. The tutor asks Ss how much they know about Nobel Prize in general as well as Nobel Prize in literature. 2. Task-based reading and finish the exercises below.
	Resources/ Equipment: the text
	Dos and Don'ts: 1. Make sure Ss grasp the specific facts of Nobel Prize. 2. The tutor should encourage Ss to search for more information about the Prize.

PART C FOCUS ON THE US	
Section 2	Tasks / Activities: text reading 1. The tutor inspires Ss to think about the criterion of Nobel Prize's nomination. 2. The tutor explains Nobel's guidelines in different historical period.
	Resources/ Equipment: the text
	Dos and Don'ts: 1. Make sure Ss grasp the guidelines of different periods. 2. Design more further thinking questions to perfect Ss understanding on the prize, such as, to what extent can Nobel Prize reveal a writer's greatness.
Section 3	Tasks / Activities: graphic reading and translation 1. The tutor interviews Ss about their favorite writers in American literature and how much they know about American Nobel Prize winners. 2. The tutor introduces a whole list of American Nobel Prize winners in Literature. 3. The tutor inspires Ss to translate some evaluations from Swedish Academy for the writer's prize winning.
	Resources/ Equipment: the graph and the text
	Dos and Don'ts: 1. Make sure Ss know the key points about Nobel Prize winners in American literature. 2. Encourage Ss to choose one of the winners they know and share more information about the writer with classmates. 3. Critical thinking: As a new country of no more than 250 years old, why did America have so many Nobel Prize winners in literature?
Section 4	Tasks / Activities: reading, Q&A, discussion 1. The tutor asks Ss why there are no American Nobel Prize winners in literature in recent two decades. 2. The tutor guides Ss through the text and helps Ss to find the reasons given by the author.
	Resources/ Equipment: the text
	Dos and Don'ts: 1. The tutor should illustrate the key points of the passage and make sure Ss grasp the main idea and corresponding supporting facts. 2. The tutor should encourage Ss to probe the reasons why there are no American Nobel Prize winners in recent two decades and further understand the institutionalism of Nobel Prize.

PART D HANDS ON

Tasks / Activities: search the Internet for material, team presentation

1. The tutor asks Ss to search for more information on the topic “Chinese writers and Nobel Prize” step by step.
2. Ss organize their materials collected and deliver their report to the peer students and prepare to be challenged by their peer students and tutor.

Resources/ Equipment: materials in any form such as pictures, books, newspapers, TV programs, movies, infographic, videos.

Dos and Don'ts:

1. Design some logically coherent questions to help the Ss form an integrated understanding on this issue.
2. Analyze the topic objectively, and don't amplify the prejudice.

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NOTES

1. Before class, Ss are required to preview each section from going over the text to completing the exercises.
2. In class, the tutor checks the students' understanding of the topic by using a wide variety of learning activities.

III. Keys & References

PART A

Lead in

Section 1

3214

Section 2

Open.

Section 3

Exercise 1



FTFTF

Exercise 2



Open.

PART B

Focus on the UK

Section 1

Exercise 1



TTFFT

Exercise 2



1. The rhyme scheme is abab cdcd efef gg.
2. Shakespeare implies in the sonnet that physical beauty embodied by a summer's day is transient.
3. The last two lines reveals that Shakespeare firmly believes in the eternity of his poetry.

4. The sonnet is about the destructive power of time and the permanent beauty rendered by his poetry to the person he loves.

Section 2

Exercise 1



1. In *Robinson Crusoe*, Daniel Defoe traces the growth of Robinson from a naïve and artless youth into a shrewd and hardened man, who is the very prototype of the empire builder and the pioneer colonist.
2. Jonathan Swift is a great satirist. His masterpiece *Gulliver's Travels* contains four parts, each about one particular voyage during which Gulliver has extraordinary adventures on some remote island after he has met with shipwreck or piracy or some other misfortune.
3. Jane Austen's works show clearly her firm belief in the predominance of reason over passion, the sense of responsibility, good manners and clear-sighted judgment over the Romantic tendencies of emotion and individuality.
4. Darcy, Elizabeth
5. Jonathan Swift

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Exercise 2



Open.

Section 3

Exercise 1



- 1) the spontaneous overflow of powerful feelings, which originates in emotion recollected in tranquility.
- 2) a proud, mysterious rebel figure of noble origin.
- 3) "Ode to the West Wind"

- 4) Lake Poet; Worshipper of nature.
- 5) Spanish legend, courage, generosity and frankness.

Exercise 2



Open.

Section 4

Exercise 1



Writer	Masterpiece	Plot summary
Charlotte Bronte	<i>Jane Eyre</i>	The struggle of a governess for independence, love as well as social recognition.
Thomas Hardy	<i>Tess of the D' Urbervilles</i>	A pure woman's tragic life mostly due to the hypocritical morality of Victorian society.
Charles Dickens	<i>David Copperfield</i>	A novel with strong autobiographical traits.

Exercise 2



Open.

PART C

Focus on the US

Section 1

EXERCISE 1



1. the most outstanding work in an ideal direction
2. 1 February
3. professors of literature and philology at universities and university colleges
4. Rudyard Kipling, 42
5. 2007, 88

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EXERCISE 2



TTTFT

Section 2

EXERCISE 1



Time	Nobel's Guidelines	Representative Prize Winner
the 1930s	Universal Interest	Pearl Buck
the 1940s-1950s	The Pioneers	T.S. Eliot
the 1970s	Attention to Unknown Masters	Isaac Bashevis Singer
the 1980s-1990s	The Literature of the Whole World	Toni Morrison

EXERCISE 2

TFTTT

Section 3**EXERCISE 1**

e c f a d b

EXERCISE 2

1. 赛珍珠获奖理由：因为她对中国农民生活真实而取材丰富的史诗般描写，以及她在传记文学方面的杰作。
2. 海明威获奖理由：因为他精通于叙事艺术，突出地表现在其近著《老人与海》之中；同时也因为他对当代文体风格之影响。
3. 索尔·贝娄获奖理由：因其作品中表现出的对当代文化富于人性的理解和精妙的分析。

Section 4**EXERCISE 1**

TTTFT

EXERCISE 2

1. Because of his severe criticism on American society.
2. The first reason is owing to the artistry of these writers and scores of others. The second one is that the United States became a haven for exiled Europeans during the Second World War and its Cold War aftermath. The third one, perhaps most especially, is because of the economic dominance

of the American publishing industry.

3. The chairman of the Booker Prize Foundation announced that, beginning in 2014, his organization would no longer limit consideration to English-language submissions from the UK, Ireland, Zimbabwe, and British Commonwealth countries, but would begin considering any novel written in English that had been published in the UK.
4. The British novelist Philip Hensher criticizes American novels for their broadness, specifically he said, “The big novel that speaks to all the world is not at the heart of literary achievement. Some very fine novels seem to speak much more to one culture than another and are rooted in something local.”
5. Horace Engdahl said that “The US is too isolated, too insular. They don’t translate enough and don’t really participate in the big dialogue of literature. That ignorance is restraining.”

IV. Online Reading Materials

PART A Understanding Fiction

Section 1 Intentions and Elements of Fiction

PART B An Approach to Literature Theories

Section 2 First Wave of Feminist Criticism: Woolf and de Beauvoir

PART C Understanding China and Chinese in Early Western Literature

Section 3 Exotic China and Chinese in Early Western Literature

PART D An Approach to Chinese American Writing

Section 4 Frank Chin and His Writing