SJQU-QR-JW-013（A0）

**上 海 建 桥 学 院**

英美文学选读（1）课程教案

周次 1 第1次课 学时2 教案撰写人 臧玉洁

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| 课程单元名称 | **Early and Medieval English Literature** |
| 本次授课目的与要求1. To grasp the history of English literature: its origin and early development;
2. To understand the literary features in Anglo-Saxon Period & Anglo-Norman Period;
3. To understand the definition of epic, alliteration and understatement;
4. To understand the contents of *Beowulf*, and comprehend its theme and artistic features.
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| 教学设计思路The first lesson is mainly conducted in the form of lecturing. Teachers introduce the historical background, epic and writers of Early England literature with the help of *Lecture Notes*. Through Ask-and-answer activity, teachers involve the students into discussion of the features of *Beowulf* in Anglo-Saxon period and the theme and style of *Sir Gawain and the Green Knight* in Anglo-Norman period . At the end of the class, students are required to finish written exercises for consolidation. |
| 本次教学重点与难点1. The making of England; 2. The story and features of *Beowulf*; 3. The theme and style of “Sir Gawain and the Green Knight”. |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1.Requirements of the course ;Methods of Assessment 10’2. Historical background in Anglo-Saxon period 10’3. Explanation of Epics and *Beowulf*  20’4. Historical backgrounds in Anglo-Norman Period 10’5. Romances and *Sir Gawain and the Green Knight* 20’6. Review exercises 10’ | 1. Lecture;
2. Q &A;
3. Discussion;
4. Multi-media;
5. Demon
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| 课外复习、预习要求及作业布置1. Finish the exercises of Lecture note 1 by reviewing the learning content;

2. Preview the new lesson according to the teaching plan. |
| 课后反思 | Through the lectures, the students can learn some methods of reading and appreciating the works. As this subject is totally new for students, teachers should focus on the guidance of how to learn this course, including the learning outcomes, teaching objectives and learning methods. |

英美文学选读（2）课程教案

周次 2 第2次课 学时2 教案撰写人 臧玉洁

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| 课程单元名称 | **Geoffrey Chaucer**  |
| 本次授课目的与要求1. The students are required to get the guiding idea of Chaucer’s literary career;
2. Understand Chaucer’s representative works;
3. Get to know the stylistic features of popular ballads.
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| 教学设计思路The lesson is mainly conducted in the form of lecturing and discussion. Teachers introduce the historical background, Geoffrey Chaucer and Popular Ballads with the help of *Lecture Notes*. Students are divided into groups to show their understanding about the stylistic features of the influence *The Canterbury Tales* with the help of the after-class preparation and teachers involve more students into discussion for the further understanding of this work. At the end of the class, students are required to finish written exercises for consolidation. |
| 本次教学重点与难点1. Geoffrey Chaucer and His *The Canterbury Tales*;
2. Popular Ballads;
3. *Robin Hood and Allin-a-Dale*.
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| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1.Historical background of Chaucer’s period 10’2.A brief introduction to Geoffrey Chaucer10’**3.** Analysis of **t**he General Prologue of *The Canterbury Tales* 20’4. A brief introduction to Popular Ballads10’5.Analysis of*Robin Hood and Allin-a-Dale*10’6.Group DiscussionThe Influence of *The Canterbury Tales*  10’ 6. Review exercises 10’ | 1. Multi-media2. Lecture; 3 Discussion;4. Exercises |
| 课外复习、预习要求及作业布置1.Finish the exercises of Lecture note 2 by reviewing the learning content2. A survey of Shakespeare and his works. |
| 课后反思 | Through the lectures, the students can learn some methods of reading the texts and enjoying the works. By giving the comments, the students’ abilities are improved. However, more practices should be suggested for this is a new course for students. |

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英美文学选读（2）课程教案

周次 3 第 3次课 学时2 教案撰写人 臧玉洁

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| 课程单元名称 | **The Renaissance** |
| 本次授课目的与要求1. Improve students’ realization of the Renaissance period, one of the most important period in literature prosperity；2. Get to know more about some literary giants such as Shakespeare, Marlowe and so on;3.To know about *Sonnet 18*  |
| 教学设计思路This lesson is mainly conducted in the form of lecturing. Teachers introduce the historical background, a Renaissance nd its influence, and major writers in this age with the help of *Lecture Notes*. Through Ask-and-answer activity, teachers involve the students into discussion of the Shakespeare’s writing features and the analysis of *Sonnet 18* and *Hamlet: To be or Not to be .*At the end of the class, students are required to finish written exercises for consolidation. |
| 本次教学重点与难点1.The features of Renaissance；2.William Shakespeare and Sonnet 183. Thematic analysis of “To be or Not to be”  |
| 教学内容提要及时间分配 | 教学方法与手段设计 |
| 1.Historical background of the Renaissance Period 15’2. A brief introduction to the writers in this period 10’4. Group discussion: 45’1) Shakespeare and his works2) Analysis of *Sonnet 18* 3) The textual study *Hamlet: To be or Not to be* 5. Review exercises 10’ | 1. Multi-media2. Lecture;  3. Discussion;4. Exercises |
| 课外复习、预习要求及作业布置1.Choose one literary works you are interested in and read at least 15 pages each day, and keep reading notes at the same time.2. Preview Bacon’s works: Of Studies and get ready for in-class discussion on how to read and study. |
| 课后反思 | In order to arouse the students interests of learning Literature and reading literary works, teacher are supposed to involve more students into class activity and language practice, such as performing , acting , discussing, rather than just lecturing. |