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 杨瑛、王海燕、吴正选

|  |  |  |
| --- | --- | --- |
| 课程单元名称 | **Early and Medieval English Literature** | |
| 本次授课目的与要求   1. To learn about the origin of the history of English literature and its early development; 2. To learn about the main literary features in Anglo-Saxon Period & Anglo-Norman Period; 3. To understand the definition of epic; 4. To understand the contents of *Beowulf*, and comprehend its theme and artistic features, such as   alliteration and understatement. | | |
| 教学设计思路  The first lesson is mainly conducted in the form of lecturing. Teachers introduce the historical background, and writers of Early England literature with the help of *Lecture Notes*.  Through Ask-and-Answer activities, 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 15’  3.Definition of Epic andintroduction to *Beowulf*  25’  4. Historical introduction 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 |
| 课外复习、预习要求及作业布置   1. Finish the exercises in Lecture note 1 for reviewing and consolidation;   2. Preview the sections on Geoffrey Chaucer and Ballads for next week . | | |
| 课后反思 | As this subject is totally new for students, teachers should focus on the guidance of how to learn this course, including an explanation on the learning outcomes, teaching objectives and learning methods.  Question can be devised to check the students' understanding of the lecture and particularly to find out whether vocabulary poses as a big challenge for their comprehension of the content. | |

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 杨瑛、王海燕、吴正选

|  |  |  |
| --- | --- | --- |
| 课程单元名称 | **Geoffrey Chaucer and Ballads** | |
| 本次授课目的与要求   1. To learn about Chaucer’s life and literary career; 2. To learn about Chaucer’s representative works and their artistic features; 3. To learn about what are Ballads and the stylistic features of popular ballads. | | |
| 教学设计思路  The lesson is mainly conducted in the form of lecturing and discussion. First, teachers introduce the historical background of the period under discussion which was the late Medieval Period, life and work of Geoffrey Chaucer and the genre of Popular Ballads with the help of *Lecture Notes*.  Then students are divided into groups to discuss and show their understanding about the stylistic features of *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*. | | |
| 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* 25’  4. A brief introduction to Popular Ballads10’  5.Analysis of*Robin Hood and Allin-a-Dale*15’  6.Group Discussion  Artistic features of *The Canterbury Tales*  10’  6. Review exercises 10’ | | 1. Multi-media  2. Lecture;  3 Discussion;  4. Exercises |
| 课外复习、预习要求及作业布置  1.Finish the exercises in Lecture note 2 for reviews and consolidation;  2. Preview the section on Shakespeare and his works. | | |
| 课后反思 | With the help of lectures, the students gradually learn to read the texts and enjoy the contents. Teachers may devise comprehension questions to help students better understand the contents. | |

**上 海 建 桥 学 院**

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 杨瑛、王海燕、吴正选

|  |  |  |
| --- | --- | --- |
| 课程单元名称 | **The Renaissance** | |
| 本次授课目的与要求  1. To learn about the Renaissance period, one of the most important period in literature prosperity；  2.To learn about some basic facts about the literary giants in England such as Shakespeare, Marlowe and others;  3.To learn to appreciate *Sonnet 18* by William Shakespeare. | | |
| 教学设计思路  This lesson is mainly conducted in the form of lecturing. Teachers introduce the historical background, Renaissance and its influence, and major writers in this age with the help of *Lecture Notes*.  Through Ask-and-Answer activities, teachers involve the students into discussion of the Shakespeare’s writing features and analysis of *Sonnet 18* as well as an appreciation of the rich meaning in the famous line *To be or Not to be* uttered by Price Hamlet.*.*  At the end of the class, students are required to finish some written exercises for consolidation. | | |
| 本次教学重点与难点  1.The features of Renaissance；  2.Sonnet 18  3. 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. Life and work of William Shakespeare 15’  3.Liteary appreciation: Sonnet 18 25  4. Group discussion: 25’  What is the state of the mind of Price Hamlet  when he said *'To be or Not to be, T's the question'?*  5. Review exercises 10’ | | 1. Multi-media  2. Lecture;  3. Discussion;  4. Exercises |
| 课外复习、预习要求及作业布置  1.Choose one literary work 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 its style of writing and the wisdom it contains. | | |
| 课后反思 | In order to arouse the students' interests in Literature and encourage them to read literary works, teachers may try other effective methods to involve students into class activities, such as performing , acting , discussing, rather than just lecturing. | |