

ENGLISH T1

Introduction to Anglo-American Literature

DESCRIPTION

- Literary works influenced by the British Empire and early American literature.
- Considered important parts of world literature due to their historical impact.

ENGLISH LITERATURE

- Shaped by movements **promoting humanism, realism, liberation, and aesthetic ideas** throughout history.
- Characteristics:
 - **Diverse** – Connected to England's history.
 - **Reflective** – Explores humanity, morality, and struggles.
 - **Satirical** – Uses humor and irony to criticize social problems.
- **Periods of English Literature:**
 - Old English
 - Medieval Period
 - Renaissance
 - Enlightenment
 - Neoclassical
 - Romantic
 - Victorian
 - Modern
 - Contemporary

AMERICAN LITERATURE

- Initially influenced by **Western religion and colonial society**, later promoting **patriotism** after the revolution
- Characteristics:
 - **Diverse** – Represents different cultures and backgrounds.
 - **Individualistic** – Focuses on personal freedom and identity.
 - **Realistic** – Shows everyday life, social issues, and historical struggles.
- **Periods of English Literature:**
 - Colonial
 - Revolutionary
 - Romanticism
 - Enlightenment
 - Realism
 - Naturalism
 - Modernism
 - Contemporary

LITERARY CANON

- **Highly Valued Classic Texts**
 - Important for their artistic quality, themes, and lasting influence.
- **Widely Studied & Debated**
 - Frequently studied but questioned as recognition changes.
- **Canon Authors:**
 - Shakespeare, Chaucer, Milton, Dickens, Eliot, Johnson, Joyce, Woolf, Austen, Whitman, Dickinson, Wordsworth.

Criticisms:

- Too exclusive, subjective in selection, and constantly changing.

ANGLO-AMERICAN LIT HISTORY

OLD-ENGLISH PERIOD

- Earliest stage of English literature, influenced by the Anglo-Saxons after the 1066 invasion.
- Literature was first oral, then written by monks and scribes.
- Reflected Anglo-Saxon values, beliefs, and experiences.
- **Characteristics:**
 - Heroic and Warrior Ideals
 - Oral Tradition and Alliteration
 - Blend of Pagan and Christian Beliefs
 - Serious and Reflective Tone
 - Use of Kennings and Figurative Language

ENGLISH T1

Examining the Structural Contexts of Beowulf

BEOWULF

- Oldest surviving major work of English Literature
- Earliest known epic poem written in English

Epic Hero

- **Characteristics:**
 - Possesses extraordinary abilities or qualities
 - Embarks on a significant journey
 - Faces great challenges or enemies
 - Timeless character that represents the values of a society

STORY

- **Grendel's 12-Year Terror**
 - Grendel attacks King Hrothgar's hall at night, killing warriors and spreading fear.
- **Helplessness of the Danes**
 - The Danish warriors cannot defeat Grendel, as their weapons and resistance fail.
- **Growing Reputation**
 - News of Grendel's attacks spreads to distant lands, eventually reaching Geatland, where Beowulf decides to help.
- **The Arrival**
 - Beowulf and his men arrive in Denmark and announce their intention to help Hrothgar.
- **Questioning**
 - The coast guard leads Beowulf and his men to Heorot, where they are questioned again.
 - Beowulf introduces himself and explains his purpose.
- **Reason for Coming**
 - Beowulf says that his people supported his decision to help Hrothgar because of his great strength.
- **His Confidence**
 - Beowulf accepts whatever fate awaits him and trusts in God's judgment.
 - He believes that "Fate goes ever as fate must."

Beowulf is known as:

- A noble warrior
- Confident and purpose-driven
- Legendary hero with proven strength

CHARACTER VS. CHARACTERIZATION

- **Character** – element of fiction
- **Characterization** – a method
 - Direct and Indirect

Unferth's Challenge

- The warrior Unferth questions Beowulf's reputation by bringing up his swimming contest with Breca.
- He suggests that Beowulf was overconfident and reckless for taking part in the dangerous contest.

How is Beowulf introduced indirectly vs directly?

- Direct:
 - gives clear, factual identity:
 - who he is
 - where he comes from
 - his social role

- Indirect:

- Beowulf's character is shown through his own words and descriptions, as well as through what other characters say about him.

Beowulf as the protagonist:

- **Contrast:** Beowulf is shown as different from the Danes and as their strongest hope against the threat.
- **Heroism:** His speech and confidence establish him as a heroic figure.

ELEMENTS OF FICTION

- Character
- Conflict
 - Struggle, clash or serious disagreement
 - *Internal*
 - Man vs. Self
 - *External*
 - Man VS. Man
 - Man VS. Nature
 - Man VS. Society
 - Man VS. Technology
 - Man VS. Supernatural
- Episodic Plot
 - Narrative structure composed of a series of loosely related chapters or episodes
 - Standalone Structure
 - Multiple Climaxes
 - Opposed to a parallel plot
 - *3 Monsters in Beowulf:*
 - Episode 1: Grendel
 - Episode 2: Grendel's Mother
 - Episode 3: The Dragon
- Point of View
 - Perspective from which a story is told
 - Dictates who is narrating
- Symbolism
 - Using objects, colors, characters, or actions to represent deeper ideas beyond their literal meaning.
 - Heorot (Mead-Hall) – Represents community, safety, and civilization.
 - Weapons and Armor – Represent strength, protection, and warrior status.
 - Three Monsters – Represent different forms of evil and challenges that heroes must overcome.

ENGLISH T1

William Shakespeare: History and Sonnets

INTRODUCTION: WILLIAM SHAKESPEARE

- **William Shakespeare (1564–1616)**
 - Actor, playwright, and poet who wrote 37+ plays and 154 sonnets.
 - Born in Stratford-upon-Avon, England; later moved to London and worked in theater.
 - Survived the bubonic plague but lost his son Hamnet at age 11.
 - Became a leading figure of the Renaissance/Elizabethan Era and was associated with The Globe Theatre.
- **Elizabethan Period (1558–1603)**
 - Known as a Golden Era under Queen Elizabeth I.
 - Arts, culture, literacy, education, and theater flourished.
 - England gained greater freedom from the Catholic Church and experienced social reforms.
- **Renaissance Movement**
 - A period of cultural rebirth and change.
 - Social reforms, education, thriving theaters, and the Queen's support for the arts helped Shakespeare's creativity flourish.
- **Elizabethan Language**
 - Shakespeare is credited with creating nearly 1,600 English words.
 - Common Phrases: "Be all and end all," "Kill with kindness," "All that glitters is not gold," "Wear your heart on your sleeve."
 - Words: Thou/Thee = You, Thy = Your, -eth = -s/-es.
- **Sonnets**
 - Means "**a little song**" in Italian.
 - A 14-line poem that focuses on one main idea or feeling, often with a turn in thought near the end.
 - Types: *Petrarchan/Italian and Shakespearean*.
 - Shakespearean Sonnet: 14 lines written in iambic pentameter.
 - **Rhythm**: The pattern of stressed and unstressed syllables.
 - Iamb: da-DUM
 - Trochee: DUM-da
 - Spondee: DUM-DUM
 - Anapest: da-da-DUM
 - Dactyl: DUM-da-da
 - **Meter**: The organized pattern of rhythm in a line of poetry, made up of feet.
 - **Iambic Foot – 2 syllables.**
 - **Dactylic Foot – 3 syllables.**
 - Meter – Measures how many times a rhythm pattern is repeated in a line.
 - Mono, di, tri, tetra, penta, hexa, hepta, octa, etc.
 - Rhyme – The pattern of rhyming words at the ends of lines.
 - Shakespearean Sonnet: **ABAB CDCD EFEF GG**

SONNET 18

- Written in the 1590s and published in 1609.
- Considered a masterpiece of English lyric poetry.
- Explores the shortness of youth and the lasting power of art.
- The sonnets explore love, philosophy, celebration, conflict, longing, and despair.

FIGURATIVE LANGUAGE

- Uses creative language to express ideas, evoke emotions, or emphasize meaning.

Types:

- **Assonance**
 - Repetition of the sound of a vowel
- **Consonance**
 - Repetition of similar sounds of consonants
- **Alliteration**
 - Consonant sounds are repeated at the beginning of 2 or more words in a line that are located next to or near each other
- **Anaphora**
 - Repetition of a phrase at the beginning of successive clauses or sentences
- **Epiphora**
 - AKA Epistrophe
 - Repetition of a phrase at the end of successive clauses or sentences
- **Simile**
 - Compares using "like" or "as"
- **Metaphor**
 - Implied comparison without the explicit use of comparative words
- **Personification**
 - Human traits given to non-human things
- **Hyperbole**
 - Exaggeration
- **Synecdoche**
 - Part represents the whole
- **Metonymy**
 - Substitution of a related item for the thing meant
- **Onomatopoeia**
 - Words that imitate sounds.

FIGURATIVE LANGUAGE

- A 14-line poem divided into three quatrains and a concluding rhyming couplet.
- Written in iambic pentameter with the rhyme scheme ABAB CDCD EFEF GG.
- Common themes include love, mortality, and the power of art.

DRAMA

- Shakespeare's plays are traditionally divided into three main genres:
 - Comedies
 - Tragedies
 - Histories

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William Shakespeare: History and Sonnets

Comedy

- Typically stories about love, marriage, and reconciliation, ending in happiness
- Key Characteristics:
 - Love and Marriage
 - Mistaken Identity & Disguise
- Major Plays:
 - A Midsummer Night's Dream
 - The Taming of the Shrew – One of Shakespeare's early comedies about a strong-willed woman and a man trying to change her for money.
- **Elizabethan Values:**
 - Society was **patriarchal**, with arranged marriages being common.
 - Wives were expected to be **submissive**, while husbands led the household.
 - "Well-ordered" marriages were seen as important for a well-ordered society.

Tragedy

- High-status hero whose fatal flaw leads to their downfall
- Key Characteristics:
 - Tragic Hero
 - Fatal Flaw
 - Downward Spiral
 - Death
- Major Plays:
 - Othello
 - Macbeth
 - Plot: Macbeth kills King Duncan to become king, influenced by the witches and Lady Macbeth.
 - Jacobean Values: Duncan's murder violates the Divine Right of Kings, causing disorder in nature.

HISTORICAL CONTEXT THEMES

- Provides a deeper understanding
- Shows how literature reflects society
- Helps readers recognize changing values

ENGLISH T1

Structural Contexts of Edgar Allan Poe: The Raven

STRUCTURE

Recurring Patterns & Motifs

- Deliberate Repetition
 - Creates an obsessive effect, reflecting the narrator's grief.
- "Nevermore" Refrain
 - Repeated at the end, gradually destroying the narrator's hope.
- Knocking Motif
 - Repeated tapping creates suspense and represents an unwanted intrusion.
- Questions Without Answers
 - Shows the narrator's growing obsession and despair.

Binary Oppositions

- Light/Darkness – Lenore vs. the Raven.
- Hope/Despair – "Balm in Gilead?" vs. "Nevermore."
- Reason/Madness – Logic vs. irrational obsession.
- Life/Death – The narrator vs. the lost Lenore.

Rhythm and Meter

- Trochaic octameter
 - 8 stresses-unstressed pairs
 - Musical, incantatory rhythm

POETIC DEVICES

- **Metaphor** – Direct comparison between unlike things without "like" or "as."
 - "Thing of evil" – Raven compared to evil.
 - "Night's Plutonian shore" – Death compared to the underworld.
- **Simile** – Comparison using "like" or "as."
 - "As of some one gently rapping" – Sound compared to someone knocking.
 - "Like a prophet" – Raven compared to a prophet.
- **Alliteration** – Repetition of consonant sounds at the beginning of nearby words.
 - "Weak and weary" – w sound.
 - "Nodded, nearly napping" – n sound.
 - "Doubting, dreaming dreams" – d sound.
 - "Surcease of sorrow" – s sound.
- **Onomatopoeia** – Words that imitate the sounds they describe.
 - "Tapping" – Mimics a light knock.
 - "Rapping" – Mimics a harder knock.
- **Rhyme Scheme** – The pattern of rhymes at the ends and within lines.
 - End rhyme: dreary/weary, lore/door/more/Nevermore.
 - Internal rhyme: "dreary" / "weary."
 - ABCBBB – Creates a hypnotic, song-like effect.
- **Imagery** – Vivid language that appeals to the senses.
 - Visual: "silken, sad, uncertain rustling of each purple curtain."
 - Auditory: tapping and rapping.
 - Visual/Tactile: the "dying ember" and its effect on the floor.

SYMBOLISM

Symbolism: Sign & Referent

- Sign – The physical thing we perceive.
- Referent – The idea or meaning it represents.
- **Raven**
 - Sign: A large black bird that says "Nevermore."
 - Referents: Death, grief, loss, dark thoughts, and prophecy.
 - Why it works: Its blackness and connection to death reinforce permanent loss.
- **Lenore**
 - Sign: A woman's name who is never physically present.
 - Referents: Lost love, the past, purity, and the narrator's lost hope.
 - Why it works: Her absence represents the narrator's deep grief.

EDGAR ALLAN POE (1809-1849)

- American writer, poet, and critic; pioneer of **detective fiction** and **psychological horror**.
- **Life and Tragedy**
 - Lost his mother at **age 2** and his adoptive mother at **11**.
 - His wife Virginia died of tuberculosis, influencing his themes of death and loss.
- **Artistic Intention: "Unity of Effect"**
 - Every word, image, and device should create one strong emotional effect.
 - Rising Dread
 - Repetition, rhythm, and growing desperation build anxiety.
 - Unrelenting Darkness
 - No comfort or resolution; grief and despair deepen.
 - Beauty in Sorrow
 - Poe explored beauty through melancholy, loss, and death.
 - The Raven as Poe's Inner World
 - The Raven can represent the narrator's grief, dark thoughts, and inability to escape thoughts of death and loss.

ENGLISH T1

Punctuation Marks and Capitalization

CAPITALIZATION RULES

1. **Capitalize first letter** of the first word in a sentence
 2. Capitalize **proper nouns**
 - Such as **geographical areas and addresses**
 3. Capitalize **all important words and prepositions of more than four letter** in titles
 4. Capitalize **adjectives formed from proper nouns**
 5. Capitalize **professional titles when used with a name**
 6. Capitalize words like **president and church** to refer to a person or institution.
 7. Capitalize **family relationships only when used with a name**
 8. Capitalize **specific courses** in school subjects
2. Clarify a list of items when each item has punctuation within itself.
 3. Use before conjunctive adverbs like however, for example, also, etc.

COLON

1. Used to replace a comma before a long or formal direct quote.
2. Used to introduce a list without phrases like "namely" or "for example."
3. Used with titles and subtitles of books, chapters, and
 - verses, as well as with time, ratios, etc.

END MARKS

- Period
 - Conclusion of a complete sentence
 - No emotion
- Question mark
 - Indicates a question directly
 - Not used for indirect questions
- Exclamation mark
 - Expresses strong emotion (excitement, surprise, etc.)
 - Use sparingly in formal writing

COMMAS

- **Separates digits** for thousands, millions, etc.
- **Separates a person's name from a following title**
- **Sets off an address**
- **Separates items** in addresses, dates, and names
- **Separates mild interjections** from the main statement
- **Identifies direct quotations** by a speaker
- **Separates adjectives** that separately modify one noun
- **Follows a subordinate clause** before the main clause
- Separates clauses joined by **FANBOYS**
- **Sets off non-restrictive appositives or modifying phrases**

QUOTATION MARKS

- **Cite material** quoted from another source or context.
- **Draw a reader's attention** to a particular word or phrase.
- **Enclose titles** of poems, short stories, and essays.
- **Single quotation marks** enclose a quote within another quote.

PARENTHESES

- **Encloses supplementary materials**
- **Encloses materials** that clarify a word or phrase
- **Encloses numerical equivalents** of written figures
- **Encloses names, dates, and places** for clarification
- **Encloses Arabic numbers or letters** labeling items in a series

SEMICOLON

1. Join two complete sentences not joined by a coordinating conjunction.

DASHES

- **Em Dash**
 - Signals an interrupted or unfinished thought.
 - Replaces parentheses to separate supplementary information.
 - Shows hesitation or a pause.
 - Introduces a noun that summarizes or contrasts with what came before.
 - Indicates that letters have been omitted.
 - Replaces commas to set off non-restrictive details that contain commas.
 - Draws attention to significant or dramatic details for emphasis.
- **Em Dash**
 - Shows ranges of numbers, dates, or times.
 - Connects related or contrasting words/names.
 - Replaces "to" or "through" between values.

ENGLISH T1

The Yellow Wallpaper

INTRODUCTION

- **Title:** The Yellow Wallpaper
- **Author:** Charlotte Perkins Gilman
- **Published:** 1892
- **Genre:** Short story
- **Point of View:** First-person
- **Setting:** A rented country house, mainly the narrator's upstairs bedroom.
- **Historical Context:** 19th-century America, when women had limited independence and men held greater social and medical authority.

CHARLOTTE PERKINS GILMAN

- American **writer, lecturer, and feminist** whose works focused on women's rights and gender inequality.
- Her experiences with mental health treatment influenced the story.
- She criticized society's expectations that women should be **passive, dependent, and focused on domestic life**.

PLOT SUMMARY

- The narrator and her husband, **John**, move into a country house for the summer. John, who is a doctor, believes she has a nervous condition and prescribes the **rest cure**, preventing her from working or writing.
- The narrator becomes increasingly fascinated by the **yellow wallpaper** in her bedroom. She secretly writes in her journal and begins seeing a **woman trapped behind the wallpaper**.
- As her obsession grows, she believes she must free the woman. She tears down the wallpaper and eventually **identifies herself with the woman**.
- At the end, John enters the room and faints. The narrator continues crawling around the room, believing that she has finally escaped.

MAIN CHARACTERS

- **Narrator** – Intelligent and creative but increasingly isolated and obsessed with the wallpaper. She represents women restricted by society.
- **John** – The narrator's husband and doctor. He represents male authority and patriarchal control.
- **Jennie** – John's sister and the housekeeper. She represents traditional expectations of women.
- **Mary** – Cares for the baby and represents the narrator's difficulty with the expected role of wife and mother.

MAJOR THEMES

- **Gender Inequality**
 - Women were expected to be obedient, dependent, and submissive to men.
- **Freedom vs. Confinement**
 - The narrator is physically trapped in her room and socially restricted by John.
- **Patriarchy**
 - John controls the narrator's treatment, activities, and decisions.

• **Mental Health**

- The story shows how isolation and ignoring a person's needs can worsen their mental state.

• **Identity**

- The narrator gradually loses her sense of self and identifies with the woman behind the wallpaper.

• **Self-Expression**

- Writing gives the narrator a way to express herself and maintain independence.

SYMBOLISM

- **Yellow Wallpaper** – Confinement, oppression, and the narrator's mental struggle. Its confusing pattern reflects her increasingly troubled state.
- **Woman Behind the Wallpaper** – The narrator and women oppressed by society. Her attempt to escape represents the desire for freedom.
- **Bedroom** – Imprisonment and lack of freedom. The narrator is forced to stay there despite disliking it.
- **Barred Windows** – Restriction and confinement. They make the room resemble a prison.
- **Window** – Freedom and the outside world. The narrator can see the outside but cannot freely join it.
- **Writing/Journal** – Self-expression and independence. Writing allows the narrator to express thoughts that she cannot share openly.
- **Tearing the Wallpaper** – Breaking free from control and oppression. The narrator believes she is freeing herself from the restrictions around her.
- **Creeping Woman** – The narrator's desire for freedom and changing identity.
- **Baby** – Society's expectations of women as mothers.
- **House** – Isolation and separation from society.

LITERARY DEVICES

- **First-Person POV**
 - Allows readers to experience the narrator's thoughts and mental decline directly.
- **Symbolism**
 - Objects and characters represent deeper ideas, especially the wallpaper and trapped woman.
- **Imagery**
 - Detailed descriptions of the wallpaper create an unsettling atmosphere.
- **Personification**
 - The wallpaper is described as if it has movement and behavior.
- **Repetition**
 - Repeated descriptions of the wallpaper show the narrator's growing obsession.
- **Irony**
 - John believes his treatment will help her, but the treatment contributes to her worsening condition.
- **Foreshadowing**
 - Early descriptions of the room and wallpaper hint at the narrator's eventual breakdown.
- **Metaphor**
 - The trapped woman represents women who are restricted by society.

ENGLISH T1

Basic Sentence Patterns

INTRODUCTION

- **Sentence** – Word or group of words that expresses a complete thought
- **Components:** Subject, Verb, Objects, Complements
 - **Subject** – Idea that the sentence is about
 - **Verb** – Expresses an action or state of being
 - **Objects** – Receives the action
 - Direct – Receives directly (Answers What or Whom)
 - Indirect – Receives the direct object
- **Complement** – Follows a linking verb (Describes or renames the subject)

SENTENCE PATTERNS

- includes a subject, verb, objects or complements
- **S-IV (Subject + Intransitive Verb)**
 - Intransitive verb: Doesn't have a direct object
 - No word in the sentence indicates who or what received the verb's action
- **S-LV-C (Subject + Linking Verb + Complement)**
- **S-LV-PN**
 - Subject + Linking Verb + Predicate Nominative
 - Renames
- **S-LV-PA**
 - Subject + Linking Verb + Predicate Adjective
 - Renames
- **S-TV-DO**
 - Subject + Transitive Verb + Direct Object
- **S-TV-IO-DO**
 - Subject + Transitive Verb + Indirect Object + Direct Object
 - Indirect Object -- Receives Direct Object
- **S-TV-DO-OC**
 - Subject + Transitive Verb + Direct Object + Object Complement

DIRECT & INDIRECT OBJECT RULE

- **Direct Object (DO)**
 - Receives the action. Ask "what?" or "whom?" after the verb.
 - The narrator studied the wallpaper. → studied what? = DO
 - John comforted his wife. → comforted whom? = DO
- **Indirect Object (IO)**
 - Receives the direct object. Ask "to whom?" or "for whom?"
 - John gave his wife some advice. → gave advice to whom? = IO
 - The narrator wrote John a letter. → wrote a letter to whom? = IO

SENTENCE PATTERN CLASSIFICATION FLOWCHART

