



ST. JOSEPH'S INSTITUTION INTEGRATED PROGRAMME

ENGLISH



INTRODUCTION

SJI's English Integrated Programme gives students the opportunity to study a challenging and diverse range of literature written in English. This two-year programme explores a plethora of fiction and non-fiction writing organised around themes and topics that bridge imagination with reality across cultures, communities and geographical space.

Using a modular system, SJI's English Integrated Programme aims to prepare students to be thorough and active readers, while honing their rhetoric and composition skills via academic writing. The aim of moulding SJI students into confident and competent speakers of the English language is also a key aspect of this programme. Beyond analytical and critical thinking skills, Integrated Programme students through the **Extended Learning Unit** will learn to appreciate language through creative writing, interdisciplinary studies and applied learning with projects used as a medium of formative assessment.

To support students with demonstrated competencies in the study of English, the **Josephian English Elective Programme (J.E.E.P)** sustains an academic community that challenges itself by taking an interdisciplinary approach to the study of English. J.E.E.P participants will pursue two academic modules across two terms in years three and (or) four. J.E.E.P participants will have the option of contributing to language or applied literary research projects mentored by subject tutors.

The **Lived Experience English Programme (L.E.E.P)** promotes the philosophy of the lived curriculum via two objectives. First, it aims to provide opportunities for students to use their knowledge of English in specific contexts. Such contexts could include social-service projects. Second, in-line with the belief that learning is a lived experience, L.E.E.P will coordinate learning journeys, work attachments and enrichment programmes that help students appreciate the importance of applied learning in the fields of language and literature, bridging theory and practice in a lived context.

Integrated Programme – English

St. Joseph’s Institution

<p>Year 3 - Academic Module I</p> <p>Questioning Imagination: Approaches to Reading and Interpretation</p>	<p>Year 3</p> <p>Extended Learning Unit</p>	<p>Year 3 Year 4</p>	<p>Year 3 Year 4</p>	<p>Year 3 Year 4</p>
<p>Year 3 - Academic Module II (Novel)</p> <p>Imagining Other Worlds: An Introduction to Gothic Fiction</p>				
<p>Year 3 – Academic Module III (Poetry)</p> <p>Reality versus Imagination: A Clash of Two Worlds</p>				
<p>Year 4 – Academic Module IV (Drama)</p> <p>The Individual in Society: Appreciating Human Commonalities and Diversity</p>	<p>Year 4</p> <p>Extended Learning Unit</p>	<p>The Josephian English Elective Programme</p>	<p>The Lived Experience Programme</p>	<p>Reading Programme</p>
<p>Year 4 –Academic Module V (Autobiography)</p> <p>Actions and Interactions: Understanding Interdependence of Individuals, Societies and the Environment</p>				
<p>Year 4- Academic Module VI (Short Stories: Comparative Analysis in Literary Studies)</p> <p>Human Relations and Identity</p>				

Module I

Questioning Imagination: Approaches to Reading and Interpretation

What does a literary scholar or critic do? How is it possible that two equally intelligent readers can arrive at completely opposing yet legitimate interpretations of the same text? Is there such a thing as an incorrect or “excessive” reading of a literary text? These are some of the many questions Module I will attempt to answer. A basic introduction to the study of practical criticism, Module I, through six short stories, will question the relationship between mind, reality and unreality while engendering a critical understanding of some of the key reading, writing and thinking skills defining the academic study of English Literature.

Module II

Imagining Other Worlds: An Introduction to Gothic Fiction (Novel)

Creatures from the dark have recurred and mutated in the Gothic imagination over the course of time, 200 years and more. Yet, what is their enduring appeal to 21st century readers in Singapore? Through Susan Hill’s *The Woman in Black*, this module explores how the Gothic has an unyielding hold on our imagination, with an emphasis on the difference between terror and horror, including the parameters in which this difference is presented through the writer’s use of language and key narrative techniques unique to the novel as a literary genre.

Module III

Reality versus Imagination: A Clash of Two Worlds (Poetry)

What is the point of poetry? It is a question asked in classrooms all over the world but it rarely receives a satisfactory answer. Exploring a selection of poems written by Gillian Clarke, this module surveys the Welsh landscape and the human stories it hosts through formalistic and imaginative considerations. This is done with the aim of showing how in the process of the imagination negotiating with reality, poets and readers form a bond that defines, directs and controls the poem.

Module IV

The Individual in Society: Appreciating Human Commonalities and Diversity (Drama)

This module looks at ways in which ‘madness’ is presented and interpreted in Haresh Sharma’s *Off Centre*. Through close reading of Sharma’s play, students will consider how representations of mental illness are employed to critique aspects of Singaporean society. Moreover, the module challenges student’s framework of understanding with regard to mental health. The depicted mental illness in *Off Centre* is discussed in the context of existing constructs of reality, such as the representation of gender and social expectations in Singapore.

Module V

Actions and Interactions: Understanding Interdependence of Individuals, Societies and the Environment (Autobiography)

Autobiographies have provided an understanding of the ways in which lives have been lived. Yet, paying attention to the self in society has been central to the study of autobiographies. Analysing core topics in autobiographical writing such as confession, romanticism and the journeying self, this module, through Jeanne Wakatsuki Houston's *Farewell to Manzanar*, draws attention to the tripartite relationship between the individual, society and the environment. Moreover, it discusses the relationship between historiography and literary studies with an emphasis on how self-portraiture is presented in the writing of a Japanese American who is interned in Manzanar during World War II.

Module VI

Human Relations and Identity (Short Stories: Comparative Analysis in Literary Studies)

Through Jhumpa Lahiri's *Interpreter of Maladies*, this module explores the connection between human movement and social identities, with a focus on examining the relationship between migrants and host communities. While the stories studied in this module are confined to the lived experiences of individuals from the Indian subcontinent, students at the end of the module will appreciate that identity is a construct and understand the complex trajectories, meanings and outcomes of human mobility.

ASSESSMENT

Formative Assessment

Assessment for Learning (AFL) plays a significant role in the assessment practices of SJI's English Integrated Programme. AFL is an approach to teaching and learning that creates feedback, which is then used to improve students' performance. Students become more involved in the learning process and from this, gain independence in what they are expected to learn. Structured written tasks, inquiry-based essays, self-directed learning projects and experiential learning assignments are some of the many examples defining AFL.

While the programme supports AFL, summative assessment is given importance in this programme to reinforce students' ability to read, write and think critically under timed conditions.

Summative Assessment

With regard to summative assessment, students will attempt two papers:

Paper 1: Comment and Appreciation (1 Hour and 15 minutes)

Students will write a critical commentary in response to an unseen poem or non-fiction extract. This paper focuses on text analysis with an emphasis on student's ability to respond to the writer's use of language, form and structure when discussing issues of universal concern.

Paper 2: Reading Literature (2 Hours)

Students will respond to two essay questions related to their study of set texts. Students will need to display knowledge of the text concerned, with an emphasis on how stylistic devices are used to elicit key issues related to the study of fiction.