

LITERATURE AND COMPOSITION

COURSE MANUAL

ENG103_21A



LESSON PLANS - TESTS - ANSWER KEYS - QUARTER REPORT FORMS

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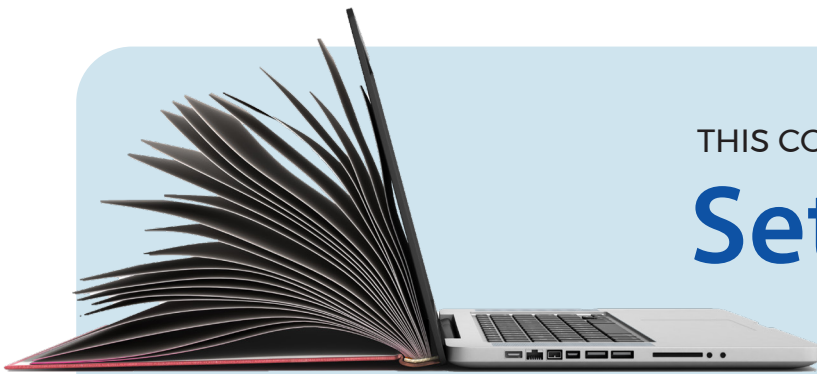
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LITERATURE AND COMPOSITION

INTRODUCTION

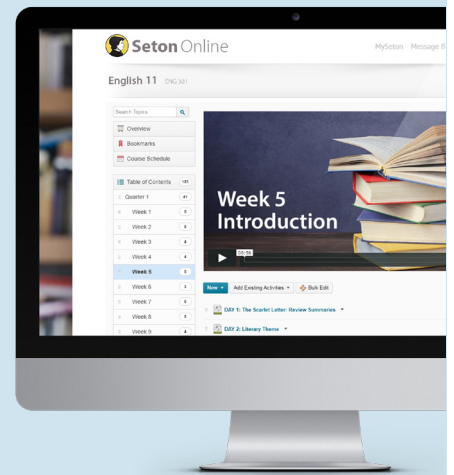


THIS COURSE IS INTEGRATED WITH

SetonOnline

This course is fully integrated with SetonOnline. All supplemental resources for this course, such as videos, interactive quizzes, and audio components are accessed using SetonOnline.

SetonOnline is a robust system from Seton that allows for this course to be completed as a flexible, self-paced online course. For those wishing to rely on the paper course manual rather than the online course, SetonOnline also allows for easy and intuitive retrieval of course resources.



Students may complete this course in three different ways.



Entirely Offline

If students prefer to complete the course without the benefit of the online resources or online course, they may do so.

Everything necessary to complete the course is contained in this manual.



Both Online & Paper

Students may freely alternate between the online course in SetonOnline and this printed course manual. The schedule and content is aligned to allow for a seamless student experience.

Course resources may also be obtained through SetonOnline, arranged both topically and according to the relevant week and day.

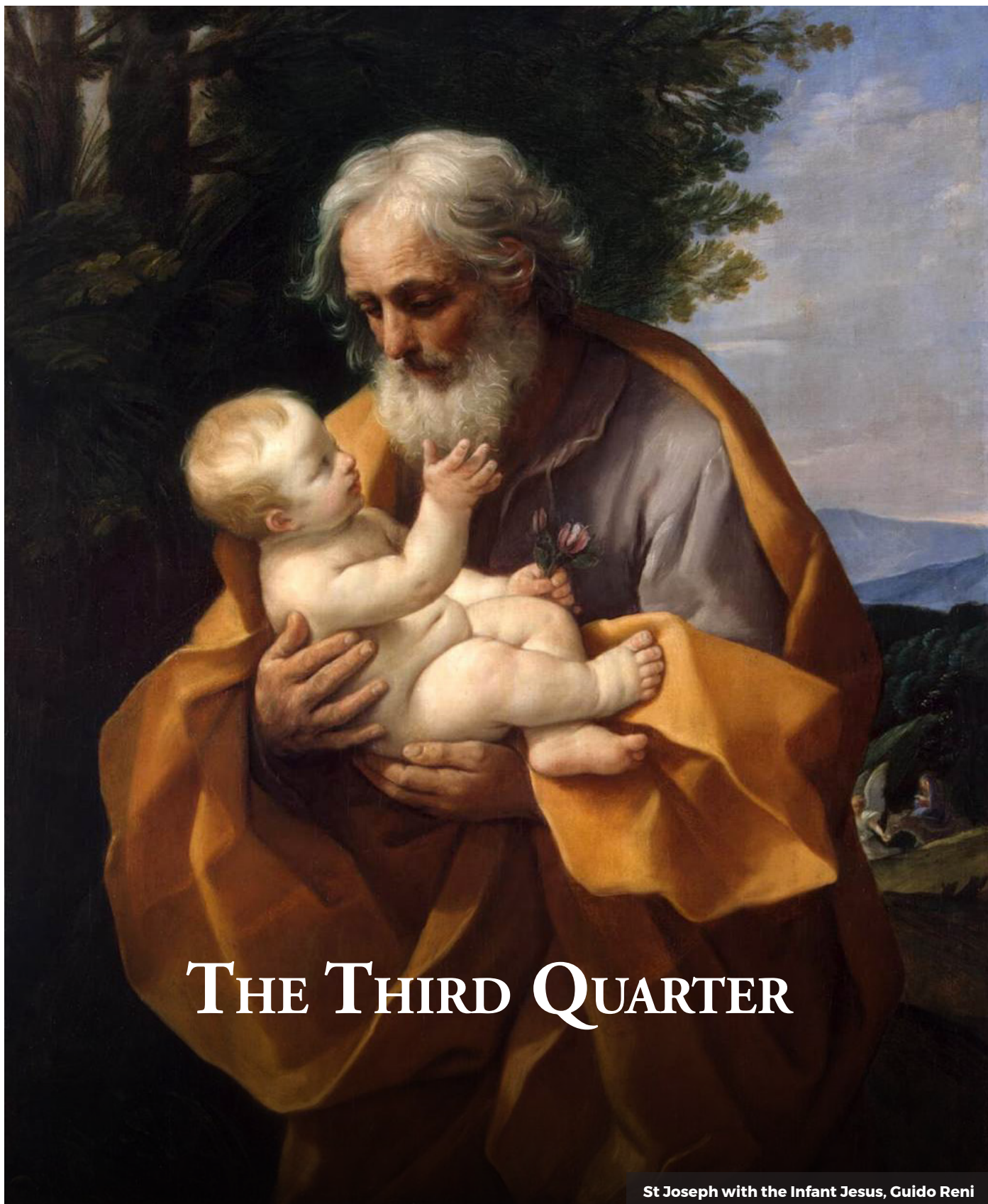


Entirely Online

The SetonOnline course contains all content found within this course manual, enriched with multimedia features.

If students prefer to complete the course entirely online, they may do so without use of this course manual.

If you don't already have a SetonOnline account, follow the instructions found at:
setonhome.org/online-account



THE THIRD QUARTER

St Joseph with the Infant Jesus, Guido Reni

Weeks Nineteen

Third Quarter Overview

- **Weeks 19 and 20:** Poetry. At-home quizzes and discussion questions; “The Donkey” Seton-graded poetry test.
- **Weeks 21 through 26:** Research Essay with cover page, outline, five-paragraph essay (minimum 700 words), footnotes, and bibliography.
- **Week 27:** Extra week to complete any unfinished work.

We are going to take a two-week break from the research essay assignment. The grading department needs time to review and return your Working Thesis Exercise and the Working Bibliography. We will have a brief introduction of poetry. It is not so opposite a study as it might first appear. Poetry is pre-eminently an art of word choice, a critical skill necessary to becoming a better writer overall. Please do not skip ahead, and do not begin writing the essay before receiving back grades on your Working Thesis Exercise and Working Bibliography.

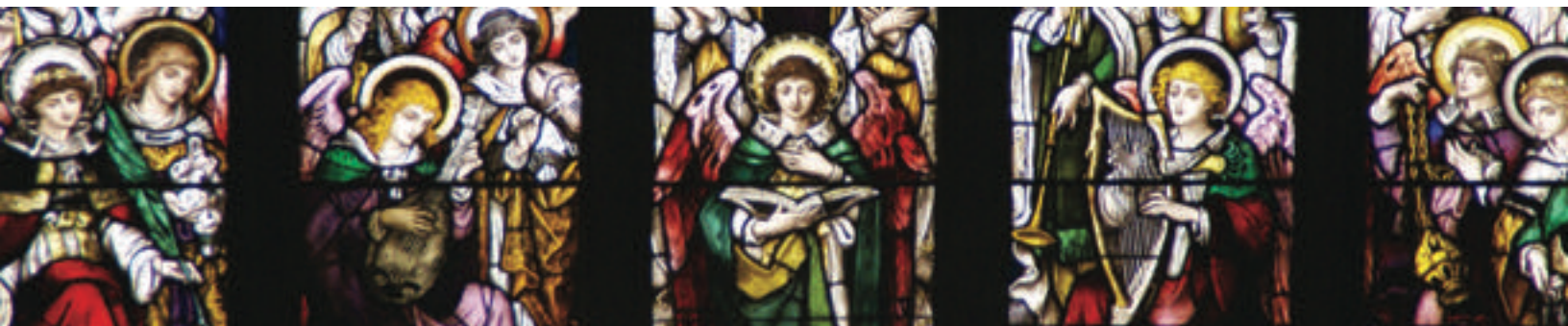
Day 1 Literature

We have seen how authors expressed their ideas in novels. This quarter, we will look at yet another way of communicating ideas: poetry.

Each of the poems that we will read expresses an important idea in vivid words and images. As you read the poems, look for the following things:

- What idea is the poet communicating to his or her readers?
- What words and phrases does the poet use to catch the reader’s attention, to paint a picture for the reader?
- How has the poet compressed meaning into a small space or a few words?

The discussion questions may be answered in writing or orally. After you have answered the questions on your own, consult the Third Quarter Poetry Discussion Questions Answer Key located in the back of this Course Manual. Your third quarter poetry discussion questions home grade will be based on your answers to these questions.





Read the following poem. A narration is available in SetonOnline.

“THE WAY OF THE CROSS”

by Leonard Feeney, S.J.

Along the dark aisles
Of a chapel dim,
The little lame girl
Drags her withered limb.
And all alone she searches
The shadows on the walls
To find the three pictures
Where Jesus falls.



Do the following Discussion Questions

DISCUSSION QUESTIONS

1. Why do you think the poet uses the words “dark,” “dim,” “alone,” “shadows”? What picture do you get from the first stanza?
2. The little girl is not really “alone.” Why? Who accompanies her and all those who suffer?
3. Do you find this poem depressing? Give reasons for your answer.

Day 2 Literature



Read the following poem. A narration is available in SetonOnline.

“TE MARTYRUM CANDIDATUS”

by Lionel Johnson

Ah, see the fair chivalry come, the companions of Christ!
White Horsemen, who ride on white horses, the Knights of God!
They, for their Lord and their Lover who sacrificed
All, save the sweetness of treading where He first trod!
These through the darkness of death, the dominion of night,
Swept, and they woke in white places at morning tide:
They saw with their eyes, and sang for joy of the sight,
They saw with their eyes the eyes of the Crucified.

Now, whithersoever He goes, with Him they go;
White Horsemen, who ride on white horses, oh fair to see!
They ride, where the Rivers of Paradise flash and flow,
White Horsemen, with Christ their Captain; forever He!

(**Note:** The Latin title comes from the hymn “Te Deum,” and refers to the “white-robed army of martyrs” who praise the Lord. Also, in line 4, “save” means except.)



Do the following Discussion Questions



DISCUSSION QUESTIONS

1. Why does the poet use the word “white” so often? When are white vestments worn in the Church?
2. What words does the poet use that suggest battle or soldiers? Why do you suppose he uses these words to refer to martyrs?
3. In the first stanza, the martyrs are said to have “sacrificed / All” except for one thing. What is that one thing?
4. What contrast is made in the second stanza? What do “darkness,” “death,” and “night” symbolize? What do “white places” and “morning tide” symbolize?
5. In what ways are the little girl in the first poem and the martyrs in the second poem similar?



**Day 3** Literature

Read the following poem. A narration is available in SetonOnline.

“LE REPOS EN EGYPTE: THE SPHINX”

by Agnes Repplier

All day I watch the stretch of burning sand;
All night I brood beneath the golden stars;
Amid the silence of a desolate land,
No touch of bitterness my reverie mars.
Built by the proudest of a kingly line,
Over my head the centuries fly fast;
The secrets of the mighty dead are mine;
I hold the key of a forgotten past.

Yet, ever hushed into a rapturous dream,
I see again that night. A halo mild
Shone from the liquid moon. Beneath her beam
Traveled a tired young Mother and the Child.
Within mine arms she slumbered, and alone
I watched the Infant. At my feet her guide
Lay stretched o'er-wearied. On my breast of stone
Rested the Crucified.





Do the following Discussion Questions

DISCUSSION QUESTIONS

1. What words does the poet use to create a sense of agelessness in the Sphinx?
2. From what you know of history, what would be some of the important events that the Sphinx in the Egyptian desert would have witnessed? What does the poet convey by having the Sphinx describe this particular event, rather than all of the other possible events she could have described?
3. Why do you suppose the poet chose to describe Jesus as “the Crucified,” even though He was only an infant at the time of the Flight into Egypt? Would the fact that the Flight is considered one of the Seven Sorrows of Mary have something to do with it? Explain. Also, because Jesus is God as well as man, He is therefore outside of time. Can you think of any other reasons?

Day 4 Literature



Read the following poem. A narration is available in SetonOnline.

“THE LIGHT OF BETHLEHEM”

by John Bannister Tabb

‘Tis Christmas Night! The snow
A flock unnumbered lies;
The old Judean stars aglow
Keep watch within the skies.

An icy stillness holds
The pulses of the night;
A deeper mystery enfolds
The wondering Hosts of Light.

Till lo, with reverence pale
That dims each diadem,
The lordliest, earthward bending, hail
The Light of Bethlehem!



Do the following Discussion Questions

DISCUSSION QUESTIONS

1. What words or phrases does the poet use to describe the night scene?
2. What words or phrases suggest a sense of awe, wonder, and mystery?



3. Who are the “Hosts of Light”? In one sense, they could be the stars, but the poet also wants us to think of something else. Who, besides human beings, were present at the first Christmas?
4. Why does the poet use “Light of Bethlehem” to refer to Christ? What do the angels do when Christ appears?

Day 5 Literature



Review the poems that we have studied this week.



Adoration of the Shepherds, Gerard van Honthorst

Week Twenty

Day 1 Literature



Read the following poem. After you have read the poem once, look up any words that you don't know. Then re-read the poem to appreciate its full message.

“TO A SNOWFLAKE”

by Francis Thompson

What heart could have thought you?
 Past our devisal
 (O filigree petal!)
 Fashioned so purely,
 Fragilely, surely,
 From what Paradisal
 Imagineless metal,
 Too costly for cost?
 Who hammered you, wrought you,
 From argentine vapor?
 “God was my shaper.
 Passing surmised,
 Who hammered, He wrought me,
 From curled silver vapor,
 To lust of His mind--
 Thou could'st not have thought me!
 So purely, so palely,
 Tinily, surely,
 Mightily, frailly,
 Insculped and embossed,
 With His hammer of wind,
 And His graver of frost.”



For an interactive narration, visit
SETONONLINE



Do the following Discussion Questions


DISCUSSION QUESTIONS

1. What words does the poet use to suggest the beauty, delicacy, and intricacy of the snowflake?
2. What questions does the poet ask the snowflake?




3. What answers does the snowflake give? Note: The word “lust” may mean “luster.”
4. What else does the snowflake say to the poet?
5. How do the rhythm and sounds of the poem suggest the way a snowflake flutters to the ground?
6. What is the theme of this poem?

Day 2 Literature

 Spend the day reviewing the poetry section in preparation for an analysis of a new poem. You will have a test on Thursday.

Day 3 Literature

 For an interactive narration, visit **SETONONLINE**

 To prepare for the upcoming poetry test, here are two poems to read and think about.



**Immaculate Conception,
Bartolome Esteban Murillo**

**“LINES FOR A DRAWING OF
OUR LADY OF THE NIGHT”**

by Francis Thompson

This, could I paint my inward sight,
 This were Our Lady of the Night:
 She bears on her front’s lucency
 The starlight of her purity:
 For as the white rays of that star
 The union of all colors are,
 She sums all virtues that may be
 In her sweet light of purity.
 The mantle which she holds on high
 Is the great mantle of the sky.
 Think, O sick toiler, when the night
 Comes on thee, sad and infinite,
 Think, sometimes, ‘tis our own Lady
 Spreads her blue mantle over thee,
 And folds the earth, a wearied thing,
 Beneath its gentle shadowing;
 Then rest a little; and in sleep
 Forget to weep, forget to weep!

The author first speaks about imagining a drawing of the Blessed Mother who uses the night sky like a huge mantle she spreads over us all for protection. The author writes about her purity being like the brilliant white of a star; and since white is, scientifically speaking, the union of all colors, she is like the union of all virtues. “Her front’s lucency” refers to the light of her face, lucent meaning luminous or bright.

After he describes her, he speaks to us, those of us who must toil or work for our food and shelter. The poet tells us to see the night as a time when the Blessed Mother shows her protection, and instead of weeping with our problems, we should see the Blessed Mother protecting us at night, and we can rest peacefully beneath her shadow of the darkness.

As Catholics reading a poem by a Catholic, we need to apply our own Catholic culture and knowledge of our Faith to the poems. It is not unusual for Catholics, especially Catholic poets, to follow the direction of St. Francis de Sales, to see God, His mother, the saints, the teachings of Jesus, in everything we see.



Read this next poem. A narration is available in SetonOnline.



“I SEE HIS BLOOD UPON THE ROSE”

by Joseph Mary Plunkett

I see His blood upon the rose
And in the stars the glory of His eyes,
His body gleams amid eternal snows,
His tears fall from the sky.

I see His face in every flower;
The thunder and the singing of the birds
Are but His voice – and carven by His power
Rocks are His written words.

All pathways by His feet are worn
His strong heart stirs the ever-beating sea,
His crown of thorns is twined with every thorn,
His cross is every tree.



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This Course Manual is the property of Seton Home Study School and must be returned to Seton when the course has been completed.

We encourage you, however, to write in this Course Manual, or highlight in it to mark student progress.

For more information, visit:
setonhome.org/return-lp



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