
PETERS TOWNSHIP HIGH SCHOOL

COURSE SYLLABUS: ACADEMIC ENGLISH 11

Course Overview and Essential Skills

Throughout the year in Academic English 11, we will concentrate on strengthening critical reading skills by reading literature selections in a variety of genres including short stories, novels, plays, essays, and poetry. An emphasis will be placed upon strengthening analytical reading skills. Additionally, we will focus on developing writing skills by composing analytical and creative paragraphs and essays. Focused grammatical concepts, rhetorical strategies, and MLA standards will be incorporated into writing assignments. In addition, students will practice and apply the following skills:

- Read with greater understanding and appreciation of short stories, essays, novels, plays, and poems.
- Discuss and appreciate the literary significance of such classic works as Miller's *The Crucible*, Crane's *The Red Badge of Courage*, Twain's *Huckleberry Finn*, Fitzgerald's *The Great Gatsby*, August Wilson's *Fences*, and J. D. Salinger's *The Catcher in the Rye*.
- Think and analyze critically.
- Write more accurately, effectively, and confidently in a variety of styles and formats.
- Discuss the importance of literary elements and literary/rhetorical devices such as plot, character, irony, theme, point of view, and symbolism.
- Understand how rhetorical strategies are used in literature and in the real world.
- Develop an enriched vocabulary and a greater appreciation for exact diction.
- Express himself/herself orally with increased clarity and willingness

Course Textbook and Required Materials

Texts:

Crane, Stephen. *The Red Badge of Courage*. New York: Bantam, 2004. Print.

Elements of Literature Fifth Course Literature of the United States. New York: Holt, Rinehart and Winston. 2003. Print.

Fitzgerald, F. Scott. *The Great Gatsby*. New York: Collier, 1992. Print.

Hitchcock, Bert, et al. *American Short Stories*. Pearson Longman, 2008. Print.

Miller, Arthur. *The Crucible*. *Elements of Literature Fifth Course Literature of the United States*. New York: Holt, Rinehart and Winston. 2003. Print.

Salinger, J.D. *The Catcher in the Rye*. New York; Little, Brown, 1979. Print.

Twain, Mark. *The Adventures of Huckleberry Finn*. Austin: Holt, Rinehart, Winston, 1995. Print.

Wilson, August. *Fences*. New York: Plume, 1986. Print.

Course Supplemental Texts:

The Crucible (1996)

Dead Poets Society (1989)

Into the Wild (2007)

Glory (1989)

Huck Finn (1993)

The Red Badge of Courage (1951)

The Great Gatsby (2013)

Fences (2017)

Suggested Material:

- A three-ringed binder (1 ½ in.) for your English notebook
- A traditional composition notebook or a 1-subject spiral notebook for your journal
- 100 pack 3x5 notecards

Course Outline of Material Covered:

Unit of study	Unit Objectives and Resources	Time Allotment
Grammar and Sentence Fluency	<ul style="list-style-type: none">• Identify common grammatical errors and practice strategies for correcting and revising grammatical problems.• Practice a variety of sentence combining strategies to improve clarity, coherence, and sophistication in writing.	Integrated in various units of study throughout the year.
Indigenous American Oral Literature (poetry, myths)	<ul style="list-style-type: none">• Read, analyze, and interpret literary selections from <i>The Elements of Literature</i> and other supplemental collections of American Indian tales.• Discuss the literary significance of America's earliest literature.	1 week
Early Colonial Literature (essays, journals, personal narratives, poetry)	<ul style="list-style-type: none">• Read, analyze, and interpret a variety of colonial literature selections from <i>The Elements of Literature</i> including personal narratives of William Bradford, Mary Rowlandson, and Anne Bradstreet• Apply close reading strategies to understand and analyze literary passages.• Participate in discussions and write an analytical paragraphs.	1-2 weeks
Puritan Ideology and Drama Study: (The Crucible)	<ul style="list-style-type: none">• Read, analyze, and interpret Miller's contemporary drama as it relates to the time in which it is set and the time in which it was written.• Interpret dramatic literary elements and devices.• Analyze characters and provide textual evidence to support assertions about characters.• Participate in discussions, write an analytical essay, and complete formative and summative assessments.• Analyze the differences between the novel and the film adaptation of <i>The Crucible</i>. <p>Supplemental Resources:</p>	4 weeks

	<i>The Crucible</i> (1996) film	
American Rationalism and Revolutionary Writers/ Persuasion (essays, speeches, documents)	<ul style="list-style-type: none"> • Read, analyze, and interpret a variety of works by Revolutionary Writers such as Thomas Jefferson, Ben Franklin, Thomas Paine, and Patrick Henry, focusing on rhetorical strategies and persuasive appeals. • Compare and connect rhetoric from the textbook to rhetoric in the modern world through discussion and examples of advertising campaigns and speeches including Martin Luther King’s “I Have a Dream” speech. • Participate in discussions, write analytical paragraphs, and complete formative and summative assessments. • Create a persuasive speech, project, or essay that utilizes various persuasive appeals and relies on research of both primary and secondary source documents. 	3 weeks
American Renaissance and Transcendentalism: (essays, poetry, novel excerpts)	<ul style="list-style-type: none"> • Read, analyze, and interpret excerpts from works by Emerson and Thoreau (excerpts from <i>Nature</i>, “Self-Reliance,” “Civil Disobedience,” and <i>Walden</i> in <i>Elements of Literature</i>) • Apply close reading strategies to understand and interpret the ideas in these passages • Identify and interpret characteristics of Transcendentalism in these and other supplemental works. <p>Supplemental Resources:</p> <p><i>Into the Wild</i> (2007) film clips</p> <p><i>Dead Poet’s Society</i> (1989) film clips</p>	2 weeks
American Romanticism and Poetry (poetry)	<ul style="list-style-type: none"> • Read, analyze, and interpret various works by American poets. • Identify and interpret poetic devices <p>Supplemental Resources:</p> <p><i>Dead Poet’s Society</i> (1989) film clips</p> <p><i>American Short Stories</i>. Hitchcock, Bert and Virginia M. Kouidis, Eds. Pearson: New York, 2008.</p>	1-2 weeks
Dark Romanticism (poetry, short stories)	Read, analyze and interpret various poems and short stories by Dark Romantic writers such as Poe, Hawthorne, Melville, and Irving	3 weeks

<p>Realism and Regionalism: (<i>The Red Badge of Courage</i>, <i>The Adventures of Huckleberry Finn</i>, short stories, film)</p>	<ul style="list-style-type: none"> • Read, analyze, and interpret both <i>The Red Badge of Courage</i> by Stephen Crane and <i>The Adventures of Huckleberry Finn</i> by Mark Twain as well as selected short stories by Stephen Crane, Herman Melville, Jack London, Kate Chopin and Ambrose Bierce. • Discuss and interpret the historical context of both works and identify elements of realism and regionalism in all works. Differentiate between characteristics of realism, regionalism, and naturalism. • Interpret literary elements, literary devices, and author’s craft. • Analyze tone, specifically elements of satire in <i>The Adventures of Huckleberry Finn</i>. • Participate in discussions, write analytical paragraphs, and complete formative and summative assessments. • Analyze the differences between the novel and the film adaptations of both works <p>Supplemental Resources:</p> <p><i>The Adventures of Huckleberry Finn</i> (1993) film</p> <p><i>Glory</i> (1989) film clips</p> <p><i>The Red Badge of Courage</i> (1951) film clips</p> <p>Melville, Herman. <i>Billy Budd, Sailor and Other Stories</i>. Bantam: New York, 1984.</p> <p><i>American Short Stories</i>. Hitchcock, Bert and Virginia M. Kouidis, Eds. Pearson: New York, 2008.</p>	<p>7-8 weeks</p>
<p>Early Twentieth Century Literature: (<i>The Great Gatsby</i>, poetry, selected short stories)</p>	<ul style="list-style-type: none"> • Read, analyze, and interpret poetry and short stories of the early 20th century, in particular, writers of the Harlem Renaissance • Read, analyze and discuss Fitzgerald’s novel, <i>the Great Gatsby</i>, in relation to the times in which it was written. • Discuss literary elements, literary devices, and author’s craft. • Participate in discussions, write analytical essays, and complete formative and summative assessments. • Analyze the differences between the novel and the film adaptation of <i>The Great Gatsby</i> <p>Supplemental Resources:</p>	<p>4-5 weeks</p>

	<p><i>The Great Gatsby</i> (1974) film clips <i>The Great Gatsby</i> (2013) film</p>	
<p>The Modern Novel: (<i>The Catcher in the Rye</i>)</p>	<ul style="list-style-type: none"> • Read, analyze, and interpret Salinger's novel in relation to the times in which it was written and through a biographical lens of its author. • Discuss literary elements, literary devices, and author's craft. • Discuss and analyze tone in various literary passages. • Participate in discussions, write analytical responses, keep writing journals and personal reflections, and complete formative and summative assessments. 	3-4 weeks
<p>Contemporary American Drama: (<i>Fences</i>)</p>	<ul style="list-style-type: none"> • Read, analyze, and interpret Wilson's contemporary drama as it relates to the place and time in which it is set. • Interpret dramatic literary elements and devices. • Analyze characters and provide textual evidence to support assertions about characters. • Participate in discussions, write an analytical essay, and complete formative and summative assessments. • Analyze the differences between the novel and the film adaptation of <i>Fences</i>. <p>Supplemental Resources:</p> <p><i>Fences</i> (2017) Film</p>	2 weeks

***Depending on the needs of the class or changes in the school year, the course timeline and sequence of texts is subject to change.**