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# PETERS TOWNSHIP HIGH SCHOOL

## COURSE SYLLABUS: ENGLISH HONORS 11

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### **Course Overview and Essential Skills**

Throughout the year in English Honors 11, we will concentrate on strengthening writing skills by writing critical analysis essays, a variety of creative essays and poems, and completing a research project. Focused grammatical concepts, rhetorical strategies, and MLA standards will be incorporated into all writing assignments. In addition to writing, we will explore American literature selections in all genres, including short stories, novels, plays, essays, and poetry. 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*, Hawthorne's *The Scarlet Letter*, Thoreau's *Walden*, Crane's *The Red Badge of Courage*, Twain's *The Adventures of Huckleberry Finn*, Fitzgerald's *The Great Gatsby*, and 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.
- Develop an enriched vocabulary and a greater appreciation for exact diction.
- Articulate insights into literature with increased clarity and willingness. In other words – everyone is expected to participate in interesting class discussions!

### **Course Textbook and Required Materials**

Hitchcock, Bert and Virginia M. Kouidis, eds. *American Short Stories, 8<sup>th</sup> Edition*. Pearson Education, Inc., 2008.

*Elements of Language Fifth Course*. Holt, Rinehart and Winston, 2001.

*Elements of Literature Fifth Course Literature of the United States*. Holt, Rinehart and Winston, 2003.

*The Writer's Options Combining to Composing*. Eds. Donald A. Daiker, Andrew Kerek, Max Morenberg, and Jeffrey Sommers. Harper Collins College Publishers, 1994.

Arp, Thomas R. and Greg Johnson, eds. *Perrine's Sound & Sense: An Introduction to Poetry, 12<sup>th</sup> Edition*. Wadsworth Cengage Learning, 2008.

Crane, Stephen. *The Red Badge of Courage*. American Econo-Clad Services, 1988.

*Fences*. Directed by Denzel Washington, performances by Denzel Washington and Viola Davis. Paramount Pictures, 2016.

Fitzgerald, F. Scott. *The Great Gatsby*. Scribner/Simon & Schuster, 1995.

*The Great Gatsby*. Directed by Baz Luhrmann, performances by Leonardo DiCaprio, Tobey Maguire, and Carey Mulligan. Paramount Pictures, 2013.

*The Great Gatsby*. Directed by Jack Clayton, performances by Robert Redford and Mia Farrow. Paramount Pictures, 1974.

Hawthorne, Nathaniel. *The Scarlet Letter*. Holt, Rinehart, & Winston, 1995.

Miller, Arthur. *The Crucible*. Penguin Books, 1976.

*The Crucible*. Directed by Nicholas Hytner, performances by Daniel Day-Lewis and Winona Ryder. Twentieth Century Fox, 1997.

Salinger, J.D. *The Catcher in the Rye*. Little, Brown and Company, 1951.

Twain, Mark. *The Adventures of Huckleberry Finn*. Holt, Rinehart, & Winston, 1995.

*The Adventures of Huckleberry Finn*. Directed by Stephen Sommers, performances by Elijah Wood, Ron Perlman, and Courtney B. Vance. Disney Productions, 1993.

Wilson, August. *Fences*. Plume/Penguin Group, 1986.

**Course Outline of Material Covered:**

<b>Unit or Topic</b>	<b>Concepts/Skills/Resources</b>	<b>Timeframe</b>
Unit of study or major topic as outlined in curriculum	Unit specific skills or concepts, could include projects or labs, movies used or other specific resources, etc	May indicate the month or amount of time for unit
Summer Reading: Analyzing Theme in American Contemporary Fiction and Selected American Short Stories <i>The Catcher in the Rye</i>	<ul style="list-style-type: none"><li>• Apply close reading strategies to analyze predominate literary elements (Ex.: characterization, conflict, setting, tone, mood, theme, etc.)</li><li>• Participate in discussions, write analytical essays, and complete formative and summative assessments.</li></ul>	3 weeks
Colonial Literature and Rationalism	<ul style="list-style-type: none"><li>• Read, analyze, and interpret a variety of works by Revolutionary Writers, focusing on rhetorical strategies and persuasive appeals.</li><li>• Write an original argument or rhetorical analysis essay.</li></ul>	2 weeks

<p>Romanticism and the American Novel <i>The Scarlet Letter</i> "The Birthmark"</p>	<ul style="list-style-type: none"> <li>• Read, analyze, and interpret Hawthorne's psychological/dark romantic novel and short story.</li> <li>• Read, analyze, and interpret Hawthorne's novel through a variety of lenses.</li> <li>• Apply close reading strategies to analyze key literary elements.</li> <li>• Participate in discussions, write analytical essays; complete formative and summative assessments.</li> <li>• Make connections to different literary genres (ie: "The Birthmark").</li> <li>• Analyze the differences between the novel and the PBS film adaptation of <i>The Scarlet Letter</i>.</li> </ul>	<p>4 weeks</p>
<p>Historic Drama and Social Commentary <i>The Crucible</i> "The Lottery"</p>	<ul style="list-style-type: none"> <li>• Read, analyze, and interpret Miller's contemporary drama through a variety of lenses.</li> <li>• Interpret dramatic literary elements and devices.</li> <li>• Participate in discussions, write analytical essays, and complete formative and summative assessments.</li> <li>• Make connections to different literary genres (ie: "The Lottery").</li> <li>• Analyze the differences between the novel and the film adaptation of <i>The Crucible</i>.</li> </ul>	<p>4 weeks</p>
<p>American Renaissance, Romanticism, and Transcendentalism: <i>Walden</i></p>	<ul style="list-style-type: none"> <li>• Read, analyze, and interpret selected works by Emerson and Thoreau (excerpts from <i>Nature</i>, "Self-Reliance," and <i>Walden</i> in <i>Elements of Literature</i>)</li> <li>• Apply close reading strategies to identify and interpret characteristics of Transcendentalism in these and other supplemental works.</li> <li>• Analyze the individual's relationship with society.</li> </ul>	<p>3 weeks</p>

	<ul style="list-style-type: none"> <li>• Make connections to different literary genres (ie: poetry and essays).</li> <li>• Identify and interpret poetic devices.</li> <li>• Write an original poem.</li> <li>• Write a creative essay.</li> </ul>	
Realism in American Literature: <i>The Red Badge of Courage</i>	<ul style="list-style-type: none"> <li>• Read, analyze, and interpret <i>The Red Badge of Courage</i> by Stephen Crane through a variety of lenses.</li> <li>• Interpret literary elements, literary devices, and author's craft.</li> <li>• Participate in discussions, write analytical essays, and complete formative and summative assessments.</li> <li>• Make connections to different literary genres. Analyze the differences between the novel and the film adaptation of the work.</li> </ul>	3 weeks
Satire in American Literature: <i>The Adventures of Huckleberry Finn</i>	<ul style="list-style-type: none"> <li>• Read, analyze, and interpret <i>The Adventures of Huckleberry Finn</i> through a variety of lenses.</li> <li>• Interpret literary elements, literary devices, and author's craft.</li> <li>• Participate in discussions, write analytical essays, and complete formative and summative assessments.</li> <li>• Make connections to different literary genres.</li> </ul>	5 weeks
The American Dream in 20 <sup>th</sup> Century American Fiction: <i>The Great Gatsby</i>	<ul style="list-style-type: none"> <li>• Read, analyze, and interpret Fitzgerald's novel through a variety of lenses.</li> <li>• Interpret literary elements, literary devices, and author's craft.</li> <li>• Participate in discussions, write analytical essays, and complete formative and summative assessments.</li> <li>• Analyze the differences between the novel and the film</li> </ul>	4 weeks

	adaptation of <i>The Great Gatsby</i> (1974 version).	
Contemporary Drama and Social Commentary <i>Fences</i>	<ul style="list-style-type: none"> <li>• Read, analyze, and interpret Wilson’s contemporary drama through a variety of lenses.</li> <li>• Interpret dramatic literary elements and devices.</li> <li>• Participate in discussions, write analytical essays, and complete formative and summative assessments.</li> <li>• Make connections to different literary genres (ie: poetry by Langston Hughes).</li> <li>• Analyze the differences between the novel and the film adaptation of <i>Fences</i>.</li> </ul>	4 weeks
Literary Research and Analysis: American Author Research	<ul style="list-style-type: none"> <li>• Investigate a variety of print and digital research resources, including literary criticisms, focused on a selected American author.</li> <li>• Read, analyze, and interpret style, purpose, and author’s craft in a selected work by an American author.</li> <li>• Write a formal MLA research paper in two parts.</li> </ul>	<p>Approx. 4 weeks</p> <p>Note that this research unit will run concurrently with other units.</p> <p>Approximately 1 – 2 weeks will be spent in the library, working collaboratively with the HS librarian.</p> <p>The selected novel will be read outside of class.</p> <p>Classroom instructional time will be dedicated to reinforcing MLA procedures.</p>
Effective Use of Language	<ul style="list-style-type: none"> <li>• Practice a variety of sentence combining strategies to improve clarity, coherence, and sophistication in writing.</li> <li>• Revise and edit grammar and diction in original essays.</li> <li>• Practice a variety of grammatical and usage concepts in preparation for standardized tests.</li> <li>• Utilize <i>The Writer’s Option</i> writing manual and various collegiate writing center digital resources.</li> </ul>	Integrated within various units of study throughout the year.