

## English 11 Honors Course Syllabus

Readings marked with an asterisk (\*) are the required primary course readings, other reading selections listed are suggested readings to supplement the primary course readings. It is not expected that all suggested materials are covered during the semester.

### Unit One: Puritanism

#### The Puritan Philosophy...

- believes the individual's fate is in God's hands. To enter Heaven, one must please God.
- believes religious law is civil law - Theocracy.
- believes the community as a whole is more valuable than the individual.
- believes self examination, as well as watching others' behavior, is the way to maintain God's grace.
- believes that living in fear of God is their major motivational force.
- believes rigid discipline and "utopian" ideals characterized the Puritan existence.
- believes the world is clearly defined as "good and evil."

#### Terms for Puritanism:

- Theocracy
- Utopia
- Grace
- Puritan Plain Style
- Regional Voice (New England)
- Predestination
- Original Sin
- Crucible

#### Literature/Teaching Foci:

**Non-Fiction (\*at least two poems, non-fiction readings, or short stories required)**

"A Planter's Days"	Byrd
"A Model of Christian Charity"	Winthrop
<ul style="list-style-type: none"><li>• Beginning of Puritan beliefs</li><li>• Blueprint for utopian society</li></ul>	
"Of Plymouth Plantation"	Bradford
<ul style="list-style-type: none"><li>• focus on importance of community</li><li>• emphasis on the role God plays in decision making</li></ul>	

“Captivity Narrative”	Rowlandson
<i>The New England Primer</i>	Boston 1683

**Poetry**

“Upon the Burning of my House”	Bradstreet
<ul style="list-style-type: none"> <li>• use of imagery</li> <li>• reflection of Puritan ideals</li> </ul>	

**Short Story**

“Young Goodman Brown”	Bradstreet
<ul style="list-style-type: none"> <li>• Puritan belief in the supernatural</li> <li>• author’s use of symbolism and imagery</li> <li>• the role of hypocrisy in the Puritan tradition</li> </ul>	

**Drama**

<i>The Crucible</i>	Miller
<ul style="list-style-type: none"> <li>• a modern work that exposes the failure of the Puritan tradition</li> <li>• an example of protest literature</li> <li>• irony: situational, dramatic, verbal</li> <li>• symbolism and imagery</li> <li>• the play as a tragedy and John Proctor as a tragic hero</li> <li>• modern-day witch hunts</li> </ul>	

**Novel**

* <i>The Scarlet Letter</i>	Hawthorne
<ul style="list-style-type: none"> <li>• a work that exposes Hawthorne’s view of Puritans</li> <li>• a text that examines the contrast between Puritan and Romantic values</li> <li>• author’s use of symbolism and imagery</li> <li>• themes of sin and redemption; society v. individual authority; alienation, accusation and peer pressure; hypocrisy, and law and order</li> </ul>	

**Sermons**

*“Sinners in the Hands of an Angry God” “Resolves”	Edwards
<ul style="list-style-type: none"> <li>• a sermon that examines tone and imagery</li> <li>• a sermon that explores persuasive techniques</li> <li>• Puritan beliefs</li> </ul>	

**Films**

* <i>Chocolat</i>	PG-13
<i>The Crucible</i>	PG-13

<i>The Village</i>	PG-13
<i>Unsolved History: The Salem Witch Trials</i>	

**Suggested Writing and Response to Literature:**

- Write a modern sermon deriving techniques from Edward's piece, focusing particularly on imagery and tone
- Participate in Socratic seminars to discuss the implications of Puritan ideals
- Choose a significant scene from *The Crucible* and rework it to represent a modern-day witch hunt
- Write a literary analysis on a specific aspect or theme in *The Scarlet Letter*

**Unit Two: Enlightenment**

**The Enlightenment Philosophy...**

- believes in one Supreme Deity, who is loving.
- believes that spirituality and prayer is personal.
- believes that we all are born good, not evil.
- believes in constantly learning and questioning. Answers must be based on logic and science. Reason is supreme.
- believes we are in charge of our own destiny.
- believes a righteous person is first and foremost, kind and altruistic.
- believes in community. People do better living in groups, following rules.
- believes there is a correct way to do things.
- believes there are more similarities between us than there are differences.
- believes in compromising hard work with pleasure and humor.
- believes nature can be rationally understood.
- believes in the separation of church and state.
- believes one's present life is more of a focus than one's afterlife.

**Terms for the Enlightenment:**

- Rhetorical triangle – ethos, pathos, logos
- Parallelism
- Syntax
- Sequential, rational thought
- Diction

**Literature/Teaching Foci****Non-Fiction**

<i>The Autobiography of Benjamin Franklin</i> (excerpts)	Franklin
* <i>Poor Richard's Almanac</i>	
*"Remarks Concerning the Savages of North America"	Franklin
<ul style="list-style-type: none"> <li>contrast between Puritan and Enlightenment thought</li> <li>document uses satire to express society's disillusioned view of the Native American</li> </ul>	
<i>Declaration of Independence</i>	Jefferson
<ul style="list-style-type: none"> <li>author's use of logic to understand the colonist position in 1776</li> <li>author's use of various persuasive devices</li> <li>author's use of the rhetorical triangle</li> </ul>	
"To the Virginia Convention"	Henry
<ul style="list-style-type: none"> <li>persuasive language and rhetorical techniques</li> <li>contrast between Edwards and Henry</li> </ul>	
"The Crisis"	Paine
<ul style="list-style-type: none"> <li>persuasive language and rhetorical techniques</li> </ul>	
"I Have a Dream"	M. L. King Jr.

**Film**

<i>1776</i>	
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**Writing and Response to Literature**

- Create a list of "virtues" similar to that of Franklin and monitor it throughout the unit.
- Analyze advertisements that use the persuasive and rhetorical devices studied in the unit.
- Write an aphorism, short fable, or proverb for today's society.
- Write a persuasive speech that includes enlightenment values and rhetorical devices.

### Unit Three: Romanticism/Gothicism/Transcendentalism

#### Part I. Romanticism

The Romantic Philosophy:

- believes in emotion and intuition over logic and reason (heart over mind).
- believes in individuality over conformity.
- believes in a harmonious relationship among God, nature, and man.
- believes in a love of nature and that truth can be found through nature.
- believes in the supernatural.
- believes in focusing on the past and disregarding the present/future.

Terms

- Nostalgia
- Supernatural
- Romantic Hero

Literature/Teaching Foci:

#### Short Stories

“Devil and Tom Walker” or “Rip Van Winkle”	Washington Irving
<ul style="list-style-type: none"> <li>• stories that examine the views on women, nature, and the devil</li> <li>• stories that move from an urban to a natural setting</li> <li>• stories that serve as a symbol of American independence and national identity</li> <li>• stories that serve as an example of Romanticism reacting against rational beliefs.</li> <li>• stories that explore elements of folk tale in relation to Romanticism</li> </ul>	

#### Poetry

“Thanotopsis” “To a Waterfowl”	Bryant
“Psalm of Life” “The Tide Rises, The Tide Falls” “Haunted Houses”	Longfellow
“The Concord Hymn” “The Snowstorm”	Emerson
“A Clear Midnight”	Whitman
“I Never Saw a Moor” “Such Madness is Sweetest Sense” “Hope is a Thing that Feathers” “Some Keep the Sabbath”	Dickinson

“I Felt a Funeral in My Brain” “My Life Closed Twice” “Have you Got a Brook in Your Little Heart”	
“The Pumpkin”	Whittier

### Novels

<i>On the Road</i>	Kerouac
* <i>One Flew Over the Cuckoo’s Nest</i>	Kesey
<ul style="list-style-type: none"> <li>modern connection to Romantic ideals</li> <li>contrast between Romantic and Puritan ideals</li> </ul>	

### Films

<i>One Flew Over the Cuckoo’s Nest</i>	Rated R
<i>Big Fish</i>	Rated PG-13

## Part II: Gothicism (The Darker Side of Romanticism)

The characteristics of Gothicism are comparable to those of Romanticism with the following exceptions:

- Gothic literature often focuses on the horrific, cruel, and barbaric.
- Gothic literature looks at the destructive aspects of the human personality.
- Gothic literature focuses on emotional breakdowns and the psychological decay of its characters.
- Gothic settings are connected to the truth about the characters (symbolism).

Literature / Teaching Foci

### Poetry (\*at least one required)

“The Raven” “Alone” “Anabell Lee” “The Bells”	Poe
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### Short Stories (\*at least two stories required, one of which must be Poe)

“The Cask of Amontillado” “The Fall of the House of Usher” “The Masque of the Red Death” “The Black Cat”	Poe
<ul style="list-style-type: none"> <li>stories that examine the human psyche</li> <li>stories that emphasize plot and characterization as avenues for suspense</li> <li>stories that focus on mood</li> <li>stories that focus on psychological decay of the human mind</li> </ul>	

<ul style="list-style-type: none"> <li>stories that show setting as symbolic of the character's emotions</li> </ul>	
"Bartleby the Scribner" "The Lightning Rod Man" "The Fiddler"	Melville
"Ethan Brand" "The Birthmark" or others	Hawthorne

**Novels**

<i>Moby-Dick</i> (excerpts)	Melville
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**Writing and Response to Literature**

- Write an original gothic tale or poem that incorporates the elements covered in the unit and focuses on mood.
- Create a poster that identifies the Gothic similarities in Poe's writing using quotes and explanations.

**Part III. Transcendentalism**

The Characteristics of Transcendentalism are comparable to those of Romanticism, with the following additions:

- Transcendental literature shows that basic truths lie beyond the knowledge we obtain from the senses.
- Transcendental literature shows a spiritual unity of all beings – with God, man, and nature sharing a universal soul.
- Transcendental literature reveals avenues towards civil disobedience.

**Terms**

- Oversoul
- Civil Disobedience
- Self-Reliance

**Literature / Teaching Foci****Non-Fiction**

* <i>Walden</i> (excerpts) or "Civil Disobedience"	Thoreau
<ul style="list-style-type: none"> <li>text teaches one how to live simply in nature; seeking truth with oneself</li> <li>text guides in witnessing the miraculous in the common</li> </ul>	

*"Nature" or "Self-Reliance"	Emerson
<ul style="list-style-type: none"> <li>man seeks higher truth through nature.</li> <li>the power of intuition over reason.</li> <li>comparison between Emerson's aphorisms and those of Franklin</li> <li>comparison to Jane Addams "The Snare of Preparation" or Ralph Ellison "Address to the Harvard College Alumni, Class of 1949"</li> </ul>	

#### Writing and Response to Literature

- Assume the persona of Thoreau or Emerson. Prepare a graduation speech to be delivered at CHS in which you convey his philosophy.
- Take a field trip to Concord to study Transcendentalism.

### Unit Four: Realism and Naturalism

#### The Realist Philosophy:

- believes in a society that battles with an indifferent, hostile environment.
- believes in portraying loneliness and isolation.
- believes in creating an accurate portrayal of life without idealism.
- believes in a focus on common people in common situations.
- believes in criticizing Romantic notions/philosophy.
- believes in using irony to emphasize reality.
- believes in drawing subjects from the slums of rapidly growing cities.

#### The Naturalist Philosophy:

- believes nature is indifferent to human needs.
- believes life is based on fate and chance.
- believes humans have little control over their destinies.
- believes humans have limited choices and motivations.
- believes humans are totally subject to the natural laws of the universe – almost like animals.

#### Terms

- Regionalism
- Social Darwinism

#### Literature / Teaching Foci:

#### Novels

* <i>The Adventures of Huckleberry Finn</i>	Twain
<ul style="list-style-type: none"> <li>Regionalism in setting and dialogue</li> <li>Huck as a true, realistic American voice</li> </ul>	



# 11 Honors Syllabus

Fall 2008

<ul style="list-style-type: none"> <li>the text examines the role of race in the novel and understanding why so much controversy surrounds the publication and teaching of the text</li> </ul>	
<i>Maggie</i> (novella)	Crane
<i>My Antonia</i>	Cather

## Poetry

<i>The Spoon River Anthology</i> (selections)	Masters
“Richard Cory” “Miniver Cheevy” “Luke Havergal”	Robinson
“A Man Said to the Universe” “To a Maiden” “I Saw a Man” “Pursuing the Universe” “The Wayfarer” “War is Kind”	Crane

## Short Stories (\*at least one)

“The Story of an Hour” “Bayou” “The Storm” “The Awakening” (novella)	Chopin
“Wagner Matinee” “Sculptor’s Funeral”	Cather
“The Open Boat” “A Man Said to a Universe” “To a Maiden” “The Monster”	Crane
“The Outcasts of Poker Flat”	Harte
“Editha”	Howells
“Occurrence at Owl Creek”	Bierce

## Non-Fiction

“Narrative of the Life of Frederick Douglass” (excerpts) “My Bondage, My Freedom”	Douglass
<ul style="list-style-type: none"> <li>excerpt emphasizes forces larger than the individual – nature, fate, heredity – shaped the individual’s destiny</li> <li>the theme of human endurance in the face of overwhelming natural forces is examined</li> <li>the characters had limited choices</li> </ul>	

## Film

<i>Born to Trouble</i> (PBS)	
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### Writing and Response to Literature

- Write an essay analyzing how Huck's blend of transcendental and realistic qualities makes him the true "American" character.
- Conduct a whole class "mock trial" arguing whether the book *The Adventures of Huckleberry Finn* should or should not be included in a modern English curriculum.
- Construct an in-class debate in which you argue the values and beliefs of the Romantics and Realists. Which would create a better society, and why?

### Unit Five: Modernism

The Modernist Philosophy:

- believes the world is a violent place.
- believes the world is a spiritually empty place.
- believes in searching for a new source of hope.

Authors of Modernism...

- express the themes of loneliness and miscommunication.
- use a writing style that is fragmented and out of order.
- portray characters' disillusionment.
- present a look into the human psyche.

Terms

- Stream of consciousness
- Grotesque
- Wasteland
- American Dream
- Internal/External Conflict (Determination/Overcoming Obstacles)
- Flashbacks

Literature / Teaching Focus

#### Novels

* <i>As I Lay Dying</i>	Faulkner
* <i>The Great Gatsby</i>	Fitzgerald
<ul style="list-style-type: none"><li>• alienation</li><li>• commentary on the American Dream and one's inability to realize it</li><li>• text deals with reality, not fiction, the present rather than the past</li><li>• text deals with overcoming obstacles</li><li>• text shows an understanding regional voice in American Literature</li></ul>	

<i>Of Mice and Men</i>	Steinbeck
<i>Winesburg, Ohio</i> (whole text or excerpts)	Anderson

**Poetry** (\*Students must read at least 3 different poets)

"The Waste Land" "The Hollow Men" "Ash-Wednesday" "The Love Song of J. Alfred Prufrock"	Eliot
"The Death of the Hired Man" "Mending Wall" "Out! Out!" "Desert Places" "The Road Not Taken" "Stopping by the Woods" "Acquainted with the Night"	Frost
"The Unknown Citizen" "Funeral Blues"	Auden
"anyone lived in a pretty how town" "pity this monster man unkind"	Cummings
"Justice Denied" "Tavern of My Heart" "In Memoriam"	Millay
"This is Just to Say" "The Red Wheelbarrow"	Williams

**Short Stories**

"Soldier's Home" "A Clean, Well-Lighted Place" "Today is Friday" "In Another Country"	Hemingway
"Separating"	Updike

Other poets to include where time permits: Ezra Pound, Wallace Stevens, Sylvia Plath, Amy Lowell, Carl Sandburg, Marianne Moore, Gwendolyn Brooks, etc.

**Writing/Response to Literature**

- Write a poem of at least 20 lines that captures the primary beliefs associated with modernism, writing from the perspective of a character or writing about a character.
- Write an essay in response to the one of the novels. Essay topics may include pessimism, the American Dream, and literary form as related to content.
- Three Imitations Project, where students must choose three authors and write original pieces representing the voice and time period.