

READINESS PROFILE & COURSE EXPECTATIONS

HONORS AMERICAN LITERATURE 1-2

COURSE DESCRIPTION

Honors Survey of American Literature 1-2 (HAL) is taught at a faster pace and in greater depth than the regular American Literature 1-2 course. Honors American Literature includes the study of the historical, cultural, philosophical, and psychological significance of famous works from all American literary movements--Puritanism through Post-Modernism. Examples of authors studied include Edwards, Bradstreet, Henry, Thoreau, Poe, Hawthorne, Twain, Dickinson, Fitzgerald, Hughes, Hurston, Steinbeck, Salinger, Plath, and Miller. Students read and respond to numerous non-fiction texts as well, including literary criticism, essays, and articles. Student writing includes a narrative piece, the Defend/Challenge/Qualify on-demand essay, short text analyses, rhetorical précis, poetry explication, and continued practice of the literary analysis essay format. Speaking and listening skills are addressed through oral responses to texts, Socratic Seminar, and multimedia presentations. Students continue vocabulary development through the SAT vocabulary unit. This course may be used to meet the UC/CSU "B" or "G" requirement. UC approved for extra honors credit (A=5, B=4, C=3).

COURSE CONTENT AND EXPECTATIONS/MAJOR UNITS OF STUDY

Unit	Purpose	Major Writing or Projects*
Summer Assignment	-Examine an autobiographical work and focus on the use of diction and figurative language	-Journal of personal responses and use of diction and figurative language
Unit 1: Puritanism/Rationalism and the Power of Words	-Explore Puritanism and Rationalism in detail; examine diction and tone; -Writing – definition essay, text analysis	-“Who Am I?” definition essay -Short Text Analysis – Puritan Writing
Unit 2: Romanticism/Transcendentalism	-Examine Romanticism through the classic novel <i>The Scarlet Letter</i> ; investigate psychoanalytic lenses of Freudianism and Jungian theory; -Enhance listening and speaking skills through Socratic Seminar; -Writing – Literary Analysis Essay	-Literary Analysis Essay through Psychoanalytic Lens -Socratic Seminar -Film Analysis
Unit 3: Realism	-Analyze Realism through the classic novel <i>Adventures of Huckleberry Finn</i> ; continue study of the power of words; examine satire -Writing –Defend/Challenge/Qualify essay	-DCQ essay (topic related to the novel) -Huck Finn Final Exam -Satire Project
Unit 4: Modernism and the Harlem Renaissance	-Study the Modernist literary period through the classic novel <i>The Great Gatsby</i> ; begin investigating secondary sources; explore the Harlem Renaissance sub-genre -Writing –Defend/Challenge/Qualify essay	-DCQ essay (Gatsby) -Short Text Analysis (Harlem Renaissance)

Please see syllabus for additional course rules and information

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Unit 5: Post-Modernism	-Examine Post-Modernism through a student-directed analysis of an American novel of their choice (from a short list); continue examining secondary sources -Writing – Literary Analysis Essay with secondary sources, précis writing -Film analysis	-Literary Analysis Essay with secondary sources (group) -Précis -Film Analysis/Academic Discussion
SAT Vocabulary Study	-Expand vocabulary using words from various SAT lists	Vocabulary Final Exam

* Only the Major Writing and Projects for the course are listed here. Other class work, homework, and quizzes will be assigned.

GRADING POLICIES

<u>Assignment</u>	<u>Percent of Total Grade</u>
Major Writing and Projects:	70%
Homework, Vocabulary Quizzes, Vocabulary Final:	15%
Participation, Socratic Seminars, Academic Discussions	15%

The grading scale for HAL is as follows:

90-100% = A

80-89% = B

70-79% = C

There are no D's in HAL; any percentage below a 70% is an F.

STUDENT BACKGROUND

Recommendations for students entering HAL:

- English 3-4 or Honors Humanities with a grade of “B” or higher
- Reading and writing abilities which meet or exceed the 11th grade level
- A strong interest in English/ Language Arts
- The ability to grasp complex and abstract ideas and theories
- A strong, independent work ethic
- The ability to self-advocate and independently seek instructional direction when confused

SAMPLE ESSAY PROMPTS

Using Freud’s Psychoanalytic Theory or Jung’s Archetypes as a lens, write a literary analysis essay in which you explain how the behavior of one character illustrates a theme in Hawthorne’s *The Scarlet Letter*.

Write an abstract of the poem “Primer for Blacks” by Gwendolyn Brooks, then compare/contrast Brooks’ idea about African-American cultural identity with the ideas of Zora Neale Hurston and one poet we studied in class.

WORKLOAD EXPECTATIONS

- Reading numerous fictional works inside/outside of class including: novels, short stories, plays, and poetry
- Reading numerous non-fiction texts inside/outside of class including: literary criticisms, essays and articles
- 1-2 pages of written response (varies depending on the assignment, essay, etc.)
- 6 multi-draft essays: narrative, response to literature, expository
- 3 timed writings (in-class planning and writing): argument, expository
- 3 journals
- 2 Socratic Seminars/Academic Discussions

Please see syllabus for additional course rules and information