

# READINESS PROFILE & COURSE EXPECTATIONS

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## HONORS HIGH SCHOOL ENGLISH 1-2

### COURSE DESCRIPTION

Students will read novels, short stories, drama, poetry, and an array of short non-fiction texts. They will write argument, narrative, and informative/explanatory essays. In addition to analyzing literature, they will also apply critical thinking to study art and the media. This course may be used to meet the UC/CSU "B" or "G" requirement.

### COURSE CONTENT AND EXPECTATIONS

Students will write three to four formal papers each quarter, which constitute half of their grades. Some essays will be polished; others, on-demand. These compositions may vary in form and content, depending on the approach and topic selected. Students will also complete a presentation analyzing an artistic image, study Greek and Latin root words, and conduct research. Assignments will ask students to apply their critical thinking skills. Students can expect new or ongoing work daily.

### MAJOR UNITS OF STUDY (based around selected readings):

<i>Of Mice and Men</i>	John Steinbeck
<i>Multicultural Perspectives</i>	short stories by various authors
<i>Animal Farm</i>	George Orwell
<i>To Kill a Mockingbird</i>	Harper Lee
<i>Romeo and Juliet</i>	Shakespeare
<i>The Language of Literature</i>	anthology by McDougal Littell
Additional fiction and non-fiction texts	various authors

### STUDENT BACKGROUND

Students entering Honors English should have a solid understanding of the following:

- Basic essay writing skills
- The importance of learning and improvement
- The ability to identify and analyze basic literary devices
- The difference between plot summary and analysis of text
- Connecting ideas to the bigger picture

They should also be able to think independently, work cooperatively, appreciate the need to read often, and understand that improving in writing means lots of revision.

### WORKLOAD EXPECTATIONS

- An average of 30-45 minutes of homework per night