

**NEWPORT-MESA UNIFIED SCHOOL DISTRICT  
Course Description****HNR COMPOSITION-LITERATURE IIIAB**

***Content covered in this course is described in the Course of Study. Based upon student needs, teachers select appropriate materials from the Instructional Materials List. Classroom presentations of course content are determined by the instructor. A more detailed outline of this course may be obtained from the instructor.***

**PEREQUISITES:**

The IIIAB Honor English course has prerequisites and these will be determined by individual sites. Any or parts of the following will be required: teacher recommendation, petition and recommendation by an honors' committee, completion of summer reading and writing assignments, grade requirement in previous classes and/or a writing sample.

**OVERVIEW:**

This course provides the student with an advanced study of various genres: poetry, novels, drama, short stories, and essays. This survey course will continue the high level thinking skills, superior listening skills, independent reading, analytical writing, and creative expression that are the hallmarks of an Honors English Program. The reading shall be very extensive (as many as 12 texts per year) and of college level difficulty. The writing requirements for the course are rigorous including at least 12 major writing assignments for the year. Also, preparation for vocabulary enrichment and test taking strategies will be addressed both to prepare the student for the College Boards and for the AP English Exam to be taken in the senior year.

This course is also designed to continue preparing the student to function effectively as an informed and responsible citizen in a democratic society, to see the world's population as people sharing common dreams and goals, and to realize personal fulfillment by offering challenging opportunities for literary criticism and to allow him/her to refine composition skills. Using an integrated approach, the student will study literature that represents great articulation in human communication, whether the thoughts and feelings of the authors come from ancient Greece or modern Japan, from Puritan New England or tribal Africa, or from Renaissance England or contemporary Mexico. By listening, speaking, and thinking, the student will prepare for the study of a core selection by being exposed to literary themes common to the work to be studied, read through the selected literature with critical understanding, and go beyond the literature by applying the knowledge gained to his/her own life's experience. Written assignments will include: critical reviews, comparison and contrast essays, character studies, and emulative writing, covering many different writing types for the purpose of developing his/her own style and voice.

**READING**

- 1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students apply their knowledge of word origins both to determine the meaning of new words encountered in reading materials and to use those words accurately.**

**Vocabulary and Concept Development:**

- 1.1 trace the etymology of significant terms used in political science and history
- 1.2 apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology
- 1.3 discern the meaning and relationship between pairs of words encountered in analogical statements (e.g., synonyms/antonyms, connotation/denotation)
- 1.4 experience words taken from the literature as well as SAT lists and students will be tested on these words in a variety of ways
- 1.5 prepare students through vocabulary exercises to achieve on the College Board exams

- 2.0 READING COMPREHENSION (FOCUS ON INFORMATION MATERIALS):** Students read significantly above grade level and will be challenged to understand college level literature. They analyze the organization patterns, arguments, and positions advanced. The quality and complexity of the materials to be read by students are illustrated in the *California Reading List*.

**Structural Features of Informational Materials:**

- 2.1 analyze both the features and rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and how authors use these features and devices

**Comprehension and Analysis of College Appropriate Texts:**

- 2.2 analyze how clarity is affected by the patterns of organization, hierarchical structures, repetition of key ideas, syntax, and word choice in text  
 2.3 verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, public documents, and political speeches  
 2.4 make warranted and reasonable assertions about significant patterns, motifs, and perspectives by using elements of text to defend and clarify interpretations  
 2.5 analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject

**Expository Critique:**

- 2.6 critique the power, validity, and truthfulness in the logic of arguments set forth in public documents, their appeal to audiences both friendly and hostile, and the extent to which they anticipate and address reader concerns and counterclaims (e.g., appeal to reason, appeal to authority, appeal to pathos/emotion)

- 3.0 LITERARY RESPONSE AND ANALYSIS:** Students read and respond to historically or culturally significant works of world literature, particularly American and British literature. They conduct in-depth analyses of recurrent patterns and themes within the historical context. They will also examine the dialogue that occurs between the artistic impulse and political, historical contexts. They will investigate the significance of historical periods on literary style and subject. The quality and complexity of the materials to be read by students are illustrated in the *California Reading List* and will be college appropriate.

**Structural Features of Literature:**

- 3.1 analyze characteristics of sub-genres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, drama, novel, short story, essay, and other sophisticated genres

**Narrative Analysis of Grade-Level-Appropriate Text:**

- 3.2 analyze how the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claims  
 3.3 analyze how irony, tone, mood, style, meter, and "sound" of language are to achieve specific rhetorical and/or aesthetic purposes  
 3.4 analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions  
 3.5 analyze sophisticated works of British, American and World literature representing a variety of genres and traditions in order to  
     (1) trace the development of literature from within historical periods  
     (2) contrast the major periods, themes, styles, and trends, and describe how works by members of different cultures relate to one another in each period  
     (3) evaluate the philosophical, political, religious, ethical, and/or social influences that shaped characters, plots, and settings  
 3.6 analyze how authors over the centuries have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings

**Literary Criticism:**

- 3.7 analyze the political assumptions in a selection of literary works or essays on a topic for their clarity and consistency (Political Approach)
- 3.8 analyze the philosophical arguments presented in literary works to determine whether the authors' position have contributed to the quality of each work and the credibility of its characters (Philosophical Approach)
- 3.9 analyze recognized works of world literature from a variety of authors: (critical approach)
  - a) contrast the major literary forms, techniques, and characteristics of the major periods
  - b) relate literary works and authors to the major themes and issues of their era (e.g. views of class distinction/prejudice)
  - c) evaluate the various influences of the historical period that shaped the characters, plots, settings and meanings

**WRITING**

- 1.0 WRITING STRATEGIES: Students** write coherent and focused texts that convey a well-defined perspective and tightly-reasoned argument. Student writing demonstrates awareness of audience and purpose and use of the stages of the writing process, as needed. Students develop their own voice by experimenting with writing in different genres.

**Organization and Focus:**

- 1.1 demonstrate understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, informational, or descriptive writing assignments
- 1.2 use point of view, characterization, style (e.g., irony), and related elements for specific rhetorical and aesthetic purposes
- 1.3 structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples
- 1.4 enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the insurance of a call for action
- 1.5 use language to create an Individual voice

**Research and Technology:**

- 1.6 develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources)
- 1.7 use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies)
- 1.8 integrate databases, graphics, and spreadsheets into word-processed documents

**Revising and Evaluating Strategies:**

- 1.9 revise writing to highlight individual voice, improve the style and sentence variety, and deepen critical analysis

- 2.0 WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):** Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of a variety of lengths. Student writing demonstrates a command of standard English and research, organizational, and drafting strategies outlined in Writing Standard 1.0.

Using the writing strategies outlined in Writing Standard 1.0, students:

2.1 write fictional, autobiographical, and/or biographical narratives that

- (1) narrate a sequence of events and communicate their significance to the audience
- (2) locate scenes and incidents in specific places
- (3) develop the narrative elements with concrete sensory details and language (e.g., visual details of scenes; descriptions of sounds, smells, specific actions; movements and gestures; interior monologue or feelings of characters)
- (4) pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes
- (5) make effective use of descriptions of appearance, images, shifting perspectives, and/or sensory details
- (6) write personal narratives to meet college application essay requirements

2.2 write responses to literature that

- (1) demonstrate a critical and creative understanding of the significant ideas in works or passages;
- (2) analyze the use of imagery, language, universal themes and/or unique aspects of text;
- (3) support key ideas and viewpoints through accurate and detailed references to the text and/or to other works;
- (4) demonstrate an understanding of the author's use of stylistic devices and an appreciation for the effects created

2.3 write reflective compositions that

- (1) explore the significance of personal experiences, events, conditions, or concerns using rhetorical strategies (e.g., narration, description, exposition)
- (2) draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life
- (3) maintain a balance in describing individual incidents and relating those incidents to the universal experience

2.4 write historical investigation reports that

- (1) use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition
- (2) analyze several historical records of a single event, examining critical relationships among elements of the research topic
- (3) explain the perceived reason(s) for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation
- (4) include information from all relevant perspectives, taking the validity and reliability of sources into consideration
- (5) provide a formal bibliography

2.5 write professional resumes that

- (1) are clear and purposeful, and address the intended audience appropriately
- (2) follow the conventional style for the type of document (e.g., resume, memorandum)
- (3) use page formats, fonts, and spacing that contribute to the documents' readability and impact

2.6 deliver multimedia presentations that

- (1) combine text, images, and sound, drawing information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD ROMs, Internet, computer media generated images)
- (2) select an appropriate medium for each element of the presentation
- (3) use selected media skillfully, including proper editing and monitoring for quality
- (4) test audience response and revise the presentation accordingly

## WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

### 1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.

Manuscript Form:

- 1.1 demonstrate control of grammar, paragraph and sentence structure, diction, and usage
- 1.2 produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization
- 1.3 reflect appropriate manuscript requirements in writing

## LISTENING AND SPEAKING

### 1.0 LISTENING AND SPEAKING STRATEGIES: Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations of their own that convey clear and distinct perspectives and solid reasoning. They incorporate gestures, tone, and vocabulary tailored to audience and purpose

Comprehension:

- 1.1 recognize strategies used by media to inform, persuade, entertain, and transmit culture (e.g., advertising, perpetuation of stereotypes, use of visual representations, special effects, language)
- 1.2 analyze the impact of media on the democratic process (e.g., influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels
- 1.3 interpret and evaluate the various ways that visual image-makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers) present events and communicate information

Organization and Delivery of Oral Communication:

- 1.4 use rhetorical questions, parallelism, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect
- 1.5 distinguish among, and use, various forms of classical and contemporary logical argument, including
  - (1) inductive and deductive reasoning
  - (2) syllogisms and analogies
- 1.6 use logical, ethical, and emotional appeals that enhance a specific tone and purpose
- 1.7 use appropriate rehearsal strategies to achieve command of text, skillful and artistic staging, and attention to performance details
- 1.8 use effective and interesting language, including
  - (1) informal usage for effect
  - (2) standard English for clarity
  - (3) technical language for specificity
- 1.9 use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation
- 1.10 evaluate when to use different kinds of images (e.g., visual, music, sound effects, graphics) to create effective productions

Analysis and Evaluation of Oral and Media Communications:

- 1.11 critique the impact that a speaker's use of diction and syntax has on purpose and audience
- 1.12 identify logical fallacies used in oral addresses (e.g., attack ad hominem, false causality, red herring, over-generalization, bandwagoning)
- 1.13 analyze the four basic types of persuasive speeches (i.e., propositions of fact, value, problem, or policy), and understand the similarities and differences in their use of patterns of organization, persuasive language, reasoning, and proofs
- 1.14 analyze the techniques used in media messages for a particular audience and evaluate their effectiveness

**2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):**

**Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion and description. Student speaking demonstrates command of standard English and the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.**

Using the speaking strategies outlined in Listening and Speaking Standard 1.0, students:

- 2.1 deliver reflective presentations that
  - (1) explore the significance of personal experiences, events, conditions, or concerns, using rhetorical strategies (e.g., narration, description, exposition)
  - (2) draw comparisons between the specific incident and broader themes that illustrate the speaker's beliefs or generalizations about life
  - (3) maintain a balance between describing the incident and relating it to more general abstract ideas
- 2.2 deliver oral reports on historical investigations that
  - (1) use exposition, narration, description, argumentation, or some combination of the four modes of presentation to support the main proposition
  - (2) analyze several historical records of a single event, examining critical relationships between and among elements of the research topic
  - (3) explain the perceived reason(s) for the similarities and differences, using information derived from primary and secondary sources to support or enhance the presentation
  - (4) include information on all relevant perspectives, considering the validity and reliability of sources
- 2.3 deliver oral responses to literature that
  - (1) demonstrate a comprehensive understanding of the significant ideas of works or passages (i.e., makes assertions about the text that are reasonable and supportable)
  - (2) analyze the use of imagery, language, universal themes, and unique aspects of text through the use of rhetorical strategies (i.e., narration, description, argumentation, exposition, or some combination of the four strategies)
  - (3) support key ideas and viewpoints through accurate and detailed references to the text or to other works
  - (4) demonstrate awareness of the author's use of stylistic devices and appreciation of the effects created
  - (5) identify and assess the impact of perceived ambiguities, nuances, and complexities within text
- 2.4 deliver multimedia presentations that
  - (1) combine text, images, and sound, incorporating information from a wide range of media, including television, videos, films, newspapers, magazines, CD ROMs, on-line information, and computer media-generated images
  - (2) select an appropriate medium for each element of the presentation
  - (3) use the selected media skillfully, including editing and monitoring for quality
  - (4) test audience response and revise the presentation accordingly
- 2.5 recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate understanding of meaning (e.g., Hamlet's "To Be or Not to Be")

Assessment and Evaluation – Portfolios, Essays, Quizzes, Tests, Projects, Presentations, and Standardized Tests (SAT9), and Scored Discussions.

**INSTRUCTIONAL MATERIALS****TEXTBOOKS**

*Adventures in American Literature*, Harcourt Brace  
*England in Literature*, Scott Foresman

*American Literature*, Themes and Writers, McFarland, Etc.  
*United States in Literature*, Scott Foresman  
*The US in Literature*, Miller, Dwyer, Wood

#### LITERATURE:

*Timeless Voices, Timeless Themes*, Prentice Hall  
*Sound and Sense*, Laurence Perrine  
*A College Book of Modern Verse*, Harper & Row

#### CORE WORKS/EXTENDED READINGS

*CORE WORKS* represent a selection of literary works that are eloquent statements of experiences common to all human beings from which all students can benefit. *EXTENDED READINGS* are literary works that will satisfy the students' curiosity about the ideas encountered in the core works. The authors and titles listed below are representative of college level reading; however, the list is not all inclusive, required, nor restrictive.

#### Novel/Novella:

Allende, Isabel; Jane Austen; Charlotte Bronte; Emily Bronte; Miguel de Cervantes; Orson Scott Card; Joseph Conrad; Stephen Crane; Charles Dickens; Fyodor Dostoyevsky; Louise Erdrich; F. Scott Fitzgerald; E.M. Forster; John Gardner; Nadine Gordimer; Thomas Hardy; Nathaniel Hawthorne; Ernest Hemmingway; Aldos Huxley; Shirley Jackson; Henry James; Maxine Hong Kingston; Doris Lessing; C.S. Lewis; Gabriel Garcia Marquez; Cormac McCarthy; Herman Melville; Toni Morrison; George Orwell; Allen Paton; J. D. Salinger; John Steinbeck; Amy Tan; Leo Tolstoy; Mark Twain; Kurt Vonnegut; Edith Wharton

#### Drama:

Beckett, Samuel; T.S. Eliot; Eugene Ionesco; Jerome Lawrence; Arthur Miller; Eugene O'Neill; William Shakespeare; Tom Stoppard; Oscar Wilde; Tennessee Williams

#### Essay/Nonfiction:

Didion, Joan; Jonathan Edwards; Johnson, Ben; Martin Luther King, Jr.; Cotton Mather; Jonathan Swift; Alice Walker

#### Short Story:

Cisneros, Sandra; Joseph Conrad; Louise Erdrich; William Faulkner; F. Scott Fitzgerald; Nathaniel Hawthorne; Shirley Jackson; James Joyce; D.H. Lawrence; E.S. Poe

#### Poetry:

Selections from *The College Book of Modern Verse*, *Sound and Sense*  
 Blake; Chaucer; Hart Crane; E.E. Cummings; John Donne; T.S. Eliot; Emily Dickinson; Mari Evans; Robert Frost; Langston Hughes; Robinson Jeffers; John Keats; Sylvia Plath; Roethke; Carl Sandburg; Shelly; Alfred Tennyson; Dylan Thomas; Walt Whitman; Carlos Williams; W.C. Williams; Wordsworth; Milton

#### Biography/Autobiography/Memoir:

Rodriguez, Richard

#### Audio-Visual materials:

- Electronic Media
- School-based materials that have been approved as outlined by the District's evaluation process
- Other teacher-approved materials that coordinate with outlined curriculum

*The English Language Arts Standards have been integrated into this course description.*

May 9, 2000