



COVINGTON LATIN SCHOOL

Achieve here. Excel here. Belong here.

JUNIOR HONORS ENGLISH

Respect--for who we are and what we do--is primary for this course.

“To read well, that is to read true books in a true spirit, is a noble exercise, and one that will task the reader more than any exercise which the customs of the day esteem. . . . Books must be read as deliberately as they were written.” Henry David Thoreau

Course Description:

Junior Honors English, while building upon the reading and writing skills developed during Fresh and Sophomore English, prepares the student for AP study. While studying American Literature in accordance with your study of American History, you will encounter, engage and master the traditional modes of rhetoric: argument, definition, description, and narrative. Analysis will involve both the textual and the rhetorical. Our reading, while noting the historical significance of the literature, will discern themes that illuminate what is meant by “The American Dream.” In both the reading and the writing components of the course, critical thinking is foundation and goal. Both imagination and intelligence will be exercised throughout the academic year.

Course Objectives:

- To know the literary genres and to identify and explain their basic elements
- To understand the movements of American Literature from Puritans to the present
- To explain how American Literature delivers the essences of life in America
- To enhance basic writing skills into more refined modes of expression
- To perform literary analysis with both structural and thematic intent
- To know how the writing process is concrete
- To understand and manipulate the fundamentals of rhetorical strategy
- To master the art of argument
- To experience the dynamics of discussion
- To perform the fundamentals of research
- To master the details of MLA Style

Course Goals:

- To sense the wonder of the literary event
- To experience the interplay of imagination and intelligence
- To learn how the study of Literature and History illuminate each other
- To sense how Literature is our story: the great conversation
- To listen to the great conversation
- To respond to the great conversation
- To appreciate the life of the mind

Textbooks:

- Nathaniel Hawthorne's *Selected Tales and Sketches*

- Mark Twain’s *The Adventures of Huckleberry Finn*
- F. Scott Fitzgerald’s *The Great Gatsby*
- Walt Whitman’s and Emily’s Dickinson’s poems will be found online

Reading is both foundation and essence. Remember when, in answer to the question--“do you have any homework tonight?”--you responded, “no, I just have some reading to do”? In short, those days are over. Reading is, indeed, homework. For each work of literature we read, a Reading Guide will be assigned. Our reading of American Literature, attuned to your study of American History, will be chronological.

Writing will be varied:

1. **The Notebook:** With some works of literature, a Notebook will accompany the reading. The Notebook will be the record of your thoughts while reading the literature. These entries will be both random and accumulative; as the year goes on, we will discern concerns and topics in our notebooks and turn them into topics for essays. The Notebook will be your place for what rhetoricians call “invention.”
2. **In-Class Writing:** often attuned to the Reading Guides, the In-Class Writings will be myriad. Assigned or spontaneous, these writings are designed to strengthen your ability to write “twenty-five” minute essays (SAT and AP Exam essays).
3. **The Essay:** building upon “the five paragraph essay’ template, we will encounter other modes of writing essays. Along with argument, definition, description and narration will occur. Every essay will engage critical thinking. As the academic year unfolds, revision will be the norm. Our standards--in order of focus throughout the year—are clarity, coherence, and elegance; by the spring, all will be in play.
4. **The Research Paper:** a ten page (MLA Style) presentation of a social issue of your own choosing will be the primary focus of the fourth quarter

Creative Exercises, in response to our study of literature, will occur throughout the quarters. The various exercises will be graded according to effort and intent; for instance, since this is not an art class, I will not grade your drawing of Huck and Jim on the river according to the artistic merit. Throughout the year, our creative exercises will be presented (informally, yet intelligently) during class.

Grading will be accumulated points. Approximation:

Notebook and In-Class Writings	25%
Essays	30%
Tests/Exams	30%
Creative Exercises & Discussion	15%

Quarter 1

Week 1

- Introduction to class and review of syllabus
- Review of basic history of the New World and “settlement” of North America
- Focus on the Massachusetts Bay Colony
- American Literature and its British/European beginnings

Week 2

- The Puritans: The New Israel in the Wilderness
- The Puritan Images in the Rotunda

- The Puritans and “Literature”
- The Puritan Sermon: Edward Taylor, Cotton Mather, Jonathan Edwards
- Anne Bradstreet: Puritan poet

Week 3

- Nathaniel Hawthorne: The Man and His Times
- Romanticism
- Transcendentalism
- “The Short Story”: French Beginnings and American Genre
- Hawthorne and his Puritan ancestors: A Hate-Love Relationship

Week 4

- “The May-Pole of Merry Mount”
- “Endicott and the Red Cross”

Week 5

- “Sir William Phips”
- “Mrs. Hutchinson”
- “Mr. Higginbotham’s Catastrophe”

Week 6

- “Roger Malvin’s Burial”
- “Edward Randolph’s Portrait”
- “Alice Doane’s Appeal”
- The Literary Essay: The Basics

Week 7

- “The Wives of the Dead”
- “The Hollow of the Three Hills”
- The Literary Essay: Necessities

Week 8

- “Young Goodman Brown”
- “The Minister’s Black Veil”
- Topic for Literary Essay

Week 9

- Reconsideration of “The May-Pole of Merry Mount”
- Review for Test: Contextualization and Explication
- Test

Quarter 2

Week 1

- How a Topic becomes a Thesis
- Reading the Literature through a Thesis
- Gleaning Essential Quotes
- Outline for Literary Essay

- From Outline to Draft
- MLA Style: Format and In-Text Citations

Week 2

- Conferences for Literary Essay on Selected Theme from Hawthorne's Stories
- Workshops for Literary Essay

Week 3

- American Poetry: From Bradstreet to Whitman
- Influence of British Poetry: The Romantics & Whitman's "Learned Astronomer"
- Emerson's "The American Scholar"

Week 4

- Presentations of assigned paragraphs of Emerson's "The Poet"
- Whitman and Emerson's "The Poet"
- How to Read a Poem

Week 5

- Whitman's "Out of the Cradle Endlessly Rocking"
- "When Lilacs Last in the Dooryard Bloom'd"
- Preparation for "Song of Myself"

Weeks 6-8

- "Song of Myself"
- Student Presentations of assigned sections of the poem

Week 9

- Presentations of Creative Responses to the Poetry of Walt Whitman
- Preparation for Semester Exam

Quarter 3

Week 1

- The Great Passage
- Slavery in the United States of America
- The Civil War & Emancipation Proclamation
- Mark Twain: The Man and His Times
- The Picaresque Novel
- Huck: 1st Person Narrator

Week 2

- *The Adventures of Huckleberry Finn (AHF)*: Chapter I-VII

Week 3

- *AHF*: VIII-XV

Week 4

- *AHF*: XVI-XXII

Week 5

- *AHF*: XXIII-XXXI

Week 6

- *AHF*: XXXI-Chapter the Last
- Choosing an Emily Dickinson Poem

Week 7

- Preparation for *AHF* Test and the Test

Week 8

- Emily Dickinson: The Woman and Her Times
- The Difference between “Poetry” and “The Poem”
- The Difference between What a Poem Says and What a Poem Means
- Emily Dickinson and Lyric Poetry
- “After great pain, a formal feeling comes”:

Week 9

- Readings of E.D.’s poems
- Presentations of Creative Responses to Chosen E.D. poem

Quarter 4

Week 1

- Viewing Kenneth Branagh’s film of Shakespeare’s “*Much Ado About Nothing*”
- Gleaning essential passages and discerning themes about “love” to get ready for *The Great Gatsby*

Week 2

- F. Scott Fitzgerald: The Man and His Times
- The Roaring Twenties and Modernism
- Fitzgerald: The Twentieth Century Romantic
- The Novel at the Start of the Twentieth Century
- Possible Topics for Research Paper

Weeks 3-5

- Read *The Great Gatsby*
- The Difference between Images and Imagery
- The Platonic Forms and the “kiss”
- How an Image becomes a Symbol: The “green light” & “the eyes of Doctor T.J. Eckleburg”
- Nick: 1st Person Narrator (cf. with Huck in *AHF*)
- Test: Contextualizations & Explications
- End of Week 4: Topic for Research Paper

Week 6

- Research Paper: A Presentation of a Social Issue
- Clarification of “Social issue” with Example(s)
- The Sin of Plagiarism
- The Basics of Research

- The Library and the Librarian(s)
- Databases (Librarian)
- Outlines: Preliminary and Detailed
- How to Turn a Topic into a Thesis

Week 7

- Conferences for Preliminary Outline
- Making a Preliminary Outline into a Detailed Outline
- MLA Style: Works Cited Page and Citation and Documentation

Week 8

- Conferences for Detailed Outlines

Week 9

- Research Paper Due
- Preparation for Final Exam

Grading will involve reading guides, in-class writings (usually the reading guides can be used during in-class writings), in-class essays, the notebook (with some works of literature), tests, essays and research paper.