

COURSE PROFICIENCY OUTLINE

ENGLISH III – 1120

Advanced Honors

5 Credits

Purpose

Advanced Honors is open to selected college-bound juniors who have demonstrated a superior performance in all English skills in previous grades. The study of language, composition, and literature will be on the college level. From the standpoint of composition, although some writing assignments will be directly related to literary selections being examined, a great deal of emphasis will be placed on the mastering of composition skills and the techniques of research. This course is strongly suggested as a prerequisite for those students who plan to take one AP course during their high school career. This course will prepare the student for close reading and more advanced analysis and critical writing in the Advanced Placement Literature and Composition and the Advanced Placement Language and Composition courses and exams that are offered in the senior year. Book reports and a research paper are required.

In literature, the student will be exposed to American, British, and World literature (with an in-depth study of American literature classics). The classroom atmosphere will maintain the intimacy of a seminar. It is hoped that students who successfully complete this course will go on to Advanced Placement Literature and Composition or to the Advanced Placement Language and Composition Placement courses. They will take the Advanced Placement Examination which will offer them college credit or placement at cooperating institutions. All English courses are aligned to and focus on the skills and strands as listed in the NJCCC Standards.

- I. Student Outcomes 3.1, 3.2, 3.3, 3.4, 3.5
 - A. The student will learn to respond to language with increasing sensitivity and discrimination.
 - B. Through speaking, listening, and reading, and also through the experience of his or her own writing, the student will become more aware of the shades of differences in the use of language -- to connotation, metaphor, irony, paradox; to patterns and shifts in syntax, tone, and point of view.
 - C. The student will learn to identify an author's values and the assumptions that underlie his or her use of various rhetorical figures and devices of exposition.
 - D. The student will master the basic writing skills that are an integral part of introductory college composition courses and will demonstrate an ability to write for a variety of purposes (entertain, criticize, persuade, inform).
 - E. The student will learn how to read works of literature perceptively and how to express his or her responses to them orally and in writing.
 - F. The student will study the structure and meaning of the work and will learn to examine it by studying its use of the literal and figurative language; its characters, action, and themes.
 - G. The student will evaluate a selection and then consider its possible universality and relevance to his or her experiences and values as well as any special relationship it may have to the times in which it was written.
 - H. Students will exhibit the ability to listen to and respect teacher and peer intent; students will listen both logically and critically: determining the speaker's intent, construing and filtering meaning, synthesizing information, discerning relevant/irrelevant material.

- I. Students will be proficient in all aspects of oral presentation: organization, collaboration, preparation, speech enhancement presentation; students will work individually, in groups, and in a debate situation.
- J. Students will collaborate by sharing ideas, examples and insights in order to follow the thoughts of others with respect and understanding.
- K. Students will examine and respond to print and non-print media with increasing sensitivity and discrimination. Additionally, students will demonstrate an understanding of the "language" of various mediums (drama, film, television, photography, art, etc.), and an ability to analyze how the technique of a particular performance or production fits into a more global artistic context. Students will not only view various mediums, but they will be exposed to and encouraged to use a variety of mediums and technologies in reports and presentations.
- L. Students will use research skills - access, interpret, evaluate, apply and use MLA documentation - to examine a topic from a variety of sources: the Internet, oral interviews, surveys, library reference materials, films and filmstrips, etc.
- M. Students will read and respond to a broad range of literature, recognize various types of literature, and identify basic elements of literature.
- N. Students will utilize technology for literary tasks that will ultimately facilitate reading comprehension, enhance vocabulary development and word processing.
- O. Students will learn the definition of plagiarism, types of plagiarism, how to cite material using MLA parenthetical documentation, and demonstrate their proficiency in formally citing and paraphrasing an outside source.

II. Content 3.1, 3.2, 3.3, 3.4, 3.5

- A. American Literature Concentration
 - 1. The Beginnings of the American Tradition
 - 2. Early Men of Letters
 - 3. The Flowering of New England
 - 4. Tragedy and Renewal
 - 5. The Triumph of Realism
 - 6. America and the Modern World
 - a. Modern short stories
 - b. Modern poetry
 - c. Modern essays
 - d. Modern drama
- B. Supplemental American Literature
 - 1. The Scarlet Letter
 - 2. The Crucible
 - 3. The Red Badge of Courage
 - 4. The Adventures of Huckleberry Finn
 - 5. Our Town
 - 6. Additional works as required
- C. Composition and Grammar
 - 1. Mastery of the expository essay
 - 2. Written book analyses
 - 3. A research paper using the MLA format
 - 4. Letter Writing
 - 5. Applied grammar rules
 - 6. Use of the computer lab for writing
 - 7. MLA Documentation

8. Learn the definition of plagiarism, types of plagiarism, when and how to cite material, study examples of proper and improper ways of citing material, and demonstrate the proper way to cite materials using the MLA format in order to avoid plagiarism
- D. Vocabulary
1. Proficiency in the use of college-level vocabulary in writing.
 2. Preparation for the SAT exam including the study of word origins, roots, prefixes and suffixes in order to define unfamiliar vocabulary on the test, sentence completion, reading comprehension and the writing component on the SAT.
- E. Library
1. Use of reference books (books of literary criticism).
 2. Use of the computer lab
- F. Book Reviews
1. Eight are required -- more are expected (in-class, out-of-class)
 2. Books are required to be on the college-bound level
 3. Book reviews, essays, and other papers will be submitted to Turnitin.com for review.
- G. A Research Paper Using MLA Format
- H. Independent Projects
1. As time permits and where appropriate, projects will be produced to show an understanding of a unit that has been studied.
 2. Students work in one group or two small groups, depending on class size.

III. Activities and Materials

- A. Texts - Adventures in American Literature (Athena Ed.)
The Bedford Handbook
Supplemental materials
- B. Class Work:
1. Lectures, discussions, audio-visual materials, and regular tests and quizzes will be utilized.
 2. All communications skills will be stressed.
- C. Assignments
1. Readings--text and supplemental materials
 2. Composition--multi-paragraph papers of expository content
 3. Written answers to homework questions
 4. Written and oral book reviews
 5. A Research Paper using MLA Format
 6. Letter Writing

IV. Evaluation

- A. Students will be required to attend class regularly.
- B. Students will be expected to be punctual and courteous.
- C. Students will be expected to complete homework and class work learning assignments.
- D. Failure to submit a required book report or the research paper during any marking period will result in an F for that marking period, regardless of the student's previous grades.

- E. Students will demonstrate effective class participation.
- F. Students will be expected to complete tests and quizzes effectively.
- G. Students will be expected to write papers using MLA documentation, some papers requiring research.
- H. Students will be expected to take a comprehensive final examination.
- I. Students will be expected to take care of school property, especially their books.
- J. Students will be expected to bring text, pencil or pen, notebook, and other necessary materials daily.
- K. Students will be required to assume responsibility for work missed due to absence within a reasonable amount of time.
- L. Students will be expected to demonstrate academic honesty and integrity.
- M. The final grade represents the teacher's professional judgment of the student's performance and all of the aforementioned activities and/or requirements are included in the evaluative process.

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