ENGLISH III

LITERATURE

Literature study in the 11th grade focuses on significant works of American literature - traditional, contemporary, and multicultural. An important part of the core is the historical survey of American literature. **Students will identify major movements in the development of American literature (Colonialism, Revolutionary, Romanticism, Realism, Naturalism, Modern) and identify main currents of thought, types, and characteristics of that literature.** Students are made aware of the parallels between American history and literature.

CORE SELECTIONS

Twain, The Adventures of Huckleberry Finn  
Fitzgerald, The Great Gatsby  
Miller, Death of a Salesman  
Adventures in American Literature will be used for the survey

SUPPLEMENTARY SELECTIONS

Steinbeck, Grapes of Wrath  
Hawthorne, The Scarlet Letter  
Knowles, A Separate Peace  
Melville, Billy Budd  
Miller, The Crucible  
James, The Turn of the Screw  
Salinger, Catcher in the Rye  
Thoreau, Walden, Civil Disobedience  
Stegner, Great American Short Stories  
Poe, Great Tales and Poems of Poe  
Hemingway, Farewell to Arms  
Shakespeare, Macbeth  
Clarke, ed., American Negro Short Stories

WRITING PROGRAM

The focus of the English III writing program is on the literary analysis essay and on the argumentative essay. In addition to a review of skills learned in English I and English II, students will emphasize the following:

- refine the thesis statement
- restrict topics in paragraphs
- provide sufficient and convincing evidence to support thesis
- maintain a strong controlling idea,
- demonstrate sequential logic
- use appropriate and effective diction
Students in the 11th grade will write eight 500-word essay/writing assignments throughout the course of the year. The textbook used will be The Lively Art of Writing.

Students may expect up to 50% of essays to be written in class.

**GRAMMAR**
The textbook used will be Warriner’s English Grammar and Composition or Troyka, ed., Handbook for Writers.

The students in the 11th grade will recognize and properly use the following items:
1. active/passive voice.
2. parallel structure.
3. pronoun reference.
4. punctuation, specifically, the colon and semi-colon.
5. subjunctive mood
6. coordination and subordination
7. agreement (subject/verb, pronoun/antecedent).
8. pronoun case.

Students will avoid the following errors:
1. “There is/are” to introduce sentences.
2. statement error (“the reason is because,” “an example is when”).
3. misplaced and dangling modifiers.
4. subject error (“The book says-”).

Students will use properly the following words/phrases:
- imply/infer
- like/as
- regardless
- different from
- try to
- lie/lay
- allusion/illusion
- loose/lose
- affect/effect

Students will avoid the following errors:
- redundancies
- different than
- try and

**STYLE**
The students in 11th grade will continue to work on the following stylistic terms:

- audience
- clarity
- variety of sentence structure
- concise language
- diction
- active/passive voice

**VOCABULARY**

The students in the 11th grade complete *Vocabulary for Achievement, Fifth Course*, consisting of 30 units with 10 words in each. Quizzes and tests are administered throughout the year, and students integrate these words into their writing assignments. Vocabulary building is also developed through the literature.

The vocabulary study assists students in reading comprehension and prepares them for the SAT.

**LITERARY TERMS**

The study of literary terms in the 11th grade includes, but is not limited to, the following:

- allegory
- allusion
- antithesis
- diction
- imagery
- Romanticism
- satire
- irony
- tone
- tragedy
- Realism
- Naturalism
- Transcendentalism
- local color
- blank verse
- free verse
- scansion
- connotation
- denotation
- symbolism

**LIBRARY RESEARCH**

The students in 11th grade will complete two library research activities/assignments per year which may include the following:

- Literature in Historical Context - Students do research on topics relevant to the novel or period they are studying. This technique allows students to understand the context in which the works are produced or the period in which they are set.

- Book Review/Literary Criticism - Students select a book for outside reading, find two reviews or sources of criticism, and write a review which responds to the ideas presented in the professional reviews.
Critical Biographies - Students are assigned a work to read (poem, short story, novel) then are required to analyze the work and to relate it to the author’s life. Students will use critical works such as *The Concise Dictionary of American Literary Biography*.

Cultural Literacy Research - Students are placed in groups and each group is given a different list of terms, allusions, proverbs, etc. The task is to find the meanings and origins of the terms or phrases and to show how these are used in literature.

**MANUSCRIPT FORM/QUOTATION METHODS**

Students in the 11th grade will be responsible for all elements of the Manuscript Form as well as for Methods I and II on the Quotation Sheet. Greater emphasis will be placed on effective and appropriate use of quotations, especially upon Method II.

**PUBLIC SPEAKING**

Students will have a minimum of one formal individual speaking opportunity. Emphasis in class discussion will be upon correctness of oral expression. Students will learn to speak publicly without use of extraneous and non-productive utterances such as “er,” “ah,” “like,” “you know,” “I’m all,” etc.

**CLEAR THINKING/FALLACIES**

Students in the 11th grade will be responsible for recognizing and understanding the following fallacies:

- Cause and effect
- Only cause fallacy
- False analogy
- Ad hominem*
- Ambiguity*
- Equivocation
- Attacking straw man
- False authority
- Red herring
- Non sequitor*
- Circular reasoning*
- Begging the question*
- Plain folks
- Snob appeal

*denotes fallacies previously introduced