

**Academic Year: 2008-2009**

**Course:** Honors English 9/10 (Year A) **Instructor:** Mr. Kenneth Trani

## **Expectations**

**Classroom Behavior** -- It is expected that all students will act with respect toward the teacher and all other members of the class.

Although water may be drunk during class, no other liquids are permitted without the approval of the school nurse. Gum chewing and eating are also not permitted; however, with the permission of the nurse, hard candy may be used when needed.

The desks are not waste baskets! Please dispose of any trash in the waste basket either before or after class. Also, desks may be used to store books overnight only with the teacher's permission.

**Class Participation** -- All students are expected to contribute to class discussions. Class participation does not mean that the teacher reaches into your throat to extract an answer or a comment; it means that you, the student, volunteer the same. Asking relevant questions is as important as answering them and counts toward class participation, as does respectfully commenting on what another person has said.

Class participation also includes having the correct materials for each class. This includes the correct book; paper for note taking, quizzes, or tests; and something which to write.

Except for work required to be typewritten, all written work must be done neatly in pencil or *blue or black ink*.

**Homework** -- Students are required to pass in all homework assignments on the due date when they are collected during class. Anything turned in after this will be considered late unless prior arrangements have been made. Points will be deducted from all late assignments, and persistent late assignments will adversely affect one's end-of-term grade. If a student is absent, assignments are expected on the date she returns to class. (In the event of protracted absences, special arrangements may be made ahead of time.)

Since this is an English class, many homework assignments will be in the form of reading. It cannot be stressed too strongly that ***reading assignments are not optional***. To help students fulfill their obligation to complete reading assignments, unannounced quizzes will be given from time to time based on the previous night's assignment.

Longer-term writing assignments (class presentations, analytical essays, etc.) are also expected to be completed on time. Anything completed after the moment when the assignment is due in class is considered late (unless other arrangements have been made *well in advance*). The school policy for late essays and presentations is one letter-grade deduction for each late day.

**Speech:** Every upper-school student at Linden Hall is required to give an assembly speech, approximately three to five minutes in length, on a date determined well in advance. The topic must be discussed with the instructor a minimum of one week prior to the speech, and the student is required to go over the speech with the instructor at least a day or two in advance of the assigned date. Although such an assignment might seem daunting to some, the assembly speech is an integral part of life at Linden Hall, and many students find giving one far easier than they had expected.

**Grading:** The trimester grade is determined by a combination of assessment methods. The weighting factors are as follows:

Literature quizzes 10%  
In-class essays 22.5%  
Vocabulary 10%  
Analytical essays 27.5%  
Speech 5%  
Final Exam 25%

Please note that cheating and plagiarism, a topic that will be discussed at length at the beginning of the school year, are unacceptable. A student caught cheating will receive a zero for a test or quiz grade; school policy requires that any student who plagiarizes will not only receive a zero for the paper but must do another one for no credit.

**Books:** The major texts for this class will be paperback copies of the literary works that will be distributed individually as needed. The only book that will be used all year will be *Vocabulary for College, D Series*, which will be distributed at the beginning of the school year. Please note that it is imperative that you bring the appropriate book to class for each day.

**PSAT/SAT/SAT II Preparation:** In order to help students prepare for the PSAT, SAT, and SAT II, practice quizzes and essays will be done in class on an occasional basis. At the beginning of the year, these practice quizzes and essays will not constitute part of the grade; however, as the year progresses, they will be included in grading.

**Overview:** Honors English 9/10 is a two-year curriculum for freshmen and sophomores who have demonstrated distinguished abilities in the various facets of English study (reading comprehension, writing, analytical thinking, etc.). The focus is primarily on "world" literature -- i.e., works translated from foreign languages into English -- but there is also a healthy portion of both American and British literature.

Another important feature of this class involves student presentations. From time to time, students themselves will lead class discussions or present to the class information regarding cultural or historical information about authors, their times, and themes covered in their literature. These events are always scheduled well in advance, and on occasion class time itself will be devoted to the background work necessary to make such presentations successful.

**Independent Reading:** Each trimester every student will be responsible for reading a grade-appropriate book on her own and giving an oral report of it to the teacher. Books may be either fiction or nonfiction. Dates for independent reading reports will be assigned each trimester.

**SAT II:** Tenth-graders in the class are required to take the SAT II in May of their sophomore year.

## **Tentative Schedule for Honors English 9/10 -- Year A**

Please note that this schedule lists primarily major units and works of literature that will be discussed in class. Vocabulary, composition, essays, tests, and SAT preparation work will be interspersed on a regular basis throughout each trimester. Dates for essays, tests, quizzes, presentations, etc., are always announced well in advance. Nonfiction works are used to supplement major themes covered in works of fiction, drama, and poetry.

### **Trimester 1: Discovery of Self**

#### Week Major Work

- 1 Keller, *The Story of My Life*
  - 2 Keller, *The Story of My Life*
  - 3 Douglass, *Narrative of the Life of Frederick Douglass*
  - 4 Douglass, *Narrative of the Life of Frederick Douglass*
  - 5 St. Augustine, passages from *Confessions*
  - 6 Angelou, "Champions of the World"; Buckley, "Why Don't We Complain?"
  - 7 Kingston, "No Name Woman"; Momaday, "The Way to Rainy Mountain"
  - 8 Bronte, *Jane Eyre*
  - 9 Bronte, *Jane Eyre*
  - 10 Bronte, *Jane Eyre*
  - 11 Review; final
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### **Trimester 2: The Dark Side of Human Nature**

- 1 Shelley, *Frankenstein*
- 2 Shelley, *Frankenstein*
- 3 Shelley, *Frankenstein*
- 4 Hersey, *Hiroshima*
- 5 Hersey, *Hiroshima*
- 6 Hersey, *Hiroshima*
- 7 Orwell, "A View to a Hanging"; Bettelheim, "The Holocaust"

- 8 Wolfe, "Pornoviolence"; Fisher, "The Broken Chain"
  - 9 Golding, *Lord of the Flies*
  - 10 Golding, *Lord of the Flies*
  - 11 Golding, *Lord of the Flies*
  - 12 SAT/SAT II Review
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### **Trimester 3: Women and Men**

- 1 Zola, *Therese Raquin*
- 2 Zola, *Therese Raquin*
- 3 Zola, *Therese Raquin*
- 4 Zola, *Therese Raquin*; Shakespeare, *A Midsummer Night's Dream*
- 5 Shakespeare, *A Midsummer Night's Dream*
- 6 Shakespeare, *A Midsummer Night's Dream*
- 7 Daum, "Safe-Sex Lies"; Brady, "I Want a Wife"
- 8 Brott, "Not All Men Are Sly Foxes"; Prager, "Our Barbies, Ourselves"
- 9 SAT II Review
- 10 SAT II Review
- 11 Poetry
- 12 Poetry; final

### **Honors 9/10 (Year A) Outline**

In this class, students will primarily read, discuss, and write about literature written mostly by European and American authors. Various forms of literature will include autobiography, novels, poetry, drama, essays, and journalism. We will discuss plot, character, motivation, symbolism, and how authors use language (tone, figures of speech, colloquialisms, imagery, etc.) to convey meaning and create emotional responses in the reader.

In addition to literature, we will study vocabulary on a regular basis, examine ways to improve writing, and do practice exercises to help prepare for the SAT and SAT II. Class participation is essential for doing well.

The major types of writing for this class include in-class essays in response to literature studied; the analytical essay, which we will student inclass before actually writing; and personal responses to works and themes.

#### **I. Discovery of Self**

##### **A. Autobiographical accounts**

###### **1. Helen Keller**

*The Story of My Life*

###### **2. Frederick Douglass**

*Narrative of the Life of Frederick Douglass*

###### **3. Augustine**

*Confessions* (selected passages)

## B. Essays

1. Maya Angelou

"Champions of the World"

2. William F. Buckley, Jr.

"Why Don't We Complain?"

3. Maxine Hong Kingston

"No Name Woman"

4. N. Scott Momaday

"The Way to Rainy Mountain"

## C. Fictional account

Charlotte Bronte

*Jane Eyre*

## II. The Dark Side of Human Nature

### A. In fiction

1. Mary Shelley

*Frankenstein*

2. William Golding

*Lord of the Flies*

### B. In fact

1. John Hersey

*Hiroshima*

2. George Orwell

"A View to a Hanging"

3. Bruno Bettelheim

"The Holocaust"

4. Tom Wolfe

"Pornoviolence"

5. M.F.K. Fisher

"The Broken Chain"

## III. Women and Men

### A. The tragic muse

Emile Zola

*Therese Raquin*

### B. The comic muse

William Shakespeare

*A Midsummer Night's Dream*

### C. Essays

1. Meghan Daum

"Safe-Sex Lies"

2. Judy Brady

"I Want a Wife"

3. Armin A. Brott

"Not All Men Are Sly Foxes"

4. Emily Prager  
"Our Barbies, Ourselves"

IV. Poetry

1. William Wordsworth

"Ode: Intimations of Immortality from Recollections of Early Childhood"

2. Samuel Taylor Coleridge

"Kubla Khan"

3. Percy Bysshe Shelley"

a. "Ozymandias"

b. "The Indian Serenade"

c. "Ode to the West Wind"