

NOVELS
HONORS LEVEL
½ CREDIT – ELECTIVE FOR JUNIORS OR SENIORS

NOVELS

TEXTBOOKS

A. Novels

<u>A Farewell to Arms</u>	by Hemingway
<u>Uncle Tom's Cabin</u>	by Stowe
<u>The Hobbit</u>	by Tolkien
<u>The Old Man and the Sea</u>	by Hemingway
<u>A Connecticut Yankee</u>	by Twain
<u>To Kill a Mockingbird</u>	by Lee
<u>Holes</u>	by Sachar
<u>A Separate Peace</u>	by Knowles
<u>Flowers for Algernon</u>	by Keyes
<u>One Day in the Life of Ivan Denisovich</u>	by Solzhenitsyn

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<u>The Giver</u>	by Lowery
<u>1984</u>	by Orwell
<u>Animal Farm</u>	by Orwell
<u>Lost Horizon</u>	by Hilton
<u>Brave New World</u>	by Huxley
<u>Lord of the Flies</u>	by Golding
<u>Jonathan Livingston Seagull</u>	by Bach
<u>Fahrenheit 451</u>	by Bradbury
<u>Ella Minnow Pea</u>	by Dunn

Other novels may be added at the discretion of the teacher/department.

B. External Sources

<u>Contemporary Literary Criticism</u>
<u>Masterplots</u>
<u>Survey of Contemporary Literature</u>
<u>Survey of American Literature</u>
<u>Oxford Companion to English Literature</u>

Contemporary Authors
**Critical Dictionary of English Literature and British &
American Authors**
**Greenhauen Literary Companions to Contemporary
Authors**
Modern Critical Views Series
Literature in Context Series

IV. PREREQUISITES

Students must have passed LA-9 (both semesters), LA-10, and American Literature or American Studies

V. COURSE DESCRIPTION

The Honors Novels course will be an in-depth study of various novels chosen from approximately 1800 to the present. Depending on the novels chosen, 17-20 novels may be covered during the semester, with an average of 50 pages assigned each day as homework.

The course consists of reading the novels, class discussion, in-class essays, quizzes, tests, presentations, and projects. The main focus of the class is on character analysis, symbolism, theme, authors' intents, and what the novel has to say about the human experience.

We are also exploring the possibility of expanding the reading list of the novels course. The following list contains possible titles of works to be studied. This list was assembled using ACT recommendations.

<u>Pride and Prejudice</u>	by Austen
<u>Jane Eyre</u>	by Bronte
<u>House on Mango Street</u>	by Cisneros
<u>Heart of Darkness</u>	by Conrad
<u>Robinson Crusoe</u>	by Defoe
<u>Invisible Man</u>	by Ellison
<u>Catch-22</u>	by Heller
<u>Demian</u>	by Hesse
<u>The Farthest Shore</u>	by Leguin
<u>The Tombs of Atuan</u>	by Leguin
<u>A Wizard of Earthsea</u>	by Leguin
<u>Perelandra</u>	by Lewis
<u>Billy Budd</u>	by Melville
<u>Slaughterhouse Five</u>	by Vonnegun

VI. COURSE CONTENT

A. Utopian/Anti-Utopian Novels

- 1. Definition of utopian and anti-utopian fiction**
- 2. Class study of 7 to 9 novels illustrating this genre**
- 3. Information on authors' backgrounds**
- 4. Study of literary elements**
- 5. Small group and class discussions**
- 6. Essays, presentations, projects, and other forms of assessment as desired by the instructor**

B. The Epic Journey / Coming-of-Age Novels

- 1. Definition of the epic journey and coming-of-age novel**
- 2. Class study of 7 to 9 novels illustrating this genre**
- 3. Information on authors' backgrounds**
- 4. Study of literary elements**
- 5. Small group and class discussions**
- 6. Essays, presentations, projects, and other forms of assessment as desired by the instructor**

VII. COURSE FORMAT

The following instructional strategies may be used in the teaching of this course: lecture, mini-lecture, small-group collaboration, discussion, workshop, problem-based research, project-based learning, and technology-based learning.

VIII. COURSE EXPECTATIONS

Students will be expected to complete all reading, writing, grammar, and speaking assignments and fulfill all tasks for daily homework. All will be expected to contribute to discussions and in-class activities as well as individual and group presentations.

IX. GRADES

Final course grades may include the following forms of assessment: daily work, class participation, quizzes, exams, projects, essays/compositions, oral presentations, technology-based presentations, portfolios, semester final

exams, and alternative assessments as determined by individual instructors.

X. COURSE OBJECTIVES

- 1. The student will be able to define and identify the elements of an epic journey in a given novel.**
- 2. The student will be able to define and identify the epic hero in a given novel.**
- 3. The student will be able to define Utopian fiction.**
- 4. The student will be able to explain, discuss, and identify elements of utopian and anti-utopian fiction.**
- 5. The student will be able to draw inferences about life from the theme of a given novel.**
- 6. The student will be able to define science fiction writing.**
- 7. The student will be able to compare the author's predictions in science fiction to trends today.**
- 8. The student will be able to recognize an allegorical novel.**
- 9. The student will be able to define and recognize symbolism in a given novel.**
- 10. The student will be able to define and explain the author's use of irony in the novel.**
- 11. The student will be able to define and explain the author's use of foreshadowing in the novel.**
- 12. The student will be able to analyze the five parts of the plot in a given novel.**
- 13. The student will be able to recognize the function of setting in a given novel.**
- 14. The student will be able to analyze an author's methods of characterization in a given novel.**
- 15. The student will be able to explain the function of point of view and its impact on the story in a given novel.**
- 16. The student will be able to explain the impact of tone in a specific novel.**
- 17. The student will be able to analyze the theme in a given novel.**
- 18. The student will be able to explain information about the lives of various authors in relation to the novels they have written.**
- 19. The student will be able to define and use vocabulary words taken from a given novel.**
- 20. The student will be able to write an organized, valid, and well-supported essay on a given topic from a novel.**

ADDITIONAL OBJECTIVES FOR HONORS LEVEL:

- 2. Students will be able to understand the purpose of conducting research.**
- 3. Students will be able to differentiate between primary and secondary sources.**
- 4. Students will be able to credit primary and secondary sources in an appropriate form.**
- 5. Students will be able to locate various sources using electronic databases and catalogs.**
- 6. Students will demonstrate ability to cite sources internally and externally using style guidelines such as MLA or APA.**
- 7. Students will be able to use direct quotations appropriately and correctly in research writing.**
- 8. Students will be able to demonstrate an understanding of plagiarism as well as techniques to avoid intentional and unintentional plagiarism of source material.**
- 9. Students will be able to cite sources in a given composition by using internal citations as well as works cited page.**
- 10. Students will be able to cite a variety of electronic and print sources.**
- 11. Students will be able to evaluate the credibility of electronic, WWW, and print sources.**
- 12. Students will be able to develop a research plan using multiple forms of data.**
- 13. Students will be able to support and defend a thesis statement using various references including media and electronic resources.**
- 14. Students will be able to evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms.**
- 15. Students will be able to research, design, and present a project to an academic, business, or school community on a topic selected from among contemporary issues.**
- 16. Students will be able to create a research presentation related to academic, technical, or occupational topics and present the findings in oral or multimedia formats.**

Novels – Honors Research Component

Possible Research Topics/Choices:

- I. Banned Books: Research which of the novels in our curriculum have appeared on the ALA or other banned/challenged book lists.**
 - A. What criteria are used to challenge a novel?**
 - B. What do “the critics” say about these novels?**
 - C. support/defend the use of or banning of the novels in question**

 - II. Discover the history of the novel**
 - A. Why/when was this genre created?**
 - B. Who was the intended audience?**
 - C. What effect did this addition have on Literature?**

 - III. What novel could/should be added to our coming-of-age/epic unit?**
 - A. prove that your choice fits the “10-steps” of Joseph Campbell’s hero’s journey**
 - B. support your choice with critical reviews and/or awards won**
 - C. defend/support against anticipated criticism and concerns**
 - D. include possible essays and discussion topics that could be used with your choice**

 - IV. What novel could/should be added to our utopian/dystopian fiction unit?**
 - A. prove that your choice has the essential elements to be classified as utopian or dystopian**
 - B. support your choice with critical reviews and/or awards won**
 - C. defend/support against anticipated criticism and concerns**
 - D. include possible essays and discussion tops that could be used with your choice**
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- The student will use MLA format.**
 - The student will be required to provide an outline, source cards, and note cards.**

