

English Department Syllabus – College Prep

COLLEGE PREP  
HONORS LEVEL

1 CREDIT – WRITING ELECTIVE & BRITISH LITERATURE  
FOR ALL COLLEGE BOUND SENIORS

COLLEGE PREP HONORS ENGLISH

TEXTS

- A. Kinesella, Kate, et al. Prentice Hall Literature: Timeless  
Voices, Timeless Themes: The British Tradition. Glenview,  
Illinois: Pearson Education, Inc., 2002.
- B. Beane, Sandra, et al. English Workshop: Complete Course.  
Chicago: Holt Rinehart and Winston, 1995.
- C. Tibbetts, Arnold & Charlene. Strategies: A Rhetoric and Reader  
With Handbook. New York: Longman, Inc., 1997.
- D. Shostak, Jerome. Vocabulary Workshop: Level G. New York:  
Sadlier-Oxford, 2005.

PREREQUISITES

Students must have passed both semesters of LA 9 and LA 10 English classes and American Literature or American Studies.

COURSE DESCRIPTION

HONORS COLLEGE PREP is a year course for high school seniors with the main purpose of the class being to prepare students for college. Focus is on using higher level thinking skills such as analysis, synthesis, and evaluation in both long and short compositions/essay questions and in interpreting British lit.

To help students develop good composition skills for college, the process of writing is presented in a step by step analysis through various exercises. The student progresses from discovering a subject and creating a limited thesis to prewriting, organizing, writing, and revising the final composition so that it contains a good introduction, body, and conclusion. An attempt is made to make lively, entertaining, and practical assignments in writing so that it becomes enjoyable and so that the student builds confidence in his/her writing style.

**One of the vital learning experiences included is studying correct research techniques and then writing a formal research paper that has accurate internal citations and a works cited/bibliography. Some skills taught include: choosing an appropriate, limited topic, preparing a working bibliography, paraphrasing, note-taking, critical thinking, outlining, and writing a first and final revised draft with correct documentation.**

**In addition this course offers a very good opportunity for a review of the essentials of grammar, usage, mechanics, sentence variety, and sentence combining needed for college writing. Vocabulary study is included to help students to write more precisely and to comprehend well in reading.**

**Also excellent preparation for college is the study of British literature. The student is introduced to writing of different centuries and types beginning with the epic war hero Beowulf as found in Anglo-Saxon times. In addition students study and learn to appreciate selected works of great British authors – Chaucer, Shakespeare, Milton, Wordsworth, Tennyson, Browning, Dickens, Shaw, etc.**

**Some enrichment activities may include field trips so students can attend a good classic play and/or spending part of a day in a large college library.**

## **VI. COURSE CONTENT – British Literature**

### **A. UNIT 1: FROM LEGEND TO HISTORY: THE OLD ENGLISH AND MEDIVAL PERIODS (A.D. 449 – 1485) – INTRODUCTION**

#### **1. Part 1: Earthly Exile, Heavenly Home**

- a. Raffel (Translator) – “The Seafarer”**
- b. Stanford (Translator) – “The Wife’s Lament”**

#### **2. Part 2: Focus on Literary Forms: The Epic**

- a. Raffel (Translator) – *from Beowulf***

- (1) “The Wrath of Grendel”**
- (2) “The Coming of Beowulf”**
- (3) “The Battle with Grendel”**

- (4) "The Monsters' Lair"
- (5) "The Battle with Grendel's Mother"
- (6) "The Last Battle"
- (7) "The Spoils"
- (8) "The Farewell"

b. Homer – *from* The Iliad (optional)

### 3. Part 3: A National Spirit

a. Bede – *from* A History of the English Church and People  
(optional)

b. Chaucer – *from* The Canterbury Tales

- (1) "The Prologue"
- (2) "The Pardoner's Tale"

c. The London Times – "Elizabeth II: A New Queen"  
(optional)

### 4. Perils and Adventures

- a. Malory – *from* Morte d'Arthur
- b. Anonymous – "Lord Randall"
- c. Anonymous – "Get Up and Bar the Door"
- d. Anonymous – "Barbara Allan"

## B. UNIT 2: CELEBRATING HUMANITY: THE ENGLISH RENAISSANCE PERIOD (1485 – 1625) – INTRODUCTION

### 1. Part 1: Lovers and Their Lines

- a. Spenser – "Sonnet 75"
- b. Sidney – "Sonnet 31"
- c. Sidney – "Sonnet 39"
- d. Marlowe – "The Passionate Shepherd to His Love"
- e. Raleigh – "The Nymph's Reply to the Shepherd"
- f. Shakespeare – "Sonnet 29"
- g. Shakespeare – "Sonnet 116"
- h. Shakespeare – Other Sonnets (optional)

### 2. The Influence of the Monarchy

- a. More – *from* Utopia (optional)

- b. King James – “Psalm 23”
- c. King James – “*from* The Sermon on the Mount”
- d. King James – “The Parable of the Prodigal Son”

**3. Part 3: Focus on Literary Forms: Drama**

- a. Elizabethan Theater
- b. Shakespeare on Stage
- c. Shakespeare – The Tragedy of Macbeth

- (1) Act 1 – Elizabethan Drama
- (2) Act 2 – Blank Verse
- (3) Act 3 – Conflict & Irony
- (4) Act 4 – Imagery
- (5) Act 5 – Shakespearean Tragedy & Tragic Flaw

- d. Sophocles – *from* Oedipus the King (optional)

**A. UNIT 3: A TURBULENT TIME: THE SEVENTEENTH AND EIGHTEENTH CENTURIES (1625 – 1798) -- INTRODUCTION**

**1. Part 1: The War Against Time**

- a. Donne – “Holy Sonnet 10”
- b. Donne – “Meditation 17”
- c. Jonson – “On My First Son” (optional)
- d. Marvell – “To His Coy Mistress” (optional)
- e. Herrick – “To the Virgins, to Make Much of Time” (optional)
- f. Suckling – “Song” (optional)

**2. Part 2: A Nation Divided**

- a. Milton – “Sonnet XIX”
- b. Milton – *from* Paradise Lost
- c. Lovelace – “To Lucasta, on Going to the Wars” (optional)
- d. Lovelace – “To Althea, From Prison” (optional)

**3. Part 3: The Ties That Bind**

- a. Pepys – *from* The Diary
- b. Defoe – *from* Journal of the Plague Year (optional)
- c. Swift – *from* Gulliver’s Travels
- d. Johnson – *from* A Dictionary of the English Language (optional)

- e. Boswell – *from The Life of Samuel Johnson* (optional)
- f. Gray – “Elegy Written in a Country Churchyard”

**4. Part 4: Focus on Literary Forms: The Essay**

- a. Addison – “The Aims of the Spectator” (optional)

**B. UNIT 4: REBELS AND DREAMERS: THE ROMANTIC PERIOD  
(1798 – 1832) -- INTRODUCTION**

**1. Part 1: Fantasy and Reality**

- a. Burns – “To A Mouse”
- b. Burns – “To A Louse”
- c. Blake – “The Lamb”
- d. Blake – “The Tyger”

**2. Part 2: Focus on Literary Forms: Lyric Poetry**

- a. Wordsworth – “Lines Composed a Few Miles Above Tintern Abbey”
- b. Wordsworth – “The World is Too Much with Us”
- c. Coleridge – “The Rime of the Ancient Mariner” (optional)
- d. Lord Byron – “She Walks in Beauty”
- e. Shelley – “Ode to the West Wind” (optional)
- f. Shelley – “To a Skylark” (optional)
- g. Keats – “Ode to a Nightingale”
- h. Keats – “Ode on a Grecian Urn”

**3. Part 3: The Reaction to Society’s Ills**

- a. Shelley – “A Song: ‘Men of England’”
- b. Austen – “On Making an Agreeable Marriage” (optional)

**C. UNIT 5: PROGRESS AND DECLINE: THE VICTORIAN PERIOD  
(1833 – 1901) -- INTRODUCTION**

**1. Part 1: Relationships**

- a. Lord Tennyson – “The Lady of Shalott”
- b. Browning – “My Last Duchess”
- c. Browning – “Sonnet 43”

**2. Part 2: Focus on Literary Forms: The Novel**

- a. Dickens – *from Hard Times* (optional)
- b. Brontë – *from Jane Eyre* (optional)
- c. Brontë – Wuthering Heights (optional)
- d. Dickens – Nicholas Nickleby (optional)
- e. Knowles – A Separate Peace (optional)

**3. Part 3: The Empire and Its Discontents**

- a. Arnold – “Dover Beach” (optional)
- b. Kipling – “Recessional” (optional)

**4. Part 4: Gloom and Glory**

- a. Hardy – “The Darkling Thrush” (optional)
- b. Hardy – “Ah, Are You Digging My Grave” (optional)
- c. Hopkins – “God’s Grandeur”
- d. Housman – “To an Athlete Dying Young” (optional)

**D. UNIT 6: A TIME OF RAPID CHANGE: THE MODERN AND POSTMODERN PERIODS (1901 – PRESENT) – INTRODUCTION**

**1. Part 1: Waking From the Dream**

- a. Yeats – “When You Are Old”
- b. Auden – “In Memory of W.B. Yeats” (optional)
- c. Orwell – “Shooting an Elephant” (optional)
- d. Bowen – “The Demon Lover” (optional)

**2. Part 2: Conflict Abroad and at Home**

- a. Brooke – “The Soldier” (optional)
- b. Churchill – “Wartime Speech”
- c. Lessing – “No Witchcraft for Sale” (optional)

**3. Part 3: Focus on Literary Forms: The Short Story**

- a. Conrad – “The Lagoon”
- b. Joyce – “Araby”
- c. Lawrence – “The Rocking-Horse Winner”

**4. Part 4: From the National to the Global**

- a. Thomas – “Do Not Go Gentle into The Good Night” (optional)

- b. Thomas – “Fern Hill” (optional)
- c. Hughes – “The Horses” (optional)
- d. Gordimer – “The Train from Rhodesia” (optional)
- e. Clarke – *from* We’ll Never Conquer Space (optional)

**5. Part 5: British Drama**

- a. Shaw – Pygmalion (optional)
- b. Wilde – The Importance of Being Earnest (optional)

**COURSE CONTENT – Composition**

**A. Composition/Essays/Research**

1. Practice creating the writer’s stance
2. Make formal topic outline for compositions to be written
3. Write paragraphs and/or themes according to various strategies of development.
4. Write compositions of special types
  - a. Literary analysis/criticism (as many as time permits)
    - (1.) Analyzing/judging/evaluating character
    - (2.) Analyzing/judging/evaluating theme
    - (3.) Analyzing/judging/evaluating setting
    - (4.) Analyzing/judging/evaluating imagery
    - (5.) Analyzing/judging/evaluating symbolism
    - (6.) Analyzing/judging/evaluating point of view
    - (7.) Analyzing/judging/evaluating style
  - b. Creative poem, essay, and/or short story (optional)
    - (1.) Incorporating sincerity
    - (2.) Incorporating emotion
    - (3.) Incorporating originality
    - (4.) Re-creating an experience
5. Write business papers (optional)
  - a. Application to college
  - b. Resume for an application
6. Edit compositions

- a. **By adding material such as examples, specific details, transitions, or definitions**
- b. **By deleting material such as repetitions, clumsy expressions, or cliches**
- c. **By rearranging material such as putting a main idea last for a more effective climax, subordinating one idea to another, or co-ordinating ideas for effectiveness**
- d. **By substituting or changing material such as selecting the most effective or descriptive words, using more formal vocabulary, changing wording to keep expression parallel, or changing wording for sentence variety**

**7. Proofread papers**

- a. **Find and correct errors in capitalization**
- b. **Find and correct errors in punctuation**
- c. **Find and correct errors in grammar/usage**
- d. **Find and correct errors in manuscript form**

**8. Write a documented paper of argumentation/persuasion**

**9. Write formal research paper with extensive documentation**

- a. **Determine purpose of research and select restricted topic**
- b. **Prepare bibliography cards**
- c. **Prepare note cards**
- d. **Write detailed topic outline**
- e. **Write first draft**

- (1.) **Using proper research paper form**
- (2.) **Paraphrasing and quoting correctly**
- (3.) **Using correct form for footnotes/endnotes and bibliography**

- f. **Edit first draft**
- g. **Proofread and correct all errors**
- h. **Type final revised manuscript**

**B. Grammar and mechanics**

**1. Study grammar terms for sentence analyzation**

**2. Improve sentences by using various methods**

- a. **Subordination**
- b. **Coordination**
- c. **Sentence combining**



**d. Other methods**

- 3. Improve sentences with correct mechanics and following correct rules for standard usage**

**C. Vocabulary**

- 1. Build vocabulary by learning correct spelling, definitions, and context usage of words studied in vocab text**
- 2. Build vocabulary by learning correct spelling, definitions, and context usage of words from selections studied in literature text**
- 3. Use analogies in studying vocabulary**

**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. In honors classes the discussions, compositions, and assessments will include higher level thinking such as: analysis, application, comparison and contrast, classification, synthesis, justification, and evaluation. Book/play reviews may be included as well as the study of class novels. Some cooperative learning experiences, individual projects, vocabulary study, and much research work will also be expected.**

**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**

### **A. British literature**

- 1. The student will be able to analyze the contributions of various English writers to our English and American literary heritage.**
- 2. The student will be able to explain the Anglo-Saxon heritage we have as Americans.**
- 3. The student will be able to discuss the significance of the Old English epic Beowulf.**
- 4. The student will be able to discuss some significant writers and writings of the Anglo-Saxon era that are studied in class.**
- 5. The student will be able to contrast Old English of the Anglo-Saxon era to Middle English and then Modern English.**
- 6. The student will be able to relate characteristics of Anglo-Saxon poetry.**
- 7. The student will be able to analyze the folk epic form.**
- 8. The student will be able to contrast the folk epic to the literary epic in English literature.**
- 9. The student will be able to explain some themes/ideas that are found in works studied of the Anglo-Saxon era.**
- 10. The student will be able to relate the historical background of Medieval era of English literature studied.**
- 11. The student will be able to explain the main features of the Medieval romance.**
- 12. The student will be able to explain the main features of the miracle play.**
- 13. The student will be able to explain the main features of the morality play.**
- 14. The student will be able to explain the main features of the Medieval folk ballad.**
- 15. The student will be able to discuss some significant writers and analyze writings of the Medieval era that are studied in class.**
- 16. The student will be able to analyze realism as noted in Chaucer's Prologue to Canterbury Tales.**
- 17. The student will be able to analyze satire as noted in Chaucer's Prologue to Canterbury Tales.**
- 18. The student will be able to explain some important themes/ideas that are found in the works studied from the English Medieval era.**

19. The student will be able to relate important historical events of the Elizabethan period that affected literature.
20. The student will be able to discuss some significant writers and writings of the Elizabethan period studied in class.
21. The student will be able to analyze significant ideas from the sonnets of Shakespeare that are studied.
22. The student will be able to distinguish between the Shakespearean (English, Elizabethan) sonnet and the Petrarchan (Italian) sonnet.
23. The student will be able to explain the features of Elizabethan pastoral poetry.
24. The student will be able to explain and analyze some important themes found in English Elizabethan poetry studied.
25. The student will be able to differentiate the various parts of a Shakespearean drama.
26. The student will be able to analyze the artistry of Elizabethan drama as a literary form that is durable, vivid, imaginative, and richly rewarding.
27. The student will be able to relate important historical events in the Jacobean and Puritan ages in England (Seventeenth Century) that affected literature.
28. The student will be able to discuss some significant writers and analyze writings in Seventeenth Century England.
29. The student will be able to explain the main features of metaphysical poetry.
30. The student will be able to discuss themes in Cavalier poetry studied.
31. The student will be able to explain/analyze major ideas found in Milton's Paradise Lost.
32. The student will be able to relate important historical events of England's Restoration and Eighteenth Century (Age of Deism, Reason, and Enlightenment) that affected literature.
33. The student will be able to explain neoclassicism.
34. The student will be able to explain the increasing importance of journalism in Eighteenth Century England.
35. The student will be able to discuss the emergence of the novel as distinctive prose form in British literature in Eighteenth Century England.
36. The student will be able to discuss some significant writers and analyze writings of England's Restoration and Eighteenth Century that were studied in class.

37. The student will be able to relate important historical events of the Romantic Period in England that affected literature.
38. The student will be able to discuss some significant British writers and writings of the Romantic Era studied in class.
39. The student will be able to analyze characteristics of British Romantic literature.
40. The student will be able to compare and contrast the British Romantic poetry to American Romantic works studied.
41. The student will be able to explain/analyze some significant themes/ideas found in the works of British Romantic authors studied.
42. The student will be able to explain the features of the ode.
43. The student will be able to relate important historical events of the English Victorian Age that affected literature.
44. The student will be able to discuss some significant writers and analyze writings of the Victorian period that were studied in class.
45. The student will be able to evaluate the literature of the Victorian period (emerging as a new genre) and the novel (being the dominate literary genre of the age).
46. The student will be able to explain the features of the dramatic monologue.
47. The student will be able to explain some themes/ideas found in Victorian works studied.
48. The student will be able to discuss some significant writers and analyze writings of Twentieth Century England that were studied in class.
49. The student will be able to write literary analytical compositions on various selections studied.
50. The student will be able to explain the changes in the English language from the Old English to Middle English and then to Modern English.

## **B. Composition**

1. The student will be able to create an appropriate writer's stance composed of role, thesis, and reader in preparation for writing a composition using higher level thinking.
2. The student will be able to write a formal outline based on the writer's stance prepared.
3. The student will be able to create an introduction that arouses the reader's curiosity, provides background information, narrows the focus, and states the thesis.

4. **The student will be able to write body paragraphs that have good organization: a topic sentence stating a limited subject and precise opinion about that subject, sentences presenting specific support, and an appropriate closing sentence.**
5. **The student will be able to write paragraphs that have unity, as each of the supporting details, examples, statistics, or authoritative statements will relate directly to the topic sentence of each paragraph.**
6. **The student will be able to write an effective conclusion that restates the thesis and leaves a good final impression.**
7. **The student will be able to write a well-developed composition following the steps of the writing process, which include pre-writing, composing, editing, and proofreading.**
8. **The student will be able to achieve coherence in writing by using mechanical connecting words and transitional sentences or paragraphs.**
9. **The student will be able to make his/her writing interesting by incorporating some description, narration, and/or dialogue that is relevant to the theme topic and its development.**
10. **The student will be able to make his/her writing informative and lively by relating ample genuine facts that are verifiable.**
11. **The student will be able to create compositions using several organizational patterns such as chronological, spatial, deductive, inductive, or climatic order.**
12. **The student will be able to create compositions using a number of various strategies of development: description, narration, personal experience, process, cause and effect, classification, illustration, definition, comparison-contrast, and analogy.**
13. **The student will be able to create themes of exposition using the best organizational pattern and the best strategy of development for topic selected.**
14. **The student will be able to utilize the functions involved in editing.**
15. **The student will be able to create interesting compositions using effective wording in regard to specificity and connotations.**
16. **The student will be able to create interesting compositions using a variety of sentence beginnings and lengths.**

17. The student will be able to create effective sentence structure through the proper use of parallelism, coordination, and subordination.
18. The student will be able to write an argumentation/persuasion essay convincing a specified audience of a controversial thesis using the most effective devices for this type of paper.
19. The student will be able to write a theme of argumentation/persuasion avoiding the fallacies such as Ad Hominem, false dilemma, loose/faulty generalization, false analogy, and casual fallacy (post hoc).
20. The student will be able to write a letter of application to a college and/or a formal business letter.
21. The student will be able to compose a resume to accompany an application to a college or an application for a job.
22. The student will be able to incorporate the essential aspects of creative writing in his/her writing.
23. The student will be able to compose an original poem, essay, and/or short story following essential aspects of creative writing.
24. The student will be able to write a literary analysis/evaluation composition discussing one or more of the elements of a given poem, novel, or short story.
25. The student will be able to write a formal library research paper following the various steps prescribed by the teacher.
26. The student will be able to use a variety of library resources in writing a formal analytical research paper.
27. The student will be able to evaluate a composition based on: writer's stance, content, structure, sentence style and mechanics, documentation, and format.

**C. Grammar (Note: Grammar and mechanics are reviewed a final time for the college-bound; application of rules is then made on all compositions written during the year.)**

1. The student will be competent on fundamental grammatical knowledge including: parts of speech; parts of a sentence; the phrase; the clause; agreement of subject and verb; agreement of pronoun and antecedent; correct usage of pronouns; correct form and use of verbs; correct use of adjective and adverb modifiers; sentence completeness; capitalization; and punctuation.

- 2. The student will be able to analyze grammatical structure through diagramming sentences given as a learning tool by the teacher.**
- 3. The student will be able to revise sentences through reinforcement of the skill of correct co-ordination and subordination.**
  - a. The student will be able to make clear relationships between the ideas in co-ordinate clauses by using connectives which express the relationship exactly.**
  - b. The student will be able to improve sentences through subordination of ideas in adverbial clauses.**
  - c. The student will be able to improve sentences through subordination of ideas in adjectival clauses.**
  - d. The student will be able to improve sentences through subordination of ideas in noun clauses.**
  - e. The student will be able to improve sentences through subordination of ideas in prepositional and verbal phrases.**
  - f. The student will be able to improve sentences through subordination of ideas in appositive phrases.**
- 4. The student will be able to write sentences that have clear pronoun reference.**
- 5. The student will be able to write with sentence clarity.**
  - a. The student will be able to correct misplaced modifiers.**
  - b. The student will be able to correct dangling modifiers.**
  - c. The student will be able to correct unnecessary shifts in number, person, tense, and voice.**
  - d. The student will be able to correct faulty parallelism.**
  - e. The student will be able to write avoiding wordiness by eliminating superfluous words and unnecessary repetition of ideas.**

- 6. The student will be able to write with sentence variety.**
  - a. The student will be able to use a variety of sentence beginnings.**
  - b. The student will be able to use a variety of sentence structures.**
  - c. The student will be able to use a variety of sentence lengths.**
  
- 7. The student will be able to write using effective diction.**
  - a. The student will write avoiding trite expressions.**
  - b. The student will write using a vocabulary that is free of jargon.**
  - c. The student will include some appropriate figures of speech to make his/her writing interesting and vivid.**
  - d. The student will avoid slang in formal written composition.**
  - e. The student will use a vocabulary that is specific.**

#### **D. Spelling and vocabulary**

- 1. The student will be able to spell words from vocabulary text and words assigned from literature selections.**
- 2. The student will be able to explain the meaning and use correctly in his/her writing the new words learned from the vocabulary text and the literature selections studied.**
- 3. The student will be able to revise compositions correcting misspelled words and/or inappropriate vocabulary used.**



**COLLEGE PREP ENGLISH  
WRITING INTENSIVE**

**ILLINOIS STATE GOAL #3 & #5**

**#3 Write to communicate for a variety of purposes.**

- A. Use correct grammar, spelling, punctuation, capitalization, & structure.**
- B. Compose well-organized and coherent writing for specific purposes and audiences.**
- C. Communicate ideas in writing to accomplish a variety of purposes.**

**#5 Use the language arts to acquire, assess, and communicate information.**

- A. Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.**
- B. Analyze and evaluation information acquired from various sources.**
- C. Apply acquired information, concepts, and ideas to communicate in a variety of formats.**

**College Pre Honors English is a year course for high school seniors designed to prepare them for college. A major objective is to help students develop good composition skills for college by emphasizing the step by step process of writing.**

**In each unit of study the student progresses from discovering a topic and creating a limited thesis to prewriting, organizing, writing, and revising the final composition. During the year students have the opportunity to write narrative, expository, and persuasive pieces appropriate to the type of literature studied. Strategies may vary from comparison/contrast to definition to cause/effect. Audience is always specified.**

**Formal letters to an author are included as well as some creative writing such as original poetry. Both long and short essays of literary criticism are incorporated in each unit of study. In addition there may be journal entries, outlines, and other forms.**

**Students study the criteria/elements of a good introduction, body, and conclusion regardless of the length of the piece.**

**In College Prep research papers are written each semester requiring a variety of types of sources. Formal outlines, text with internal documentation, and works cited pages are required.**

**Grammar, spelling, punctuation, capitalization, and structure are emphasized in compositions written as well as reviewed in our English Workshop: Complete Course text. Some chapters included are: parts of speech; sentence types and variety in writing; all types of phrases and clauses; subject-verb agreement; correct pronoun usage and agreement; correct capitalization and punctuation; sentence coordination and subordination; correct use of modifiers; and other units on correct usage.**

**Vocabulary is studied weekly in our vocab text, incorporating spelling, word analysis, and analogies, as well as students study words in literary pieces all year.**

**COLLEGE PREP  
HONORS LEVEL  
1 CREDIT – WRITING ELECTIVE & BRITISH LITERATURE  
FOR ALL COLLEGE BOUND SENIORS**

**I. COLLEGE PREP HONORS ENGLISH**

**II. INSTRUCTOR**  
Ruthie Roth

**III. TEXTS**

**E. Kinesella, Kate, et al. Prentice Hall Literature: Timeless Voices, Timeless Themes: The British Tradition. Glenview, Illinois: Pearson Education, Inc.**

**F. Beane, Sandra, et al. English Workshop: Complete Course. Chicago: Holt Rinehart and Winston.**

**G. Tibbetts, Arnold & Charlene. Strategies: A Rhetoric and Reader With Handbook. New York: Longman, Inc.**

**H. Shostak, Jerome. Vocabulary Workshop: Level G. New York: Sadlier-Oxford.**

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**Also excellent preparation for college is the study of British literature. The student is introduced to writing of different centuries and types beginning with the epic war hero Beowulf as found in Anglo-Saxon times. In addition students study and learn to appreciate selected works of great British authors – Chaucer, Shakespeare, Milton, Wordsworth, Tennyson, Browning, Dickens, Shaw, etc.**

## **V. COURSE CONTENT – British Literature**

### **A. UNIT 1: FROM LEGEND TO HISTORY: THE OLD ENGLISH AND MEDIEVAL PERIODS (A.D. 449 – 1485)**

- B. UNIT 2: CELEBRATING HUMANITY: THE ENGLISH RENAISSANCE PERIOD (1485 – 1625)**
- C. UNIT 3: A TURBULENT TIME: THE SEVENTEENTH AND EIGHTEENTH CENTURIES (1625 – 1798)**
- D. UNIT 4: REBELS AND DREAMERS: THE ROMANTIC PERIOD (1798 – 1832)**
- E. UNIT 5: PROGRESS AND DECLINE: THE VICTORIAN PERIOD (1833 – 1901)**
- F. UNIT 6: A TIME OF RAPID CHANGE: THE MODERN AND POSTMODERN PERIODS (1901 – PRESENT)**

**COURSE CONTENT - Composition**