

## English Level 4

### August/September

#### Focus:

- Expectations for excellence in writing
- Plays
- Persuasive Writing/Point of View
- Expository Writing
- Grammar/vocabulary

#### Readings/Assignments:

601 Words Unit 1: Lessons 1-10

English Grammar Third Version Section 1

501 Writing Prompts - Unit 1 - Persuasive Writing Prompts & Model Essays

501 Writing Prompts - Unit 2 - Expository Writing Prompts & Model Essays

Essay & Term Papers Ch 1

Essay & Term Papers Ch 2

Essay & Term Papers Ch 3

English 114 Issues & Themes in Education by Andrew King - 1. Title Page/Table of Contents/Format

English 114 Issues & Themes in Education by Andrew King - 2. Essay Makes a Point

English 114 Issues & Themes in Education by Andrew King - 3. Thesis Statement

English 114 Issues & Themes in Education by Andrew King - 4. Topic Sentences

*Cyrano de Bergerac* by Edmond Rostand

*Cyrano de Bergerac* Study Guide Questions and Activities

#### **Composition:** Expository Essays

Discuss an issue of local, national, or international significance. Present a balanced viewpoint and properly cite evidence.

#### **Composition:** Narrative Essay

Cyrano's perception of his nose has great implications for his life and character. How can perception of a perceived flaw affect an individual? Present an account based on your own experiences.

#### **Composition:** Critical Analysis Essay

1. What values does Cyrano live by? How does he put his values into practice? How does his ridiculous nose affect his life?
2. What makes *Cyrano de Bergerac* a historical romance rather than a realistic evocation of a time and place? What are some of the ways in which Rostand works *The Three Musketeers* into his story line?
3. Discuss the development of de Guiche from a scheming politician into a valiant Gascon soldier. What enables him to accomplish his transformation? Does he sustain it until the end of the play?
4. Does *Cyrano de Bergerac* have a happy ending? Why or why not?
5. What would Cyrano's life be like if he did not have such an outstanding nose? Would he have the same personality, feelings, or outlook on the world? Discuss.
6. Explain how the falling action and resolution of the play follow logically from the play's major conflict and its climax. Did you find the ending a satisfying conclusion to the play? Why or why not?
7. Romantic heroes are colorful characters, more dashing and flamboyant than the people around them. In addition, they are usually attractive and inspire great love. Using examples from the play, explain why Cyrano could be regarded as a romantic hero. In what ways is he an *unusual* romantic hero?

### October – November

#### Focus:

- Narrative Writing
- Literary Response and Critical Analysis
- Southern Gothic literature
- Theme: Role of Disappointed Hopes
- Persuasive techniques
- Grammar/vocabulary

#### Assignments & Readings:

601 Words Unit 2: Lessons 11-20

English Grammar Third Version Section 2

501 Writing Prompts - Unit 3 - Narrative Writing Prompts & Model Essays

501 Writing Prompts - Unit 4 - Literary Response Prompts & Model Essays

Essay & Term Papers Ch 4  
Essay & Term Papers Ch 5  
Essay & Term Papers Ch 6  
English 114 Issues & Themes in Education by Andrew King - 5. Essay Skeletons  
English 114 Issues & Themes in Education by Andrew King - 6. Introductions  
English 114 Issues & Themes in Education by Andrew King - 8. Writing Plans  
English 114 Issues & Themes in Education by Andrew King - 7. Conclusions

"A Rose for Emily" by William Faulker and other short stories  
"A Pair of Silk Stockings" by Kate Chopin  
"The Scarlet Ibis" by James Hurst

Assessments & Quizzes:

- Grammar
- Vocabulary
- Rhetorical language vocabulary

**Composition:** Literary Analysis Essay

1. According to Mrs. Sommers' thoughts and actions at the beginning of the story, what is her primary focus in life? What makes supporting this focus difficult? Has her life always been this way?
2. What need is awakened in her by the pair of silk stockings? What inner conflict does this reveal about Mrs. Sommers?
3. Mrs. Sommers spends all of the precious money on herself. Given the responsible nature of her character, what do you think accounts for this self-indulgence?
4. While at the matinee, what does Mrs. Sommers notice about the other women who are there? What does this suggest about consumerism and the lifestyle that she is currently enjoying so much?
5. At the end of the story, has Mrs. Sommers' day of self-indulgence led to "better days?" In other words, has this fundamentally made Mrs. Sommers' life better? Why?
6. At the end of the story, has Mrs. Sommers' inner conflict been solved? If so, how was it solved? If not, what would actually solve her problems?

**Composition:** Literary Analysis Essay

1. "A Rose for Emily" is narrated in first-person plural. Why do you think Faulkner chose "we" rather than "I" as the voice for the story? How might this narrative strategy be related to the description of Emily as "a tradition, a duty, and a care; a sort of hereditary obligation upon the town" (part 1 paragraph 3)?
2. Trace the timeline of this story, and then analyze why the author decided to recount the tale in this manner. How does the order of the telling help shape the story's meaning? What details foreshadow the story's conclusion? What governs the five-part division of the story?
3. Discuss how this story might be viewed as a conflict between North and South. Keep in mind that Homer Barron is a construction foreman and a northerner, while Emily Grierson comes from a genteel southern family. How might the physical descriptions of Miss Emily relate to this theme?
4. How is Miss Emily "a fallen monument" (part 1 paragraph 1)? To what is she a monument? Why is she repeatedly called an "idol"? What connection can you draw between these images and one of the story's themes?
5. Describe Emily's relationship with her father. What details in the story support your view? How does this relationship influence the development of events in the story?
6. Did the story's ending surprise you? Explain why Miss Emily did what she did.
7. In an interview, Faulkner described the conflict of Miss Emily: she "had broken all the laws of her tradition, her background, and she had finally broken the law of God too. . . And she knew she was doing wrong, and that's why her own life was wrecked. Instead of murdering one lover, and then to go on and take another and when she used him up to murder him, she was expiating her crime." How might this story be seen as expiation?

**December – January**

Focus:

- Bildungsroman
- Power of language and diction in narrative choices
- Sentence structure and syntax/Variation in writing
- Grammar/vocabulary

Assignments & Readings:

601 Words Unit 3: Lessons 21-25  
English Grammar Third Version Section 3  
Essay & Term Papers Ch 7  
Essay & Term Papers Ch 8  
Essay & Term Papers Ch 9  
English 114 Issues & Themes in Education by Andrew King - 9.1 Paragraphs - Organization  
English 114 Issues & Themes in Education by Andrew King - 9.2 Paragraphs - Inferences  
English 114 Issues & Themes in Education by Andrew King - 10.1 Sentences - Basics and Focus  
English 114 Issues & Themes in Education by Andrew King - 10.2 Sentences - Coordination

English 114 Issues & Themes in Education by Andrew King - 10.3 Sentences - Appositives  
English 114 Issues & Themes in Education by Andrew King - 10.4 Sentences - Adjective Clauses

*The Catcher in the Rye* by J.D. Salinger  
*The Catcher in the Rye* Study Guide and Activities

**Composition:** Narrative Essay

Write an account of a fictional encounter in the style of Holden Caulfield.

**Composition:** Literary Analysis Essay

1. Many novels and plays focus on individuals involved in a struggle to find themselves or to seek a purpose in life. Sometimes the effort pays off; sometimes it doesn't. Focusing on Salinger's *The Catcher in the Rye*, write an essay in which you explain Holden's search or struggle throughout the novel, assess to what extent it succeeds, and analyze how it contributes to the meaning of the work as a whole.
2. Salinger weaves a variety of symbols into *The Catcher in the Rye*, including (but not limited to) the red hunting hat, the ducks in Central Park, and Allie's mitt. Select and analyze one symbol that Salinger uses in the book. Explain how Salinger develops this object as a symbol throughout the story. Discuss the symbol's meaning and significance and explore its contributions to the overall message of the novel.
3. Critic David D. Galloway said, "Wherever Holden turns, his craving for truth seems to be frustrated by the phoniness of the world." Analyze Holden's use of the word "phony". What does the word mean in the context of the book, and does Holden offer any alternative to phoniness? Is Holden himself guilty of being a phony? How does Salinger want readers to judge ideas about phoniness?
4. Consider Holden's ideas about childhood and adulthood. Are childhood and adulthood as separate as Holden thinks they are? If so, which category would he fit in?
5. *The Catcher in the Rye* is written with cyclical plot where we do not fully understand Holden's situation until we reach the end and reevaluate the beginning. In a well-written essay, discuss how Holden reveals himself. Be sure to explain the clues he gives as the story unfolds.

**In Class Essays:** Complete a timed writing assignment using an assigned prompt and *The Catcher in the Rye* as evidence.

**February – March**

Focus:

- Postmodernism
- Argumentative techniques
- Contemporary issues debate
- Grammar/vocabulary

Assignments & Readings:

601 Words Unit 4 : Lessons 26-30  
English Grammar Third Version Section 4  
Essay & Term Papers Ch 13  
Essay & Term Papers Ch 14  
Essay & Term Papers Ch 15  
English 114 Issues & Themes in Education by Andrew King - 10.5 Sentences - Concessive Clauses  
English 114 Issues & Themes in Education by Andrew King - 10.6 Sentences - Verbal Modifiers  
English 114 Issues & Themes in Education by Andrew King - 10.7 Sentences - Structure and Recap  
*Cat's Cradle* by Kurt Vonnegut  
*Cat's Cradle* Study Guide and Activities

Assessments:  
Argument techniques  
Citing sources

**Composition:** Persuasive Essay

In a well-written essay that draws upon your reading, experience, or observations for support, take a position on the issue of science or religion.

**Composition:** Critical Analysis

1. Why is the book titled *Cat's Cradle*? What do you think the cat's cradle symbolizes in the novel? What is Vonnegut saying about truth and lies?

**In-Class Write:** Is humanity inevitably doomed, according to the novel? Why or why not? What are the biggest problems facing humankind?

**April - May**

**Theme: Compassion and Expression**

Focus:

- Early 20th Century Plays
- Grammar/vocabulary

Assignments & Readings:

601 Words Unit 4: Lessons 31-40

English Grammar Third Version Section 5

English 114 Issues & Themes in Education by Andrew King - 11.1 Appendix - Tips

English 114 Issues & Themes in Education by Andrew King - 11.2 Appendix - Peer Review

English 114 Issues & Themes in Education by Andrew King - 11.3.1 Appendix - Summarizing

English 114 Issues & Themes in Education by Andrew King - 11.3.2 Appendix - Summarizing (2)

English 114 Issues & Themes in Education by Andrew King - 12.1 Guide to Researching

English 114 Issues & Themes in Education by Andrew King - 12.2 Guide to Reading

*Pygmalion* by George Bernard Shaw

*Pygmalion* Study Guide and Activities

**Composition:** Literary Analysis

1. Theme of Appearances and Reality

Writing Situation:

*Pygmalion* examines this theme primarily through the character of Liza, and the issue of personal identity (as perceived by oneself or by others). Social roles in the Victorian era were viewed as natural and largely fixed: there was perceived to be something inherently, fundamentally unique about a noble versus an unskilled laborer and vice versa. Liza's ability to fool society about her "real" identity raises questions about appearances. The importance of appearance and reality to the theme of *Pygmalion* is suggested by Liza's famous observation: "You see, really and truly, apart from the things anyone can pick up (the dressing and the proper way of speaking, and so on), the difference between a lady and a flower girl is not how she behaves, but how she's treated."

Writing Directions:

Write an essay that discusses and explains Liza's quote above in relationship to the theme of appearances and reality in *Pygmalion*. How do appearances influence people? How does one's *own* perception of oneself affect how s/he sees him/herself? Also, how do the perceptions of *others* affect how one sees him/herself?

2. Theme of Change and Transformation

Writing Situation:

The transformation of Liza is, of course, central to the plot and theme of *Pygmalion*. The importance at first appears to rest in the power Higgins expresses by achieving this transformation. "But you have no idea," he says, "how frightfully interesting it is to take a human being and change her into a quite different human being by creating a new speech for her. It's filling up the deepest gulf that separates class from class and soul from soul." As the play unfolds, however, the focus shifts so that the effects of the change upon Liza become central.

Writing Directions:

Write an essay that explains and discusses how the truly important transformation Liza goes through is not the adoption of refined speech and manners but the learning of independence and a sense of inner self-worth that allows her to leave Higgins.

**May - June**

Focus:

- Multi-cultural Perspectives
- Grammar/vocabulary

Assignments and Readings:

The Curious Incident of the Dog in the Night-time by Mark Haddon

"The Bats" by Chitra Banerjee Divakaruni

**Composition:** Narrative Writing

Discuss a personal experience that relates to the issue you have chosen to discuss and how the issue has developed personal relevance. Address possible methods of advocacy and potential growth.

**Composition:** Narrative or Creative Writing

Compose a compelling fictional narrative with a character who encounters a social issue and his/her attempts to navigate its effects on his/her circumstances and future.

**Composition:** Research/Synthesis/Argument Report

Synthesize all of the information and formulate your own opinion about a current issue. Substantiate your beliefs with quotes from at least three outside sources, using proper MLA references. Remember to attribute both direct and indirect citations. Refer to the sources by authors' last names or by titles. Avoid mere paraphrase or summary.

**Composition:** Critical Analysis

1. What challenges does *The Curious Incident* present to the ways we usually think and talk about characters in novels? How does it force us to reexamine our normal ideas about love and desire, which are often the driving forces in fiction? Since Mark Haddon has chosen to make us see the world through Christopher's eyes, what does he help us discover about ourselves?
2. Given Christopher's aversion to being touched, can he experience his parents' love for him, or can he only understand it as a fact, because they tell him they love him? Is there any evidence in the novel that he experiences a sense of attachment to other people?
3. According to neurologist Oliver Sacks, Hans Asperger, the doctor whose name is associated with the kind of autism that Christopher seems to have, notes that some autistic people have "a sort of intelligence scarcely touched by tradition and culture -- - unconventional, unorthodox, strangely pure and original, akin to the intelligence of true creativity" (*An Anthropologist on Mars* by Oliver Sacks, NY: Vintage Books, 1995, pp. 252– 53). Does the novel's intensive look at Christopher's fascinating and often profound mental life suggest that in certain ways, the pity that well-meaning, "normal" people might feel for him is misdirected? Given his gifts, does his future look promising? Do you think he will achieve his goal of becoming a scientist? Which of his characteristics would predict success and which would predict failure?
4. Christopher's journey to London underscores the difficulties he has being on his own, and the real disadvantages of his condition in terms of being in the world. What is most frightening, disturbing, or moving about this extended section of the novel (pp. 169–98)? 1 2 23. Share your favorite passage from the book and describe its significance. Which scenes are comical in this novel, and why are they funny? Do these same situations also stimulate other feelings (i.e. sadness, empathy)?
5. Christopher Boone finds lies confusing. He believes that metaphors and novels are lies, and he claims he "can't tell lies" (p. 19). In fact, he declares, "...everything I have written here is true" (p. 20). How reliable is this narrator? What limitations does he have that challenge the readers' beliefs? In what ways do the minor characters function as informants who provide alternate points of view?
6. One of the paragraphs on the back of the book cover states that Christopher Boone "has no understanding of human emotions." If you disagree with this statement, how might you revise it to make it reflect more accurately Christopher's grasp of human emotion? Can you cite examples of situations where Christopher not only is feeling human emotions, but also clearly is aware that he is doing so?
7. One of the primary disadvantages of the autistic is that they can't project or intuit what other people might be feeling or thinking --- as illustrated in the scene where Christopher has to guess what his mother might think would be in the Smarties tube (pp. 115–16). When does this deficit become most clear in the novel? Does Christopher seem to suffer from his mental and emotional isolation, or does he seem to enjoy it? 59. An alternative approach includes structuring the discussion into questions about the reading experience (i.e. what did you appreciate most about this story? the least? ); the narrator (i.e. what does Christopher see in the world around him? what details and things in this world does he share with his readers? what information about the world does he omit?) thematic elements (i.e. diversity- what makes us similar to or different from others); the plot (i.e. re-tell the murder mystery from a non-autistic person's point of view. how might the plot change?); passages (i.e. read the first paragraph of the novel (p. 1). what do you learn about Christopher by reading this passage?