

**TAMALPAIS UNION HIGH SCHOOL DISTRICT**  
**Larkspur, California**

**Course of Study**

**THE SHORT STORY**  
**Classical Strand**

**I. INTRODUCTION: COURSE DESCRIPTION**

- A. This is a one-semester elective course for upper division students who are interested in exploring the short story. This course is intended to give students an understanding of the basic elements of short fiction—plot, character, setting, theme, tone, and point of view—as well as some knowledge of the development of the form. Students will study the works of representative authors from Gogol and Poe to Cheever and Barthelme. They will write analytic papers and short stories to increase their understanding of the form.
- B. The course addresses the following District student learning outcomes, which ask students to:
- #1. communicate articulately, effectively, and persuasively when speaking and writing;
  - #2. read and analyze materials in a variety of disciplines;
  - #4. demonstrate knowledge of the rights and responsibility of the individual in a democratic society;
  - #10. analyze and propose solutions to contemporary issues using a variety of perspectives;
  - #11. interpret, experience, create and/or perform artistic work;
  - #13. participate in community social, civic and self-discipline necessary to achieve and maintain physical and emotional well-being.

Short Story addresses the following Tam 21<sup>st</sup> Century Goals,

- acquire, manage and use knowledge and skills;
- think critically and creatively;
- understand individual and cultural differences;

- practice self-directed learning, decision making and problem solving
  - take responsibility for self and community.
- C. The course continues the sequential learning established in freshman and sophomore English classes and makes direct connection to the curriculum in social studies, science and art courses.
- D. Goals for Short Story

The goals for this course are to:

1. pursue an interest developed in the first two years of core English in the short story genre;
2. become aware of the place of stories in the literary tradition;
3. explore the purpose and function of storytelling in a variety of cultures and to reflect on the ways stories of all cultures dramatize the universal human condition;
4. develop a set of standards for evaluating the effectiveness of short fiction;
5. become familiar with short story criticism as a way of increasing understanding;
6. write analyses of short stories using such literary concepts as symbol, irony, theme, and point of view;
7. use critical thinking skills in analyzing and interpreting literature;
8. become familiar with short story criticism as a way of increasing understanding;
9. develop vocabulary through the study of literary terms and authors' diction;
10. establish the connection between writing and thinking through regular practice of the steps in the writing process;
11. write original stories;
12. consider the oral tradition: the importance of myth, legend, and folklore.

## II. STUDENT LEARNING OUTCOMES

### 1. Writing:

- a. use the stages in the writing process, especially responding, revising, and editing (R/LAF W W/S 1.0; 1.9);
- b. apply basic grammar and appropriate vocabulary in the context of their writing (R/LAF W W/O 1.0);
- c. write well-developed essays using the thesis statement effectively to focus the essay, and practice patterns of organization, such as chronology, classification, and steps in a process, with appropriate transitional techniques, language and form to suit purpose and audience (R/LAF W W/S 1.3);
- d. draw generalizations from recorded observation and experience—e.g., from stories, poems, journal entries, autobiographical, and biographical pieces, descriptions and accounts—and support them with convincing evidence and examples (R/LAF W W/A 2.2);
- e. use deduction and induction, understand logical fallacies, know what constitutes evidence and authority, while distinguishing between primary and secondary sources (R/LAF W W/A 2.2);
- f. develop an interpretation that uses convincing textual evidence for support and explain the interpretation rationally to convince the reader of its soundness (R/LAF W W/A 2.2 a - e);
- g. examine ideas and information from a variety of sources and draw conclusions about the point and purpose of that information and to evaluate the conclusions and determine whether or not they are sound (R/LAF W W/A 2.4 d);
- h. analyze information from various sources through systematic notetaking, integrate material from outside sources into their own work, and acknowledge those sources (R/LAF W W/S 1.6).

### 2. Literature/Reading:

- a. understand and use the language of literary criticism, such as setting, characterization, foreshadowing, symbolism, and metaphor; consult sources to enrich understanding; recognize the relationship of specific incidents to theme; understand an author's method of narration, i.e., who tells the story and how far the narrator is from the action; be aware of and

understand shifts in point of view (R/LAF R L/RA 3.0 S/F 3.1; N/A 3.2, 3.3, 3.4);

- b. put ideas in one's own words through such devices as paraphrase, precis, modeling, unscrambling sample passages, reading and interpreting maps, charts, and graphs; recognize that rereading enhances the reader's understanding and appreciation;
- c. determine the author's point of view and distinguish his or her bias from established fact (R/LAF R C/A 2.2, 2.3, 2.4, 2.5);
- d. recognize the importance of reading beyond the assigned works and use outside sources of reference; refine the use of research techniques;
- e. develop a greater understanding of the contributions of ethnic groups by studying their traditions, their cultural stance, their similarities and differences (R/LAF R L/RA 3.5 b).

3. Speaking and Listening:

When speaking, students will:

- a. function effectively in class discussion by answering and asking questions coherently and by clarifying responses with clear explanations; conceive and develop ideas that are soundly reasoned and well supported;
- b. become more proficient in the various roles in editing and response writing groups; learn new roles: for example, panel chair, panel member, large group discussion leader, recorder, resource person;
- c. learn argumentation techniques that allow both sides of a question to surface; learn skills in logic and reasoning to support arguments on conflicting sides of a question (R/LAF L/S O/D 1.5, 1.6);
- d. give careful attention to preplanning a speech; develop a regard for the audience with respect to gaining attention, sustaining interest, making efficient use of time; learn skills in organizing for various modes of presentation: analysis, persuasion, explanation, interpretation, direction, and comparison (R/LAF L/S O/D 1.7 A/E 1.13);
- e. practice oral interpretation of literature, using the techniques of emphasis, expression, dramatic pause, inflection; practice parts in dramas, attempting realistic character identity, fluency in reading dialogue, and appropriate tone and mood (R/LAF L/S S/A 2.3 a—e; 2.5).

When listening, students will:

- a. develop techniques that promote supportive, polite concern for the speaker, and learn the skills necessary to offer tactful, constructive criticism;
- b. identify main and subordinate ideas presented in lectures and discussions, and evaluate them for sound reasoning and convincing support; take into account the nuances, the subtle shades of meaning (R/LAF L/S A/E 1.11—1.14).

### **III. ASSESSMENT**

#### **A. Student Assessment**

Students will be assessed through a variety of indicators including homework, group work, oral presentations, visuals related to the reading, quizzes on the literature, essays and other writing assignments.

Students will be expected to take an essay examination that requires them to apply the thinking and writing skills they have developed in order to synthesize and analyze material from three to four major works covered during the semester. Students will be expected to support their main ideas with specific examples from the works under discussion.

#### **B. Course Assessment**

The Short Story will be assessed through formal and informal surveys of the students. Course and unit goals will be reviewed by teachers on a regular basis.

### **IV. METHODS AND MATERIALS**

#### **A. Methods:**

Students will complete a variety of interrelated writing assignments adapted from the James Moffet writing sequence. More than one paper may be required for each assignment. In addition to four process papers per semester, minor papers will be assigned regularly.

Eight different writing types have been identified as the focus for the upper division writing program: observation, reflection, controversial issue, interpretation, evaluation, report of information, autobiography, and

speculation. See the introduction to the Upper Division program for specifics on the writing modes.

B. Literature:

Every teacher of The Short Story will teach a selection of the following titles to guarantee consistency throughout the district. Each student will read at least four major works per semester.

Core Works Authors

Anderson, Sherwood  
Balzac, Honore  
Bierce, Ambrose  
Buck, Pearl  
Castelnuova  
Cather, Willa  
Cheever, John  
Chekhov, Anton  
Conrad, Joseph  
Crane, Stephen  
Daly, Maureen  
D'Annunzio  
Dandet, Alphonse  
De Maupassant, Guy  
De Musset, Alfred  
Dostoyevski, Fyodor  
Doyle, Sir Arthur C.  
Faulkner, William  
Gogol, Nikolai  
Hawthorne, Nathaniel  
Hemingway, Ernest  
Henry, O.  
Hugo, Victor  
Irving, Washington  
Jackson, Shirley  
Kafka, Franz  
Lardner, Ring  
London, Jack  
March, William  
Melville, Herman  
Marimee, Prosper  
Munroo, H. H. (Saki)  
O'Hara, John  
Poe, Edgar, Allen  
Porter, Katherine Ann

Pushkin, Aleksaner  
 Rawlings, Marjorie Kinnan  
 Reynolds, Quentin  
 Sand, George  
 Solzhenitsyn, Alexander  
 Strindberg, August  
 Thurber, James  
 Tolstoy, Leo  
 Turgenev, Ivan  
 Twain, Mark  
 Updike, John  
 Welty, Eudora  
 Wharton, Edith  
 Zola, Emile

Anthologies, Collections, and Handbooks

Ball, Jane	<i>Fiction</i>
Brooks, Cleath, and Robert Penn Warren	<i>Understanding Fiction</i>
erf, Bennett, ed.	<i>Great Modern Short Stories</i>
Dall	<i>Six Great Modern Short Novels</i>
Boyton, Robert W. and Meynard Mack	<i>Introduction to the Short Story</i>
James, Henry and Leon Edel	<i>House of Fiction: Essays on the Novel</i>
Lysley	<i>Reading Modern Fiction</i>
O'Connor Frank	<i>The Lonely Voice</i>
O'Faolain, Sean	<i>Short Stories, A Study in Pleasure</i>
Olsen, Tillie	<i>Tell Me A Riddle</i>
Perrine, Laurence	<i>Story and Structure</i>
Poore, ed	<i>The Short Stores of Ernest Hemmingway</i>
Rahv, Philip, ed.	<i>Eight Great American Short Novels</i>
Schramm, Wilber	<i>Great Modern Short Story</i>
Shea	<i>The Black and the While</i>
Skaggs, Calvin, ed.	<i>The American Short Story</i>
Steinbeck, John	<i>The Long Valley</i>

**V. GENERAL INFORMATION**

The Short Story is a 5 credit course open to all juniors, seniors and second semester sophomores.

A. Prerequisites: There are no course prerequisites.

B. Requirements Met.

This course may be used in partial fulfillment of the English graduation requirement. It meets part of the District requirement for two Classical Strand Courses.

This course is accepted toward the "b" or "g" requirement for UC admissions. It is also accepted for the CSU English requirement.