

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

Course of Study

**TWENTIETH CENTURY LITERATURE
Classical Strand**

I. INTRODUCTION: COURSE DESCRIPTION

- A. This course is an upper-division course designed for students interested in exploring the ideas and works of the Twentieth Century. The literature will be examined in the context of the historical and cultural forces which shaped it and will be studied in relation to other creative arts. Representative works in the major genres will be read and analyzed with emphasis on structure, tone, style, and diction.
- B. Twentieth Century Literature addresses the following district student learning outcomes:
- #1. communicate articulately, effectively, and persuasively when speaking and writing;
 - #2. read and analyze material in a variety of disciplines;
 - #3. use technology as a tool to access information, analyze and solve problems, and communicate ideas;
 - #10. analyze and propose solutions to contemporary issues using a variety of perspectives;
 - #11. interpret, experience, create and/or perform artistic work.

Twentieth Century Literature addresses the following Tam 21st Century Goals:

- acquire, manage and use knowledge and skills;
- think critically and creatively;
- develop respect and understanding for the diversity of our community;
- understand individual and cultural differences;

- take responsibility for self and community.
- C. Twentieth Century Literature provides an opportunity to study in depth literature and themes that have been touched upon in previous course work at the freshmen and sophomore level. The course connects with other disciplines such as history, science, psychology, and the fine arts.
- D. Twentieth Century Literature provides the student with an opportunity for exploring the themes of modern and post-modern literature through a variety of perspectives: historical, socio-economic, and cultural.

The goals of this course include the following:

- a. to examine and identify the major social, religious, philosophical, literary, and political movements which have influenced twentieth century literature;
- b. to compare and contrast twentieth-century authors and their choice of subject matter, purpose, theme, style, attitude and genre;
- c. to develop vocabulary through the study of literary terms and the authors' diction;
- d. to use critical thinking skills in analyzing and interpreting literature;
- e. to establish the connection between writing and thinking through regular practice of the steps in the writing process.

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).

C. 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.

Test questions might ask student to:

1. compare and contrast the way various authors treat a particular subject, such as rites of passage, technology, war, quest for personal freedom;
2. explain how a particular genre evolves through a series of works;
3. investigate a pattern in the social or historical context of the century as it appears in several works.

D. Course Assessment

Twentieth Century Literature will be assessed through formal and informal surveys of the students.

See the Twentieth Century Literature Resource Binder for sample assessments.

III. 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 Twentieth Century 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, with required reading including a variety of short stories, poems, novels and nonfiction.

Core Selections

Camus, Albert	<i>The Plague</i>
Caputo, Phil	<i>A Rumor of War</i>
Hemingway, Ernest	<i>For Whom the Bells Tolls</i>
McLean, Norman	<i>A River Runs Through It.</i>
Wharton, Edith	<i>The Innocents</i>

Supplementary Readings:

Agee, James	<i>Let Us Now Praise Famous Men</i>
	<i>A Death in the Family</i>
Beckett, Samuel	<i>End Game</i>
Bellow, Saul	<i>Henderson the Rain King</i>
	<i>Seize the Day</i>
Boll, Heinrich	<i>The Clown</i>
Conrad, Joseph	<i>Typhoon</i>
	<i>Secret Sharer</i>
	<i>Lord Jim</i>
Forster, E.M.	<i>A Passage to India</i>
	<i>A Room with a View</i>
Greene, Graham	<i>Twenty-one Stories</i>
	<i>The End of the Affair</i>
Ibsen, Henrik	<i>Hedda Gabler</i>
Kerouac, Jack	<i>On the Road</i>
Lenz	<i>The German Lesson</i>
Maughman, Somerset	<i>The Razor's Edge</i>
Malamud, Bernard	<i>The Natural</i>
Marquez, Gabriel	<i>One Hundred Years of Solitude</i>
McCullers, Carson	<i>The Heart is a Lonely Hunter</i>
Miller, Walter	<i>Canticle for Leibowitz</i>
O'Connor, Flannery	<i>Three by Flannery O'Connor</i>
O'Neill, Eugene	<i>Emperor Jones</i>
Plath, Sylvia	<i>The Bell Jar</i>
Powers, J.F.	<i>Short Stories</i>

Read, Herbert
Silone, Ignazio
Steinbeck, John
Tyler, Anne
Updike, John
Wilde, Oscar

Wright, Richard

The Green Child
Bread and Wine
East of Eden
The Accidental Tourist
Rabbit Run and short stories
The Importance of Being
Earnest
Black Boy

AUTHORS

Atwood, Margaret
Borges, Jorge
Capote, Truman
Castaneda, Carlos
Cheever, John
Colette
Cummings, E.E.
Dos Passos, John
Drable, Margaret
Eliot T.S.
Faulkner, William
Frost, Robert
Gide, Andrea

Hansberry, Lorraine
Hardy, Thomas
Hellman, Lillian
Jackson, Shirley
Kafka, Franz
Lessing, Doris
Maughman, Somerset
McCarthy, Mary
Miller, Arthur
Mitford, Jessica
Nabokov, Vladimir
Oates, Joyce Carol

Plath, Sylvia
Roethke, Theodore
Sandburg, Carl
Sontag, Susan
Thurber, James
Trilling, Lionel
Walker, Alice
Welty, Eudora

Selected Stories
Selected Stories
Selected Stories
Selected Stories
Selected Stories
Selected Stories
Selected poems
Excerpts from novels
Selected stories
Selected poems
Selected stories
Selected poems
Selected excerpts from major
works
Selected plays
Selected poems
Selected plays
Selected stories
Selected stories
Selected stories
Selected stories
Selected stories
Selected stories
Selected plays
Selected essays
Selected stories
Selected stories and excerpts
from novels
Selected poems
Selected poems
Selected poems
Selected essays
Selected stories and essays
Selected essays
Selected excerpts from novels
Selected stories

Wharton, Edith
Williams, Tennessee
Williams, William Carlos
Woolf, Virginia

Selected stories
Selected plays
Selected poems
Selected essays

IV. GENERAL INFORMATION

Twentieth Century Literature 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 Stand Courses.

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