

TAMALPAIS UNION HIGH SCHOOL DISTRICT
Larkspur, California

Course of Study

THE NOVEL
Classical Strand

I. INTRODUCTION: COURSE DESCRIPTION

- A. This is a one-semester elective course for upper division students who are interested in exploring the novel. The course will focus primarily on the development of the novel in the Western world. Students will explore the ways a novelist can pursue the basic elements of plot, character, setting, theme, style and narration. Standards to evaluate a novelist's success will be developed.

The course will help students appreciate the variety of ways authors have experimented with the novel's basic structure. Students will explore how the novel can be used to convey information about history, culture and human behavior.

The course will allow students to become familiar with authors and works which have become a part of our cultural heritage.

- 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.

The Novel addresses the following Tam 21st 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 The Novel

The goals for this course are to:

1. read broadly to understand how the novel is an artistic response to historical, social and scientific events;
2. explore how literary techniques create opportunities for the author to present major concerns;
3. review critical standards and develop personal standards for evaluating recreational reading;
4. learn to use critical thinking skills in analyzing and interpreting literature;
5. develop vocabulary through the study and use of literary terms and authors' diction;
6. establish the connection between writing and thinking through regular practice of the steps in the writing process;
7. practice oral techniques through discussions and individual presentations.

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.

See the Novel Resource Binder for sample assessments

D. Course Assessment

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

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 The Novel 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

1. Novels

Austen, Jane	<i>Pride and Prejudice</i> <i>Emma</i> <i>Northanger Abbey</i>
Balzac, Honor, de	<i>Père Goriot</i>
Bronte, Emily	<i>Wuthering Heights</i>
Cather, Willa	<i>Song of the Lark</i>
Collins, Wilker	<i>The Moonstone</i>
Cooper, James	<i>The Prairie</i>
Defoe, Daniel	<i>Robinson Crusoe</i>
Dickens, Charles	<i>Oliver Twist</i>
Dreiser, Theodore	<i>An American Tragedy</i> <i>Sister Carrie</i>
Dumas, Alexandre	<i>The Count of Monte Cristo</i>
Faulkner, William	<i>Intruder in the Dust</i>
Fielding, Henry	<i>Joseph Andrews</i>
Fitzgerald, F. Scott	<i>Tender Is the Night</i>
Hardy, Thomas	<i>Jude the Obscure</i>
Hemingway, Ernest	<i>For Whom The Bell Tolls</i> <i>The Sun Also Rises</i>
Howells, William	<i>The Rise of Silas Lapham</i>
Hugo, Victor	<i>The Hunchback of Notre Dame</i>
James, Henry	<i>The American</i> <i>Daisy Miller</i>
Lawrence, D. H.	<i>Sons and Lovers</i>
Lewis, Sinclair	<i>Main Street</i>
Morris, Wright	<i>Ceremony in Lone Tree</i>
Trollope, Anthony	<i>Barchester Towers</i>
Undset, Sigrid	<i>Kirstin Lavransdatter</i>
Warren, Robert	<i>All the King's Men</i>
Wharton, Edith	<i>The Age of Innocence</i>
Wolfe, Thomas	<i>Look Homeward Angel</i>
Zola, Emile	<i>Nana</i>

2. Anthologies, Collections, Criticism

Allen, Walter	<i>The English Novel</i>
Drew, Elizabeth	<i>The Novel</i>
Fadiman, Clifton	<i>The Lifetime Reading Plan</i>
Forster, E. M.	<i>Aspects of the Novel</i>
Freedman, Richard	<i>The Novel</i>
Maugham, Somerset	<i>The World's Ten Greatest Novels</i>
Maugham, Somerset	<i>Six Great Modern Short Novels</i>

IV. GENERAL INFORMATION

The Novel 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.