

DOCUMENT RESUME

ED 452 559

CS 217 526

AUTHOR Blaine, Suzanne
TITLE English Department Curriculum and Course of Study.
INSTITUTION Yeshiva of Flatbush, Brooklyn, NY. Joel Braverman High School.
PUB DATE 2001-05-31
NOTE 45p.
PUB TYPE Guides - General (050)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Educational Objectives; *English Curriculum; *English Instruction; High Schools; *Jews; *Language Arts; *Private Schools; Religious Education; *Writing Instruction
IDENTIFIERS Jewish Day Schools; New York (Brooklyn)

ABSTRACT

In compliance with the philosophy of the Yeshivah of Flatbush, the English department is committed to students mastering the secular discipline of English. Students will develop the language skills of reading, writing, and speaking, as well as a sophistication of style and a clarity of expression. Writing is to be developed for academic purposes across the curriculum as well as for the practical necessities of intelligently and cogently expressing opinions on political, ethical, and social concerns in today's world. In addition, the school aims to develop a humanistic and aesthetic appreciation of literature. The English department provides electives which further enhance the integration of secular studies with the philosophic tenets of the Yeshivah and which meets the interests of individual students. This curriculum guide is divided into the following sections: Philosophy; Aims of the English Curriculum; Overview of Purposes and Products for Writing Grades 9-10; Overview of Purposes and Products for Writing Grades 11-12; Writing for Freshmen Fall and Spring Semesters; Writing; Literature for Freshmen; Literature for Sophomores; Literature for Juniors; Literature for Seniors; Advanced Placement English; Electives; Freshmen Vocabulary, Usage and Spelling; Sophomore Vocabulary, Usage and Spelling; Junior Vocabulary, Usage and Spelling; Senior Vocabulary, Usage and Spelling; Literary Vocabulary; Alternate Vocabulary Words; Four Year Grammar Curriculum; Allocation of Class Time per Term; and Administering Grades. (NKA)

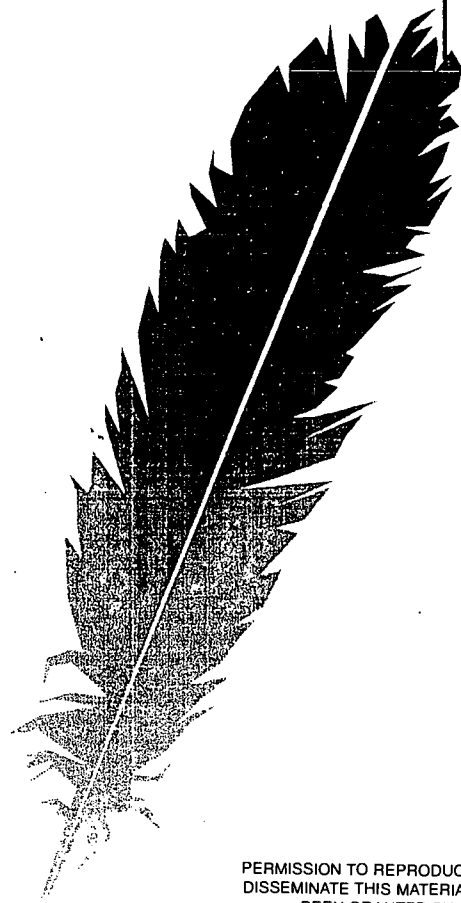
YESHIVAH OF FLATBUSH JOEL BRAVERMAN HIGH SCHOOL

ED 452 559

ENGLISH DEPARTMENT

CHAIR: SUZANNE BLAINE

CURRICULUM AND COURSE OF STUDY



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL HAS
BEEN GRANTED BY

S. Blaine

BEST COPY AVAILABLE

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

בית ספר תיכון של הישיבה דפלטבוש
 על שם מר יואל ברברמן
YESHIVAH OF FLATBUSH
JOEL BRAVERMAN HIGH SCHOOL

1609 AVENUE J
 BROOKLYN, N.Y. 11230

(718) 377-1100
 FAX: (718) 258-0933

SUZANNE I. BLAINE
 Chairman
 English Department

PHILOSOPHY

In compliance with the philosophy of the Yeshivah of Flatbush, the English Department is committed to students mastering the secular discipline of English. Students will develop the language skills of reading, writing, and speaking as well as a sophistication of style and a clarity of expression. Writing is to be developed for academic purposes across the curriculum as well as for the practical necessities of intelligently and cogently expressing opinions on political, ethical and social concerns in today's world. An awareness of the importance of social activism in regard to political issues as they relate to Israel, anti-semitism here and abroad as well as other Jewish concerns is promoted through the reading of newspapers, editorials and op-ed articles, by responding through writing letters to the media and to local or national political leaders and by networking with national Jewish organizations such as AIPAC (American Political Actions Committee) and CAMERA (the acronym for the committee for accuracy in media reporting in regards to Israel and Jewish issues). Another outlet for all students to express their thoughts and creativity is provided through writing and publishing in both our award winning school newspaper, THE PHOENIX, and literary magazine, THE PEGASUS and the school yearbook THE SUMMIT.

In addition, we aim to develop a humanistic and aesthetic appreciation of literature. The study of literature emphasizes those Jewish values which we try to inculcate in the Yeshivah. Through analysis of character and themes, students learn moral and ethical values and a behavior pattern consistent with the Yeshivah's philosophy to be emulated in their lives. A deeper understanding of human nature, a by-product of literary study, should enable individuals to relate in a more positive manner toward one another. Through Holocaust literature, our students integrate through reinforcement by another mode, that which they have learned in Jewish history.

The English department provides electives which further enhance the integration of secular studies with the philosophic tenets of the Yeshivah and which meets the interests of individual students. In addition to ADVANCED PLACEMENT ENGLISH classes which introduce students to college level course work and the possibility of earning up to six college credits in high school there are many elective courses that a student can select to enhance his/her program. See the Elective section for a full description of the courses offered.

WRITING ELECTIVES are geared to the needs of the individual students; enrichment for those



who are still learning the basic skills and creative writing for those who show talent in the area of written communication.

The DECADES COURSES (the 20's and the 60's) examine the richness of the literature as well as the social and historical events of both American and Jewish culture and heritage so that students can emulate its excellence and learn from the errors of the past.

MASTERPIECE WORKSHOP is an elective which uses the vast resources of the city of New York to expose students to the various genre of the arts and secular and Jewish culture of our society. The

DEBATING SOCIETY and the PUBLIC SPEAKING AND DRAMA course is geared to develop student self-esteem, confidence as well as persuasive and critical thinking skills.

THEATER IN THE ROUND is another course which enriches the students' background in culture and also helps to promote confidence, self-esteem and poise through the act of performance.

CHILDREN OF THE HOLOCAUST explores literature, art and film created during the Holocaust and by survivors after the Holocaust and strives to ensure that students of our school will be well versed and knowledgeable in this infamous period of history.

WAR AND PEACE is an interdisciplinary course which examines some of the most important historical conflicts in which Jews found themselves from ancient times to the present and their responses to each of those situations.

The love of learning which is promoted in our general philosophy should lead students to independent reading and studying and to the ability to think critically now and in later life as productive Jewish leaders in American society.

AIMS OF THE ENGLISH CURRICULUM

1. To develop functional and interpretive reading skills
2. To develop functional and creative writing skills
3. To develop auditory skills to enable students to listen, speak and interact with others
4. To develop aesthetic appreciation

The development of the above skills will lead to the following achievements:

I: LITERACY

- A) Reading: Comprehension
Analysis
Synthesis
- B) Vocabulary: for reading, writing, PSAT and SAT
- C) Writing: Composition proficiency
Rhetorical logic (thinking skills)
Communication skills (clarity and specific)
Enriched vocabulary
Command of language, grammar, and usage

II. APPRECIATION OF THE AESTHETICS OF LANGUAGE

- A) Reading: Analysis and interpretation of classics for:
- Figurative language*: metaphor, simile, metonymy, irony
personification, hyperbole, symbolism
understatement,
synechdoche, assonance, alliteration, onomatopoeia
etc.
- Tone*: sarcasm, humor, anger, melancholy, anguish, satire
- Narrative point of view*: first person narrator, third person narrator, third person limited,
omniscient narrator
- Syntax and sentence structure*
- B) Writing: Sentence expansion (complex, compound)
- *Incorporation into writing metaphors, similes, understatement, hyperbole, irony
and other figurative language to the extent possible.
- *Learning to use point of view and tone in writing
- *Encouraging students to use their talents in "creative writing" i.e. poetry, short
story and literary essays

III: AUDITORY AND ORAL SKILLS

- A) listening and speaking to one another
- B) reading aloud
- C) debating issues
- D) following directions

TABLE OF CONTENTS

PHILOSOPHY	1
Aims Of The English Curriculum	3
Overview Of Purposes And Products For Writing Grades 9-10	4
Overview Of Purposes And Products For Writing Grades 11-12	5
Writing For Freshmen Fall And Spring Semesters	6
Writing	7
Literature For Freshmen	8
Literature For Sophomores	9
Literature For Juniors	10
Literature For Seniors	11
Advanced Placement English	13
Electives	14
Freshmen Vocabulary, Usage And Spelling	18
Sophomore Vocabulary, Usage And Spelling	20
Junior Vocabulary, Usage And Spelling	22
Senior Vocabulary, Usage And Spelling	24
Literary Vocabulary	25
Alternate Vocabulary Words	34
Four Year Grammar Curriculum	38
Allocation Of Class Time Per Term	40
Administering Grades	41

OVERVIEW OF PURPOSES AND PRODUCTS FOR WRITING GRADES 9-10

I: TO EXPRESS SELF	PRODUCTS
To express personal feelings, reactions, values, interests, or attitudes.	<ol style="list-style-type: none">1. Sequence of sentences recounting personal feelings or reactions to an experience, event or content of literature2. Autobiographical sketch of self or literary figure3. Friendly letter: i.e. pen pal Business letter of request or complaint4. Paragraphs of reactions to an experience, event or literary work5. Journal entry
I: TO NARRATE	
To tell a fictional story or to give an account of real events	<ol style="list-style-type: none">1. Narrative of actual experience2. short story3. Journal entry4. Feature article5. Myth
III: TO DESCRIBE	
To use words that appeal to the senses in order to reveal appearance or to convey an image or impression	<ol style="list-style-type: none">1. Paragraph/s describing a real or imaginary person or place2. Advertisement3. Comparing and contrasting a real or imaginary place at different times or seasons4. Describing a real or imaginary person5. A news article as a journalistic entry describing the setting or time period: i.e. the political events based on the setting of <u>The Tale of Two Cities</u>
IV: TO WRITE CRITICALLY ABOUT LITERATURE	
	<ol style="list-style-type: none">1. Summarizing the content of a lesson, short story etc.2. Essays on setting, character, theme and symbolism.

OVERVIEW OF PURPOSES AND PRODUCTS FOR WRITING GRADES 11-12

I: TO EXPLAIN

To make factual information clear and understandable

PRODUCTS

1. Directions
2. How to
3. Letters to Congressmen, Political leaders, to the media
4. Research report
5. News article and headline
6. Biographical sketch based on a personal interview
7. Character study based on a work of literature
8. Essay on: literary style, literary themes
9. Formal essay
10. Personal essay
11. Letter of application
12. Resume
13. Journal writing

II: TO PERSUADE

To change the opinion of or influence the action of the audience

1. Letter to persuade against an issue
2. Argumentative essay
3. Book review
4. Editorial
5. Literary analysis

WRITING FOR FRESHMEN - FALL AND SPRING SEMESTERS

I: Language Awareness In Writing

Wordiness

Connotation and denotation

Figurative language

II: Introduction to expository writing

a: Developing a topic sentence and substantiation with supporting evidence

b: Proper structure of a paragraph

c: Summary and precis writing

d: Note-taking and study skills

e: Autobiography

f: Friendly and business letter

III: Interdisciplinary Term Paper

9th year Biology

IV: Dictionary Skills

V: Writing activities will include:

*Pre-writing warm-ups

* Short summaries stating the main point of a particular lesson

* Essay questions based on literature for reading and writing connection

* creative writing paragraphs

* letter writing for such purposes as social action etc.

* Mastery of grammar and the basic mechanics of writing

WRITING

Freshman Year: Introduction to expository writing
Proper structure of the paragraph
Substantiation with details
Summary and Precis writing
Note-taking and study skills

Sophomore Year: Review expository writing
Development of the Narrative and Descriptive forms
Introduction to Persuasive or essay of argument
Letter writing- formal, informal, business

Junior: Review expositor, narrative and descriptive
Further development of the persuasive form
Development of the literary essay
Comparison and contrast
Editorial style
College application essay
Resume

Senior: Review of all of the above
Preparation for the Comprehensive English Language Exam
four required essays:
1)listening and writing for information and understanding
2)Reading and writing for information and understanding
3)Reading and writing for literary response
4)Reading and writing for critical analysis

Interdisciplinary : Term Papers

Freshmen: 9th year Biology

Junior: 11th year Social Studies

Senior: 12th year English

LITERATURE FOR FRESHMEN - FALL AND SPRING SEMESTERS

Development of Critical Thinking Skills:

- a: Reading comprehension: paraphrasing, main ideas, theme, details, fact and opinion
- b: Inferences and analysis

I. Short Stories

1. Designs For Reading :Houghton Mifflin, Publishers.

II. Unit on Mythology

1. Greek
2. Roman

Text: Mythology, Edith Hamilton, New American Library, Mentor.

3. Odyssey, Ed. Henry I. Christ, Globe Book Company

III. Novels

1. Night: Elie Wiesel
2. Catcher in the Rye : J.D. Salinger
3. Of Mice and Men: John Steinbeck
4. A Separate Peace: John Knowles
5. The Assistant: Bernard Malamud
6. The Chosen: Chaim Potak

Supplemental Readings: (at the teacher's discretion)

1. Robinson Crusoe: Daniel Defoe
2. The Three Musketeers: Alexandre Dumas
3. Twenty Thousand Leagues Under The Sea: Jules Verne
4. Slaughter-House Five: Kurt Vonnegut, Jr.
5. Fahrenheit 451: Ray Bradbury
6. Member of the Wedding: Carson McCullers
7. The Time Machine: H.G. Wells
8. The Sunflower: Simon Weisenthal
9. Animal Farm or 1984: George Orwell
10. Twelve Angry Men: Reginald Rose

IV: Poetry

text: In-house anthology includes:

- "The Road Not Taken", Frost
- "Mending Wall", Frost
- "Richard Corey", E.A. Robinson
- "Miniver Cheevy" E.A. Robinson
- "The Highwayman"

V. Essays

Editorials taken from The New York Times

VI. Plays

- Romeo and Juliet: William Shakespeare
- Our Town: Thornton Wilder

LITERATURE FOR SOPHOMORES - FALL AND SPRING SEMESTERS

Development of Critical Thinking Skills

- a. Reading Comprehension
- b. Analysis
- c. Synthesis
- d. Evaluation

Text: PSAT/NMSQ TESTS (College Board)

I. Short Stories

Texts: Best Short Stories, Jamestown Publishing
In-House short Story Anthology

II. Novels

1. Frankenstein: Mary Shelley
2. A Tale of Two Cities: Charles Dickens
3. The Bridge of San Luis Rey: Thornton Wilder
4. Dr. Jekyll and Mr. Hyde: Robert Louis Stevenson
5. Things Fall Apart: Chinua Achebe

IV: Poetry

Designs In Poetry: Macmillan, Publishers
In-house anthology

V. Essays

Editorials taken from The New York Times

VI. Plays

Julius Caesar: William Shakespeare
Our Town: Thornton Wilder
A Doll's House: Henrik Ibsen
Hedda Gabler: Henrik Ibsen
The Importance of Being Earnest: Oscar Wilde

LITERATURE FOR JUNIORS - FALL AND SPRING SEMESTERS

Critical Thinking Skills

- a. Reading Comprehension
 - b. Inference
 - c. Deductive reasoning
 - d. Synthesizing themes in American Literature
- Text: SAT'S (College Board)

I. Short Stories

Text: The American Experience: Fiction Macmillian, publishers

II. Poetry

Text: The American Experience: Poetry

III. Novels

1. Scarlet Letter: Nathaniel Hawthorne
2. Huckleberry Finn: Mark Twain
3. The Great Gatsby: F. Scott Fitzgerald

IV. Plays

1. Macbeth: William Shakespeare
2. The Crucible: Arthur Miller
3. Death of a Salesman: Arthur Miller
4. The Glass Menagerie: Tennessee Williams
5. Oedipus The King: Sophocles
6. Oedipus At Colonus: Sophocles
7. Antigone: Sophocles

V. Essays and Non-Fiction

Text: The American Experience: Non-Fiction Macmillian, publishers

To include:

- "Sinners In The Hands Of An Angry God"
"Walden": Henry David Thoreau
"Civil Disobedience": Henry David Thoreau
"Self-Reliance": Ralph Waldo Emerson

LITERATURE FOR SENIORS - FALL AND SPRING SEMESTERS

A basic survey course of English Literature from Old English to the Twentieth Century

I. Short Stories

- The Canterbury Tales: Geoffrey Chaucer
- Hasidic Tales of the Holocaust: Yaffa Eliach
- The Dubliners: James Joyce
- The Rockinghorse Winner: D. H. Lawrence

II. Novels

1. The Stranger: Albert Camus
2. Great Expectations: Charles Dickens
3. Pride and Prejudice: Jane Austen

III. Plays

1. Hamlet: William Shakespeare
2. Waiting For Godot: Samuel Beckett
3. Rosencrantz and Guildenstern are Dead: Tom Stoppard

SUPPLEMENTAL READING

4. Merchant of Venice: William Shakespeare
5. Tartuffe: Moliere

IV. Poetry

Selected poetry from the following periods:

1. Anglo-Saxon: "The Seafarer", "Beowulf"
2. Medieval: Ballads such as "Barbara Allan" "Hugh O'Lincoln" "Get Up and Bar the Door"
3. Elizabethan: Shakespeare's Sonnets: 18, 29, 116, 130
Marlowe: "The Passionate Shepherd to His Love"
Raleigh: "The Nymph's Reply to the Shepherd"
Jonson: "On My First Son"
Milton: "On My Blindness"
Donne: "Death"
4. Romantic: Wordsworth, Shelley, Keats, Byron, Coleridge
5. Victorian: Tennyson: "Ulysses", "Crossing the Bar"
Browning "My Last Duchess" "Rabbi Ben-Ezra" "Pippa Passes", "Prospice"
Arnold: "Dover Beach"
6. Modern: Hopkins: "Spring and Fall"
Yeats: "Sailing To Byzantium" "Lake Isle of Innisfree"
Eliot: "Love Song of J. Alfred Prufrock" "Journey of the Magi"
Housman: "When I Was One And Twenty" "To An Athlete Dying Young"
Graves: "A Plea To Boys and Girls" "The Naked and the Nude"
Auden: "In Memory of W. B. Yeats" "Their Lonely Betters"
Thomas: "Do Not Go Gently Into That Good Night", "Fern Hill", "Poem In October"

V. Essays

1. "A Modest Proposal": Jonathan Swift
2. "Dissertation Upon a Roast Pig": Charles Lamb

VI: Vocabulary

VII: Regents Review

- Listening and writing
- Reading and writing based on non-fiction
- Reading and writing based on literature
- Critical Lens question

Optional

Unit on Holocaust Literature

**Text: Hasidic Tales of the Holocaust: Yaffa Eliach
and selected poetry: Pagis, Yevtushenko**

Unit on The Stereotyped Jew in English Literature

The Canterbury Tales: "The Prioress' Tale": Geoffrey Chaucer

The Jew of Malta: Christopher Marlowe

The Merchant of Venice: William Shakespeare

Oliver Twist: Charles Dickens

Daniel Deronda: George Eliot

Ivanhoe: Sir Walter Scott

The Jew in the Literature of England: Montague Frank Modder

ADVANCED PLACEMENT ENGLISH FALL AND SPRING SEMESTER

I: Poetry

Text: Sound and Sense: Laurence Perrine

II: Novels

1. The Stranger: Albert Camus
2. Portrait of an Artist as a Young Man: James Joyce
3. Call It Sleep: Henry Roth
4. Invisible Man: Ralph Ellison
5. Jude the Obscure: Thomas Hardy
6. Metamorphosis: Franz Kafka
7. Bleak House: Charles Dickens
8. Turn of the Screw: Henry James
9. Billy Budd: Herman Melville

III: Plays

Hamlet: William Shakespeare

IV: Short Stories

1. "Araby": James Joyce
2. "The Dead": James Joyce
3. "The Rockinghorse Winner": D.H. Lawrence
4. "Silent Snow, Secret Snow": Conrad Aiken
5. "The Beast in the Jungle": Henry James
6. "The Open Boat": Stephen Crane
7. "The Secret Sharer": Joseph Conrad

V: Novella

Heart of Darkness: Joseph Conrad

Supplemental texts:

Norton Anthology of English Literature, Vol.1,2.
A.P. Review Book: Barrons, Cliff

VI. Writing

Weekly writing assignment based on past A.P. essay test questions

Electives

WRITE-RIGHT

Learn to write in a writing community. There will be extensive use of the English Department Computer Writing Lab. Individual conferences with the teacher will focus on individual needs. Peer-evaluation and the art of revision will be practiced. Writing is both an individual and a shared process. Writing strengthens the development of reading and thinking skills and vice versa.

The course includes:

- the paragraph and its logic and organization.
- the descriptive essay
- the narrative essay
- Journalism
- comparison/contrast essay
- the persuasive essay
- examining current events
- viewing art objects
- webbing/clustering

Books:

- Prentice Hall Literary Focus Writing Process Models
- Writers Inc.
- Teachers Guide

ADVANCED WRITING

The Advanced Writing class is a creative writing seminar which takes place in the English Computer Lab. Students are assigned disparate topics covering a plethora of ideas. Students are encouraged to extend their creativity while exploring various forms of writing and different styles. Emphasis is placed on writing as a process and not just as an end piece. By means of peer and teacher review students will learn to edit, critique and evaluate writing. Each student will compile a *writing portfolio* which will be evaluated by both the teacher and the student.

CHILDREN OF THE HOLOCAUST - LITERATURE AND FILM OF THE HOLOCAUST

This course will explore literature, art and film created during the Holocaust and by survivors after the Holocaust. Literary works will include memoirs and diaries (for example works by Primo Levi, Yaffa Eliach, Ruth Minsky Sender etc.), interviews, poetry, and fiction. Art will include works created by inmates of the ghettos and concentration camps as well as photographs taken by Jews and gentiles, Nazis and resisters, professionals and amateurs. Documentary films commissioned as Nazi propaganda, survivor interviews and art films will be viewed and compared regarding point of view and historical value.

There will be a midterm, term paper, and final each semester.

Historical Background Texts:

Botwinick, Rita Steinhardt. A History of the Holocaust

Davidowics, Lucy. A Holocaust Reader

Gilbert, Martin. The Holocaust

Memoirs and Interviews:

Eliach, Yaffa. Hasidic Tales of the Holocaust

Lagnado, Lucette Matalon. Children of the Flames

Levi, Primo. Survival in Auschwitz

Moments of Reprieve

Stein, Andre. Hidden Children

Weisenthal, Simon. The Sunflower

Fiction based on the Holocaust Experience:

Selected works by Tasdeuz Borowski

Cynthia Ozick

Hanoch Bartov

Aharon Appelfeld

Selected poems, documentary and art films, and works of art are also discussed and analyzed.

THEATER IN THE ROUND - PLAY AND PERFORMANCE

An introduction to world drama.

Students will study, act in and direct some of the most famous plays ever written from Shakespeare to Shaw, from Ibsen to Allen, from comedies to tragedy to satire. Texts will be studied in depth and comparisons of different interpretations and techniques in film versions will be examined.

Student participation and class presentations will be an integral part of the course. There will be a midterm, research paper and final each semester.

Plays will be selected from the following sampling. Other works may be added at the instructor's discretion.

Aristophanes,	<u>The Clouds</u>
Sophocles,	<u>The Theban Plays</u>
Shakespeare,	<u>Twelfth Night</u>
	<u>King Lear</u>
	<u>Henry IV. Part I</u>
Moliere,	<u>Tartuffe</u>
Oliver Goldsmith,	<u>She Stoops to Conquer</u>
Richard Sheridan,	<u>The School for Scandal</u>
Henrik Ibsen,	<u>Hedda Gabler</u>
	<u>Enemy of the People</u>
George Bernard Shaw,	<u>Major Barbara</u>
	<u>Pygmalion</u>
Anton Chekov,	<u>The Cherry Orchard</u>
	<u>The Three Sisters</u>
	<u>Uncle Vanya</u>
Woody Allen,	<u>Don't Drink the Water</u>
Neil Simon,	<u>The Odd Couple</u>
	<u>The Sunshine Boys</u>

WAR AND PEACE

War and Peace is a unique interdisciplinary seminar elective of both the English and Social Studies departments. Class time will be devoted to developing an overview of important historical periods such as that of the bloody Gladiators of Rome, the valiant Hashmonean Maccabees, the carnage of World War I and II, the bitter Israeli and Arab conflicts of the Middle East, the cruelty of European Colonialism and the terror of Apartheid South Africa as well as the literature associated with and about that particular era.

Students will get a holistic understanding of how literature both illustrates, critiques and mirrors history. Works of media as well as novels, biographies, short stories and poetry will be studied. Students taking this elective will be expected to complete a term paper/project as well as an oral presentation.

All class material/readings for each section will be prepared in the form of an in-house anthology.

FRESHMEN ENGLISH- FIRST TERM

Words Frequently Confused: its-it's, their, there, they're, whose-who's
your-you're, then, than, beside, besides, accept,
except, rob, steal.

Common Errors: should of, would of, stood in bed, these here boys, over my house,
different than, the man he do it like I do, if I was (contrary to
fact), and other errors found in student writing.

Spelling:

across	drawback	minute	square
ache	drowned	mountain	succeed
amount	district		success
ancient		naturally	successful
animal	either	newspaper	sure
another	electric	nowadays	
answer	escape	nowhere	terrible
athlete	excellent		theatre
author	excitement	original	thief
awkward		passer-by	together
	family	patient	tomorrow
barber	fault	patrol	trolley
beginning	fierce	people	truly
believe	forty	pleasant	
breathe	friend	politics	usually
other		president	
business	grateful	prove	valuable
	great	purpose	village
captain	grief		villain
choose	guess	quarter	
clothes			weigh
college	happen	radio	whenever
coming	headache	really	where
conceited	heard	reason	would
conceive	humor	receive	writer
country		residence	
cousin	improve	residential	
	including	reveal	
	interrupt		
dangerous		sandwich	
deceive	knack	scene	
desirable	known	scream	
develop		sense	
diamond	length	sentence	
different	lesson	shining	
disease	lightning	sleeve	
distinct	loving	soldier	
doctor			
does	meant	speech	

FRESHMAN ENGLISH - SECOND TERM

Words Frequently Confused: altogether, all together, already, all ready, lose
loose, to, too, less, fewer, principal, principle,
personal, personnel, allusion-illusion, prophecy-
prophecy.

Common Errors: the reason is because, if you would have read where, is where,
see where, being that, is when, used instead of occurs when, due to,
used instead of because of, which, used instead of who.

Spelling:

absence	dramatic	Negroes	souvenir
accidentally		neighbor	splendor
allowance	emotion	ninety	straight
although	evening		studying
ambitious	experience	obstacle	suggest
appetite	extremely	o'clock	summer
argument		offensive	
assignment	February	omitted	television
atomic	finally	opinion	thorough
average	forecast	opposite	thought
	foreign		torture
background	fought		transferred
balance	freight	paid	Tuesday
beautiful	fright	pedlar	
benefit		perceive	vegetable
borough	government	position	veteran
breakfast		practice	
brilliant	happiness	probable	wealthy
brutally	height	pronunciation	weapon
built	hoarse	publicity	well-dressed
busiest		qualified	winning
		question	yield
challenge	idea		
champion	imitate	realize	
conclusion	imprison	referred	
commercial	instruction	regularly	
courteous	instructor	relieve	
courtesy		research	
	laboratory		
	license	salary	
	likable	scheme	
	luncheon	secretary	
decision		security	
descendent	medicine	separate	
desperate	municipal	sincerely	
difficult		shoulder	
discourage	nationality		

SOPHOMORE ENGLISH - FIRST TERM

Words Frequently Confused: disinterested-uninterested, aggravate, annoy,
criticize, censure, affect, effect, unique, unusual,
around, about, continual, continuous, ingenious.

Common Errors:

try and, these kind, kind of a.

Spelling:

ability	description	leisure	resistance
absolutely	disagree	liable	rhyme
advertisement	discussion	loyalty	rhythm
advisable	documentary		
agreeable		marriage	satisfied
allegiance	eminent	museum	senator
anxious	employee		severely
apologize	equally	necessary	similar
appearance	especially		spaghetti
attendance	essential	obvious	sponsor
attitude	exhausted	occupation	summarize
	existence	occur	superior
bicycle		occurred	supposed
biased	fashionable	occurrence	surprise
biscuit	festival		suspense
burglar	fiery	pastime	
	fortunate	peacefully	temporary
calendar	fulfill	permanent	tourist
candidate		portrayal	typical
changeable	genius	precede	
character	grammar	privilege	unbiased
consider		profession	unconscious
conspicuous	handsome	professor	unforgivable
convenient	horrified	punishable	undoubtedly
courageous	hygiene		
confusion			vacuum
creative	immense		voluntary
cruising	incident	recognize	violent
	indignant	reign	
definite	initial	repetition	woman
delegate		repetitious	women
destruction	juvenile		

SOPHOMORE ENGLISH - SECOND TERM

Words Frequently Confused: deprecate, deprecate, interested, disinterested,
turgid, torpid, sanguine, sanguinity, climactic-
climatic, healthful, healthy, amount, number, capitol,
capital, allusion, illusion, elusion, mendacity, mendacity.

Spelling:

achievement	enormous	lenient	romance
accommodate	episode		
affectionately	equipped	magician	satisfactory
amateur	estimation	mechanical	shepherd
anticipate	exaggerate	mysterious	signature
apparatus	expedition		situation
appreciate		necessitate	species
association	familiar	nuisance	stagnant
audience	foreshadow		sympathize
automatic	frantically	occasion	sympathy
	fraternity	occasionally	
cafeteria		official	temperature
campaign	gaiety	oppression	tournament
casualty	genuine	originate	tragedy
celebrity	guidance	outrageous	traveler
certificate			
column	hurriedly	passenger	underprivileged
comfortable		petition	
condemn	ignorance	possessive	vengeance
contribute	imagination	precious	visible
curiosity	immediate	prejudice	
crucial	indebtedness	prevailing	weird
customary	independence		
	influence		
diploma	innocent	receipt	
disappear	institution	recommend	
disappointment		remembrance	
dissatisfied		requirement	
	judgement	responsibility	
elementary		restaurant	
embarrass	knowledge	ridiculous	

JUNIOR ENGLISH - FIRST TERM

Spelling List

accompanied	emaciated	opponent	systematic
acquaintance	eventually	optimistic	superintendent
analyze	exceedingly		
apparent	exceptionally	parallel	technique
approximate		partially	tyrannical
	fascinating	particular	
barbecue	financial	penicillin	vigorous
bookkeeper	fundamental	perseverance	
bulletin	futile	persistence	wield
		possibility	
chandelier	guarantee	predetermined	
circumstance		predicament	
civilization	handkerchief	procedure	
committee	hazardous	proprietor	
competence			
conceivable	immunity	realistic	
conference	impression	recede	
conferred	improbably	recipe	
controversial	indescribable	regrettable	
convertible	inimitable	reservoir	
competitive	inoculate	routine	
correspondence	intelligence		
	inevitable		
delicacy		sacrifice	
demonstration		secede	
dietician	librarian	specifically	
disastrous		stifle	
	magnificent	supremacy	
	maneuver	superfluous	
eccentric	mischievous	suppression	
efficiency		syllable	
eligible	noticeable	suspicious	

JUNIOR ENGLISH – SECOND TERM

Spelling List

accumulate	immaterial	seize
acknowledge	inaugurate	sergeant
acquisition	incompetent	serviceable
adequate	incredible	skirmish
anguish	ineffectual	specify
appalling	innocuous	subside
assassin	intangible	substantial
assistance	interpretation	subtle
	irresponsible	succumb
beneficial		supersede
	jeopardize	surgery
colleague		surreptitious
commissioner	luxurious	susceptible
commentator		symbol
confidential	mimicking	
congestion	miscellaneous	tariff
consequently	monotony	temperament
conspirator		
comparative	nonchalant	unaccustomed
criticism		unimpeachable
criticize	pamphlet	unmanageable
curriculum	panicky	
cylinder	pantomime	
	parenthesis	
discipline	parliament	
discrimination	personnel	
dispossess	philanthropic	
	picknicking	
	plausible	
environment	precise	
exasperating	preposterous	
exquisite	proportionate	
extra-curricular	psychological	
extravagant	psychology	
fictitious	recuperate	
	rendezvous	
glamorous	renown	
	representative	
hindrance	retribution	

SENIOR ENGLISH – FIRST TERM

Spelling List

accelerate	impartial	significance
accompanying	imperative	statistics
accuracy	incentive	strategy
advantageous	incredible	superintendent
aerial	indict	superstitious
amendment	indispensable	supplementary
anecdote	indulgence	synonym
antiseptic	ingenious	
appliance	instigate	tremulous
artificial	intellectual	
	irrelevant	vehement
	itinerary	
coincidence		
colloquial		
conscientious		
contagious		
credulous	legislature	
criterion	literal	
culpable	maintenance	
	mathematics	
deficiency	mutiny	
deterioration		
diagnosis	notorious	
discretion	nucleus	
disintegrate		
dissension		
duplicate	obsession	
emphasis	participate	
equivalent	perennial	
exhaustion	pharmacist	
extraordinary	prestige	
	prodigious	
	protégé	
fabulous		
facsimile	questionnaire	
feminine		
fictitious	recollection	
forcible	retribution	
grievance		
	scrupulous	

LITERARY VOCABULARY
(TO BE USED IN CONJUNCTION WITH INSTRUCTION OF LITERATURE.)

ACTION

The series of events in a story or play.

ALLEGORY

A story in which people, things, and happenings have other meanings, as in a fable or parable.

ALLITERATION

The repetition of a consonant sound in two or more words occurring close together.

ALLUSION

A brief reference to something (Biblical, classical, historical, legendary) assumed to be sufficiently well known to be recognized by the reader.

ANACHRONISM

Anything out of its proper historical time.

ASSONANCE

Partial rhyme in which the stressed vowel sounds are alike but the consonant sounds are unlike.

ATMOSPHERE

The mood or feeling created by one or all of the elements in a piece of fiction.

AUGUSTAN AGE

The period which included the reign of Queen Anne (1702-1714) and in a broader sense from 1688-1744 including Addison, Steele, Swift and Pope. These writers were self-consciously "Augustan", aware of the parallel of their writing to Latin literature of the Age of Emperor Augustus given to compare London to Rome.

BACKGROUND (see EXPOSITION)

BALLAD

A song or poem that tells a story in short stanzas and simple words, with repetition, refrain, etc.

BAROQUE

The baroque style (from late 16th century until the 18th century Europe) is a blending of the "picturesque" elements (the unexpected, the wild, the fantastic, the accidental (with the more ordered, formal, idealistic and logical style of the "high Renaissance").

CAST

All of the characters in a play.

CHARACTER

A person in a play or story.

CHARACTER AND DEVELOPMENT

The change or growth in a story or play, by imitating or describing actions, speech, gestures, etc.

CLASSIC

A literary work generally recognized as of highest excellence.

CLIMAX

The highest point of interest in a story or play; the turning point in the action.

COMEDY

A work of literature which is light and amusing, and has a happy ending, though it need not be happy all the way through.

CONFLICT

The struggle that grows out of the interplay of the two opposing forces in a plot, and which provides the elements of interest and suspense in any form of fiction.

Kinds of conflict: a) struggle against forces of nature; b) struggle against another person; c) struggle against society; d) two elements from within may struggle for mastery; e) struggle against fate or destiny.

CONSONANCE

Partial rhyme in which the final consonant sounds are alike although the vowel sounds differ.

CONTRAST

The bringing together of two people or ideas to show how they differ.

COUPLET

Two successive lines of poetry which rhyme and usually are of the same length.

CRISIS

The point at which opposing forces are ought in struggle.

CRITICISM

The analysis of the qualities of and evaluation of the worth of a literary work.

DENOUEMENT

The final unraveling of the PLOT in Drama or Fiction. It includes not only a satisfactory outcome of the main situation but an explanation of all the secrets and misunderstandings connected with the plot complication.

DEVELOPMENT

A step in growth of a character, or an event or happening which advances the plot.

DIALECT

The form or variety of Language characteristic of a region or group.

DICTION

The accurate use of words in oral or written discourse. There are at least four levels of usage for words:

- a) formal – usage common in serious books and formal discourse;
- b) informal – usage found in polite conversation of cultivated people;
- c) colloquial – everyday usage;
- d) slang – newly coined words not yet acceptable for polite usage.

DIALOGUE

written conversation

DOGGEREL

Trivial, inartistic verse, usually of a burlesque or comic sort.

DRAMATIC MONOLOGUE

A poem which consists of the speech of a single person who tells a story.

ELIZABETHAN PERIOD (Golden Age of Literature)

The name given in English literature to the segment of the RENAISSANCE which occurred during the reign of Elizabeth I (1558-1603). It was an age of great nationalistic expansion, commercial growth and religious controversy. Spenser, Marlowe, and Shakespeare flourished and Bacon and Donne first stepped forward.

EPIC

A long narrative poem in which the deeds of a traditional or historical hero are told in a dignified manner.

EPISODE (see INCIDENT)

EPITHET

A harsh description name.

EXAGGERATION

Overstatement made to achieve effect.

EXPOSITION

The part of a play or story which reveals to the reader what has happened before the plot begins.

FABLE

A brief tale, either in prose or verse told to point a moral. The characters are most frequently animals but need not be so restricted. Beast fables are usually a satiric device to point out the follies of mankind.

FANTASY

A form of comedy involving unreal characters and impossible events.

FARCE

Exaggerated comedy, primarily intended to make people laugh.

FIGURE OF SPEECH

An expression using words in an unusual sense to make meaning more specific, vivid, or beautiful.

FLASHBACK SCENE

The narration of an earlier episode which interrupts the continuity of a piece of fiction.

FOIL

A person or thing

FORESHADOWING

Hinting by the author to prepare the reader for what is to come.

FRAMEWORK STORY

A story through which a second story is told within the design of the original one (a story within a story).

FREE VERSE

Unrhymed poetry of irregular and varied rhythm.

HYPERBOLE

Figure of speech in which conscious exaggeration is used to heighten effect or produce a comic effect

IDYLL

- a. A short poem describing a simple pleasant scene of rural or domestic life.
- b. An extended narrative.

IMAGE

A figure of speech, which gives a vivid description, be appealing to the senses.

IMAGERY

The creation of sense impressions by descriptions and figures of speech.

INCIDENT

One event in a story

INVERSION

A reversal of the normal order of words in a sentence or in a line of poetry.

IRONY

Saying one thing but meaning the opposite, with either a gentle or cutting effect; also an outcome different from that expected.

LEGEND

A story of some wonderful event that has come down from the past and which may have some historical basis but which cannot be proved.

LIGHT VERSE

Poetry of an amusing or non-serious nature.

LOCAL COLOR

Customs and other feature characteristics of a certain region or time, introduced to supply realism to a literary work.

LYRIC

A songlike poem expressing the author's personal emotions or sentiments.

MELODRAMA

Sensational, romantic, exaggerated drama, usually with a happy ending.

METONYMY

Figure of speech, which is characterized by the substitution of a term naming an object closely associated with the word in mind for the word itself. Ex: We speak of the king as "the Crown."

MOOD

The author's attitude toward his subject; also the attitude which the author hopes to create in the reader's mind.

METAPHOR

A figure of speech in which two unlike things are compared by implication.

MORAL

The lesson taught by a piece of information.

MOTIVATION

The reasons which cause a character to act as he does.

NARRATIVE

A story or, when contrasted with a short story, a series of incidents.

NARRATIVE POEM

A story told in verse

NARRATOR

Omniscient, 1st person, 3rd person.

ONOMATOPOEIA

The imitation of sounds by words.

OXYMORON

A rhetorical antithesis inging together two contradictory terms for the purpose of sharp emphasis.
Ex: cheerful pessimist, wise fool, eloquent silence.

OUTCOME

The consequence of the combination of elements in a story or play.

PARADOX

Something that sounds contradictory or unbelievable, but that may be true; a self-contradictory and therefore false statement.

PARODY

Exaggerated, humorous imitation if another author's style.

PATHETIC FALLACY

A phrase coined by Ruskin to denote tendency of poets and writers to have nature identify with the emotions of human beings. In a larger sense, it is any false emotionalism in writing resulting in a too impassioned description of nature.

PATHOS

A quality that arouses sympathy, pity or sorrow.

PERSONIFICATION

A figure of speech in which a quality, idea, or thing is represented as a person.

PERSONA

The characters of a drama, novel etc.

PLOT

The plan of action of a play, novel, short story, etc.

POETIC JUSTICE

Justice in which good is properly rewarded and evil is punished

POETIC LICENSE

A poet's right to depart from literal fact or strict rules of form or grammar in order to create an effect.

POINT OF VIEW

The position from which something is observed and a story is told.

PROTAGONIST

The main character in a piece of fiction.

QUATRAIN

A stanza or poem of four lines, usually rhyming abab or abba.

REALISM

The attempting picturing of people and things as they really are.

RHYME

The agreement of final sounds in lines of verse.

RHYTHM

Regular recurrence of sounds in a line of poetry.

ROMANCE

A novel that deals with imaginative, idealized, events and places.

ROMANTIC & CLASSICAL

Romanticism was a movement of the 18th and 19th centuries which marked the reaction in literature, philosophy, art, religion, and politics from the neo-classicism and formal orthodoxy of the preceding period. It was a time of individualism marked by the encouragement of revolutionary political ideas. It was the predominance of imagination over reason and formal rules (Classicism) and over the sense of fact or the actual (Realism).

SATIRE

A literary work in which vices, follies, stupidities, abuses, etc., are criticized by ridicule and contempt.

SCENE

A division of a play, usually part of an act, that constitutes a unit of development.

SETTING

The time and place and general environment of a story.

SIMILE

A figure of speech in which one thing is likened to a dissimilar thing by the use of words like or as.

STANZA

A group of lines of verse forming one of the divisions of a poem.

STEREOTYPE

A fixed or conventional character having no individuality, as though cast from a mold.

STOCK CHARACTER

A conventionalized character whom one expects to find in a particular type of fiction.

STOCK SITUATION

A plot or part of a plot hath has become trite through overuse.

STRESS

The emphasis given to a syllable or word in a line of poetry.

STRUGGLE

The conflict between opposing forces in a story or play, either between the main character and some feeling within him, or between two characters, or between a character and a situation.

STYLE

The qualities of writing which distinguish one author from another.

SUB-PLOT

A subordinate plot within the main plot of a story or play.

SUSPENSE

The feeling of excitement and curiosity created in the reader about the outcome of a story.

SYMBOL

A figure of speech in which something concrete stands for something abstract.

SYMBOLISM

The representation of things by use of symbols.

SYNECDOCHE

A form of METAPHOR which in mentioning a part signifies the whole or the whole signifies the part. A good synecdoche must be based in an important part of the whole and not a minor part.

THEME

The underlying thought of ideas upon which a story, play, or poem is based.

TONE

A manner of speaking or writing that reveals the speaker's or writer's attitude.

TRAGEDY

A serious story having an unhappy of disastrous ending ought about when the central characters are overcome by facing them. (Flaw-Hamartia in classical tragedy. See Aristotle: Poetics)

UNDERSTATEMENT

A weaker, more moderate statement than might be made.

UNITY OF IMPRESSION

The overall single effect created in the reader by the artistic interweaving of all of the elements of a story.

UNIVERSALITY

Applicability to people in every age.

VERSE

A single line of poetry.

VICTORIAN PERIOD

Literature written during the reign of Queen Victoria (1837-1901). Victorian literature is many-sided and complex and reflects both romantically and realistically the great changes that were going on in life and thought. New Science, social problems as a result of industrialization, the rise of a new middle class audience are among the forces which colored literature during Victoria's reign.

Freshman - Fall Term

Commonly misspelled words

aerial	affect	affidavit	again
against	aggravate	aggression	agreeable
agreement	aisle	alcohol	alignment
alley	allotted	allowance	all right
almost	already	although	appearance
appetite	appliance	applicable	application
appointment	appraisal	appreciate	approach
approval	approximately	architect	arctic
argument	arithmetic	arouse	arrangement
bachelor	baggage	balance	balloon
ballot	banana	bandage	bankrupt
bargain	barrel	basement	chief
chimney	chocolate	choice	choose
Christian	circuit	circular	circumstance
civilization	clientele	climate	climb
clothes	coach	cocoa	coercion
gadget	gangrene	garage	gasoline
gauge	genealogy	generally	intimate
invalid	investigate	investor	invitation
iridescent	irrelevant	irresistible	irreverent
irrigate	island	issue	itemized
itinerary	it's (it is)	menus	merchandise
merit	message	mileage	millionaire
miniature	minimum	minute	obedience
obey	oblige	obstacle	occasion
occasionally	occupant	occur	occurred
occurrence	shepherd	sheriff	shining
siege	significance	similar	simultaneous
since	sincerely	skiing	soldier
solemn	sophisticated	sophomore	sorority
unanimous	unconscious	undoubtedly	unfortunately
unique	unison	university	unnecessary
unprecedented	until		

Words often Confused

accept / except	immigrate / emigrate	it's / its
their / they're / there	adapt / adopt	affect / effect
allusion / illusion	allot / a lot	all ready / already
amount / number	can / may	capital / capitol
chord / cord	heal / heel	peace / piece

Sophomores - Fall Term

Commonly misspelled words

aluminum	always	amateur	amendment
among	amount	analysis	analyze
ancient	anecdote	anesthetic	angle
article	artificial	ascend	ascertain
asinine	assassin	assess (-ment)	assignment
assistance	associate	association	assume
bought	bouillon	boundary	breakfast
breath (n.)	breathe (v.)	brief	brilliant
Britain	concession	conclude	concrete
concluded	concurrence	condemn	condescend
condition	conference	conferred	confidence
confidential	congratulate	conscience	facilities
fallacy	familiar	famous	fascinate
fashion	fatigue (-d)	faucet	favorite
feasible	feature	February	federal
feminine	fertile	fictitious	field
fierce	fiery	finally	financially
inoculation	inquiry	installation	instance
instead	institute	insurance	intellectual
intelligence	intention	intercede	interesting
interfere	intermittent	interpret (-ed)	interrupt
interview	misspell	moisture	molecule
momentous	monotonous	monument	mortgage
municipal	muscle	musician	mustache
mysterious	qualified	quantity	quarter
questionnaire	quiet	quite	quotient
strength	stretched	studying	subsidize
substantial	substitute	subtle	succeed
success	sufficient	summarize	superficial
superintendent	superiority	tariff	technique
telegram	temperament	temperature	temporary
tendency	tentative	terrestrial	terrible
territory	theater	their	therefore
thief	variety	various	vegetable
vehicle	veil	velocity	vengeance
vicinity	view	vigilance	villain

Words often Confused

accept / except	immigrate / emigrate	it's / its
their / they're / there	adapt / adopt	affect / effect
allusion / illusion	allot / a lot	all ready / already
amount / number	can / may	capital / capitol
chord / cord	heal / heel	peace / piece

Juniors – Fall Term

Commonly misspelled words

annihilate	anniversary	announce	annoyance
annual	anoint	anonymous	answer
antarctic	anticipate	assurance	athlete
athletic	attach	attack (-ed)	attempt
attendance	attention	attitude	basis
battery	beautiful	beauty	become
becoming	before	beggar	beginning
behavior	being	belief	conscientious
conscious	consensus	consequence	conservative
considerably	consignment	consistent	constitution
contemptible	continually	continue	continuous
expedition	expenditure	expensive	experience
explain	explanation	expression	exquisite
extension	extinct	extraordinary	extremely
inferred	infinite	flammable	influential
ingenious	journey	judgment	justice
justifiable	legible	legislature	legitimate
leisure	length	letterhead	liability
liable	liaison	library	maximum
mayor	meanness	meant	measure
medicine	medieval	mediocre	medium
memorandum	ninety	noticeable	notoriety
nuclear	nuisance	omission	omitted
opinion	operate	opponent	opportunity
opposite	optimism	ordinance	ordinarily
original	outrageous	plateau	plausible
playwright	pleasant	pleasure	pneumonia
politician	possess	possession	possible
practically	prairie	precede	supercede
supplement	suppose	surely	surprise
surveillance	survey	susceptible	suspicious
violence	visibility	visible	visitor
voice	volume	voluntary	volunteer

Words often Confused

base / bass	beside / besides	by / buy / bye
their / they're / there	all together / altogether	among / between
know / no	would / wood	waist / waste
principal / principle	bring / take	than / then
sole / soul	due / dew / do	seam / seem
threw / through	lend / borrow	hole / whole
imply / infer	lay/ lie	lead / led

Seniors – Fall Term

Commonly misspelled words

anxiety	anxious	anything	apartment
apologize	apparatus	apparent (-ly)	appeal
attorney	attractive	audible	audience
authority	automobile	autumn	auxiliary
believe	beneficial	benefit (-ed)	between
bicycle	biscuit	blizzard	bookkeeper
bough	collar	collateral	college
colloquial	colonel	color	colossal
comedy	coming	commence	commercial
commission	commit	commitment	committed
disease	dissatisfied	dissipate	distinguish
distribute	divide	divine	divisible
division	doctor	doesn't	dominant
dormitory	doubt	drudgery	dual
duplicate	dyeing	dying	exaggerate
exceed	excellent	except	exceptionally
excessive	excite	executive	exercise
exhaust (-ed)	exhibition	exhilaration	existence
exorbitant	likely	lineage	liquefy
liquid	listen	literary	literature
livelihood	perseverance	persistent	personal (-ly)
personnel	perspiration	persuade	phase
phenomenon	philosophy	physician	relevant
relieve	religious	remember	remembrance
reminisce	rendezvous	scenery	schedule
science	scissors	secretary	seize
sensible	sentence	sentinel	separate
sergeant	treasurer	tried	truly
Tuesday	tuition	typical	unanimous
unconscious	undoubtedly	unfortunately	unique
unison	university	unnecessary	unprecedented
until	upper	urgent	voice
volume	voluntary	volunteer	

Words often Confused

base / bass	beside / besides	by / buy / bye
their / they're / there	all together / altogether	among / between
know / no	would / wood	waist / waste
principal / principle	bring / take	than / then
sole / soul	due / dew / do	seam / seem
threw / through	lend / borrow	hole / whole
imply / infer	lay/ lie	lead / led

FOUR YEAR GRAMMAR CURRICULUM

FRESHMEN

1. Basic sentence patterns
2. Punctuation
3. Parts of speech: Definitions and how they function in a sentence
 - nouns
 - pronouns: nominative, objective, possessive
 - verbs: irregular, infinitive, tenses and definitions
 - direct and indirect objects
 - adjectives, adverbs, conjunctions, prepositions, interjections
4. The sentence
 - Simple sentence: classification- declarative, interrogative, imperative, exclamatory
5. Parts of Simple Sentences

Subject	complement:
predicate	direct object
compound subject	Indirect object
compound verb	Subject complement
action verb	modifiers: adjective, adjective phrase
auxillary verb	adverb, adverbial phrase
linking verb	prepositional phrase
5. Errors to be avoided:
 - Fragments and run-ons
 - Subject-Verb agreement

SOPHOMORE

1. Basic Review of Subject predicate, simple sentence and verbs
2. Build-up of sentence patterns
 1. Sentence variety:
 - compound sentences
 - use of conjunctions and punctuation in compound sentences
 - use of semi-colon as connector
 - use of complements, prepositional phrases, appositives and verbals.
 2. Review parts of speech
 - Pronouns (personal, demonstrative, indefinite, reflexive)
 - Passive and active voice (transitive, intransitive and linking verbs)
 3. Common writing errors to be eliminated:
 - misplaced modifiers
 - dangling modifiers
 - pronoun-antecedent agreement
 - parallelism
 - subject-verb agreement

JUNIOR

1. Review of sentence patterns and emphasis on sentence combining
2. Elimination of fragments, run-on sentences, misplaced modifiers, dangling modifiers
3. Eliminating errors due to parallel construction, improper pronoun antecedents, unclear pronoun referents, lack of agreement of subject/verb and adjective clauses, mixed construction and avoiding **IS WHEN** and **IS WHERE**
4. Complex sentence to show relationship
 - A. Subordinate clauses
 1. Adjective clauses
 - a. clause signals
 - b. punctuation
 2. Adverb clauses
 - a. clause signals
 - b. punctuation
 - B. Subordinating Conjunctions
 - C. Co-ordinating conjunctions
 - D. Relative pronouns
 - E Noun clause
5. Other devices of subordination
 - A. Present participles
 - B. Past participles
 - C. Gerunds
 - D. Infinitives
 - E. Subordination by using appositives

SENIOR

Review and fine-tuning of all that has been taught
Comprehensive exam

Allocation of Class Time per Term

25%	Writing
25%	Grammar Spelling Usage PSAT and SAT review and preparation Vocabulary
40%	Literature (Developing reading comprehension skills, explicating literature, writing assignments for homework and writing the literary essay)
10%	newspaper skills library skills study and test taking skills research skills interview skills speech misc.

ADMINISTERING GRADES

Uniformity in grading for the English Department was based on a minimum number of tests and quizzes to be administered per quarter. They are as follows:

1. VOCABULARY: 45 words, 2 tests or quizzes
2. LITERATURE: 1 quiz per novel, short story, play etc.
2 full period tests to cover completed units and to include an essay question on each exam
3. WRITING: 2 formal literary essays in addition to regular writing assignments and computer lab writing work
4. GRAMMAR: 5 formal sessions in addition to informal instruction based on student writing

A numerical grade will be given for homework and classroom participation. The final exam will be averaged together with the above test and quiz marks.

VOCABULARY TEXT BOOKS USED

- 1. VOCABULARY FOR ACHIEVEMENT:
Houghton Mifflin**
- 2. VOCABULARY WORKSHOP: Sadlier
Oxford**
- 3. WORDLY WISE: Educators Publishing
Service**
- 4. VOCABULARY BUILDER: EPS Manter
Hall School Publication**

ESL

- 5. VOCABULARY 1-2-3: Phoenix Learn-
ing Resources**



U.S. Department of Education
Office of Educational Research and Improvement
 (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)



Reproduction Release

(Specific Document)

CS 217 526

I. DOCUMENT IDENTIFICATION:

Title: <i>English Department Curriculum Course of Study</i>	
Author(s): <i>SUZANNE BLAINE</i>	
Corporate Source: <i>Yeshiva of Flatbush</i>	Publication Date: <i>5-31-2001</i>

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign in the indicated space following.

The sample sticker shown below will be affixed to all Level 1 documents	The sample sticker shown below will be affixed to all Level 2A documents	The sample sticker shown below will be affixed to all Level 2B documents
<p>PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY</p> <p>_____</p> <p>_____</p> <p>TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)</p>	<p>PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY</p> <p>_____</p> <p>_____</p> <p>TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)</p>	<p>PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY</p> <p>_____</p> <p>_____</p> <p>TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)</p>
Level 1	Level 2A	Level 2B
Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g. electronic) and paper copy.	Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only	Check here for Level 2B release, permitting reproduction and dissemination in microfiche only
<p>Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.</p>		

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche, or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Signature: <i>Suzanne Blaine</i>	Printed Name/Position/Title: Suzanne Blaine Chair: English Dept	
Organization/Address: Yeshiva of Flatbush 1609 Ave J Brooklyn, NY 11230	Telephone: 718-377-1100	Fax: 718-258-0933
	E-mail Address: SUBLAINE@AOL.COM	Date: 5-31-2001

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:

Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706
Telephone: 301-552-4200
Toll Free: 800-799-3742
e-mail: ericfac@inet.ed.gov
WWW: <http://ericfac.piccard.csc.com>

EFF-088 (Rev. 9/97)