



English 3B: American Literature and Composition
Mark Twain's *The Adventures of Huckleberry Finn*



Syllabus



“All modern American literature comes from one book by Mark Twain called *Huckleberry Finn*. American writing comes from that. There was nothing before. There has been nothing as good since” (Ernest Hemingway).

Famous Quotes

- ❖ “Always do right. This will gratify some people and astonish the rest.”
- ❖ “Courage is resistance to fear, mastery of fear - not absence of fear.”
- ❖ “Don't go around saying the world owes you a living. The world owes you nothing. It was here first.”
- ❖ “Don't part with your illusions. When they are gone you may still exist, but you have ceased to live.”
- ❖ “Education: that which reveals to the wise, and conceals from the stupid, the vast limits of their knowledge.”
- ❖ “Humor is the great thing, the saving thing. The minute it crops up, all our irritations and resentments slip away and a sunny spirit takes their place.”
- ❖ “I have never let my schooling interfere with my education.”
- ❖ “It is better to deserve honors and not have them than to have them and not to deserve them.”
- ❖ “It is curious that physical courage should be so common in the world and moral courage so rare.”
- ❖ “Keep away from people who try to belittle your ambitions. Small people always do that, but the really great make you feel that you, too, can become great.”
- ❖ “Let us so live that when we come to die even the undertaker will be sorry.”
- ❖ “The best way to cheer yourself up is to try to cheer someone else up.”
- ❖ “The difference between the right word and the almost right word is the difference between lightning and a lightning bug.”
- ❖ “The human race has one really effective weapon, and that is laughter.”
- ❖ “The man who doesn't read good books has no advantage over the man who can't read them.”
- ❖ “What is it that confers the noblest delight? What is that which swells a man's breast with pride above that which any other experience can bring to him? Discovery!”

Reading Schedule: The reading schedule follows. It is also on the English 3B calendar. This calendar was distributed at the beginning of the semester, and it is posted on the English 3B Wikispace.

- ❖ **Reading Assignment 1:** Read chapters 1 through 4 and complete the first reading log by **Thursday, February 2, 2012.**
- ❖ **Reading Assignment 2:** Read chapters 5 through 7 and complete the second reading log by **Monday, February 6, 2012.**
- ❖ **Reading Assignment 3:** Read chapters 8 through 11 and complete the third reading log by **Tuesday, February 7, 2012.**
- ❖ **Reading Assignment 4:** Read chapters 12 through 15 and complete the fourth reading log by **Wednesday, February 8, 2012.**
- ❖ **Reading Assignment 5:** Read chapters 16 through 19 and complete the fifth reading log by **Thursday, February 9, 2012.**
- ❖ **Reading Assignment 6:** Read chapters 20 through 23 and complete the sixth reading log by **Monday, February 13, 2012.**
- ❖ **Reading Assignment 7:** Read chapters 24 through 27 and complete the seventh reading log by **Tuesday, February 14, 2012.**
- ❖ **Reading Assignment 8:** Read chapters 28 through 31 and complete the eighth reading log by **Wednesday, February 15, 2012.**
- ❖ **Reading Assignment 9:** Read chapters 32 through 35 and complete the ninth reading log by **Thursday, February 16, 2012.**
- ❖ **Reading Assignment 10:** Read chapters 36 through 39 and complete the tenth reading log by **Tuesday, February 21, 2012.**
- ❖ **Reading Assignment 11:** Read chapters 40 through 43 (Chapter the Last) and complete the eleventh reading log by **Wednesday, February 22, 2012.**
- ❖ Summation day and Jeopardy review on **Thursday, February 23, 2012.**
- ❖ Projects are due by **Monday, February 27, 2012.**
- ❖ Objective exam on **Monday, February 27, 2012.**
- ❖ In-class essay exam about Huck's moral development on **Tuesday, February 28, 2012.**
- ❖ Essays about whether or not the novel should remain on the required reading list are due by 11:59 p.m. on **Thursday, March 1, 2012.**

Assessments

- ❖ As you are reading the novel, you will be required to keep a reading log.
- ❖ You will be given \$6,000 worth of “Huck Bucks” that you will be required to spend during our classroom discussions.
- ❖ At the conclusion of our reading and discussion of the novel, you will be required to complete a creative project. Projects will be due by **Monday, February 27, 2012.**
- ❖ An objective exam will be given at the conclusion of our reading and discussion of the novel. This exam will consist of 100 questions, including the vocabulary words from the vocabulary packet and the literary terms that are outlined below. All questions will be answered on a Scantron sheet, so bring a pencil with a good eraser. The exam will be given in class on **Monday, February 27, 2012.**
- ❖ An in-class essay exam will be given at the conclusion of our reading and discussion of the novel. For this essay, you will explore how Huck Finn progresses through the stages of Kohlberg’s Theory of Moral Development. In addition to testing your knowledge of the novel, this essay will help to prepare you for the ACT writing exam. You will have approximately fifty minutes to write your essay. You may use your notes and book to write your essay. The essay will be written in class on **Tuesday, February 28, 2012.**
- ❖ At the conclusion of our reading and discussion of the novel, we will be going to the computer lab to write a persuasive literary analysis essay. Your role will be a student in English 3B: American Literature and Composition, your audience will be the Fenton High School English department and school board, your format will be multiple-paragraph persuasive essay, and your topic will be to argue whether or not *The Adventures of Huckleberry Finn* should remain on the required reading list for all juniors in English 3: American Literature and Composition. This essay will need to be typed, it will need to follow MLA formatting guidelines, it will need to contain direct references/quotes from the text of the novel for support (at least three per body paragraph), and it will need to be submitted to *Turnitin.com*. Essays will need to be submitted to Turnitin.com by 11:59 p.m. on **Thursday, March 1, 2012.**

Kohlberg’s Theory of Moral Development: According to Lawrence Kohlberg's Theory of Moral Development, an individual may progress through three levels of moral development during his or her lifetime, each level consisting of two stages. The levels and stages are outlined below. For more information about each level and stage, refer to your packet or visit the following Web site: <http://faculty.plts.edu/gpence/html/kohlberg.htm>.

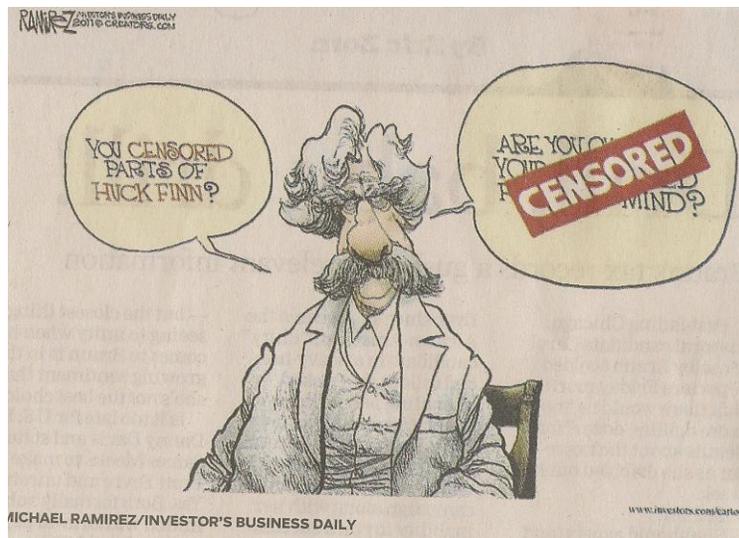
- ❖ Level 1: Pre-Conventional Morality
 - Stage 1: Punishment-Obedience Orientation
 - Stage 2: Individualism and Exchange/Instrumental Relativist Orientation
- ❖ Level 2: Conventional Morality
 - Stage 3: Good Boy-Good Girl Orientation
 - Stage 4: Law and Order Orientation
- ❖ Level 3: Post-Conventional Morality
 - Stage 5: Social Contract Orientation
 - Stage 6: Universal Ethical Principle Orientation

Vocabulary: Refer to pages 1-10 in your vocabulary handbook.

Literary Terms

- ❖ **Realism:** a literary and philosophical movement of the late 19th century and early 20th century that attempted to “represent faithfully the environment and the manners of everyday life: the way ordinary people lived and dressed and the things they thought and felt and talked about” (*Elements*, p. 457). In other words, Realists attempted to accurately depict average, ordinary people and the struggles they faced in daily life. Thus, Realists used average, ordinary characters as their protagonists. In addition to capturing the “realities” of life, Realists also “relied on the emerging sciences of human and animal behavior—biology, psychology, and sociology—as well as on their own insights and observations” (*Elements*, p. 457) to explain why people do what they do. While Realists believed in absolute and universal truths, they believed that these universals existed independently of individual human thought and perception. Realists also tended to emphasize the literal as opposed to the abstract, stressing objectivity over subjectivity and logic and reason over emotion and feeling. Realism sprang to life in America during the time period between the Civil War and World War I. During this time, America “was transformed from an isolated, rural nation to an industrialized world power” (*Elements*, p. 461). With this transformation, “idealism would turn to cynicism” (*Elements*, p. 461), people would begin to question their faith in humanity, and Romanticism would yield to Realism. Realists, through a somewhat cynical and critical lens, explored the impact of this profound change.
- ❖ **Regionalism:** a literary movement of the late 19th century that attempted to capture the essence of particular geographic areas or “regions” through the use of colloquial language and vivid descriptions of a particular region’s cultural traditions, landscapes and people; even though these depictions attempted to capture life as it really was in a particular region, they ironically tended to be “unrealistic” and overly sentimental at times. For example, consider Twain’s description of the Mississippi River.
- ❖ **“Smiling Realism”:** a lighter, more optimistic form of realism that portrayed America as a country in which goodness eventually triumphs over absurd, foolish, unethical, and unjust behavior.
- ❖ **Naturalism:** a darker, more cynical form of realism that tended to “dissect human behavior with as much objectivity as a scientist would use” (*Elements*, p. 460). Naturalists emphasized the idea that human beings are at the mercy of forces beyond their control and understanding. As a result, Naturalists “tended to look at human life as a grim losing battle” (*Elements*, p. 460) in which human beings have few if any choices because they are “totally subject to the natural laws of the universe” (*Elements*, p. 460). Therefore, Naturalists tended to depict characters who, “like animals, live crudely, by instinct, unable to control their own destinies” (*Elements*, p. 460).
- ❖ **Anti-hero:** a protagonist who lacks traditional, Romantic heroic qualities.
- ❖ **Colloquial:** conversational, informal; characteristic of spoken language, or informal written language that tries to imitate speech.
- ❖ **Bildungsroman** [from the German *bildung*, education, and *roman*, novel): a type of novel that focuses on the education and development of a young protagonist.

- ❖ Picaresque [from the Spanish *picaresco*, roughish, and *pícaro*—mischievous, cunning, sly, and risqué]: an episodic and satirical novel that depicts the adventures of a roguish hero and his side-kick.
- ❖ Foil: a character that stands in sharp contrast with another character, thus highlighting each character’s personality.
- ❖ Juxtaposition: placing close together or side by side for comparison and contrast, cause and effect, etc.
- ❖ Humor
 - Amusing description
 - Caricature: the exaggeration of a person or type of person and his or her idiosyncrasies, usually for a humorous or satirical effect
 - Humorous aside: a funny side remark or comment
 - Humorous situation
 - Hyperbole: the exaggeration of a situation, usually for a humorous or satirical effect
 - Irony: the difference between expectations and results—*situational irony*; the difference between what is said and what is meant—*verbal irony*
 - Parody: a humorous or satirical imitation of a serious piece of literature, film, music, etc.
 - Sarcasm: a satirical and ironic remark intended to be insulting or derogatory
 - Satire: the use of humor, irony, and sarcasm to expose and discredit absurdity, vice, folly, and social injustice
 - Slapstick: physical humor
 - Understatement: the opposite of exaggeration or hyperbole; understating the severity of a situation, usually for humorous or satirical effect



Are you ready to go on an
adventure down the Mighty
Mississippi with Huck and Jim?
Climb aboard!

