

**Edison High School
KAP Language Arts
Course Overview
2013 - 2014**

Course Description

This course is a collaborative effort involving faculty from the English Departments at Kenyon College and Edison High School. By tracing English literary history from the Anglo-Saxon period to the modern era, this course will cover a variety of genres, including: short story, poetry, drama, novel, and nonfiction. In addition to these genres, the class will focus on various authors who contribute to the culturally rich tradition found in English literature. Some of these authors include: Chaucer, Shakespeare, Donne, Wordsworth, Tennyson, Dickens, Yeats, and Woolf. By reading and responding through writing, students will develop a better understanding of various literary techniques and forms of effective communication. The goal of this class is to empower the students to become better readers, writers, and speakers.

Daily Requirements

1. **Respect.** For this class to be a successful and rewarding experience for everyone, we need to be respectful of the opinions of others.
2. **Preparation/Participation.** Review class notes, do assigned readings, and any written work so that you are prepared when each class begins. Come to class with an open mind and a willingness to learn and participate in class discussions and activities. You must have an opinion and be prepared to defend it. You have to care – non-negotiable!
3. **A three-ring binder full of loose-leaf paper.** People learn through their writing. Therefore, the students will be responsible for keeping their writing in a binder that will include the following sections:
 - A. **Class Notes:** a place to record any notes taken during class discussion or lecture.
 - B. **Writing Journal:** a place to generate ideas for writing and to discover attitudes toward a given topic.
 - C. **Rough Drafts:** a place to keep pieces of writing that need further development, revision, editing, etc.
 - D. **Usage:** a place to record any information regarding the rules of usage, grammar, punctuation, etc.
 - E. **Vocabulary:** a place to list unfamiliar words and their definitions, to develop and determine analogies, and to note pronunciation of words.
4. **Texts:** *Elements of Literature: Literature of Britain (Sixth Course)*
Writers Inc.
Selected novels and supplemental texts

Assessment

1. **Tests.** Occasional tests and quizzes will be given to measure student comprehension of material presented and discussed in class or read in the text. Tests will be announced in advance.
2. **Essays.** Students will compose several pieces of writing throughout the school year. Students will write reflective compositions, responses to literature, research essays, functional documents, informational essays, persuasive essays, and various informal writings.
3. **Projects.** Various individual and group activities will be assigned during the year. More information will be given at a later date.
4. **Homework/Participation.**

Edison High School
KAP Language Arts
Course Syllabus - Monthly
2013-14

September

- Reading – *How to Read Literature Like a Professor* – Thomas C. Foster
- Frankenstein* – Mary Shelley
- This I Believe*
- independent novel
- Beowulf*
- Bisclavret*
- Writing - college admission essay
- personal credo
- personal narrative
- comp books
- Speaking – personal credo
- narrative presentation

October

- Reading – selections from *The Canterbury Tales* - Geoffrey Chaucer
- selections from *Le Morte d'Arthur* - Thomas Malory

- Writing - literary critique
- literary analysis # 1
- comp books
- Speaking – literary canon presentation
- quest story presentation

November/December

- Reading – selected short stories by Chekhov, Dahlin, Maynard, Pentecost
- Hamlet* – William Shakespeare
- Writing - quest narrative
- literary analysis # 2
- comp books
- Speaking – debates – round 1
- short skits

January/February

- Reading – selected ballads; selected Renaissance sonnets
- selected poems and stories from the 17th through the 19th century
- Sold* – Patricia McCormick
- Writing – informative essay
- comp books
- Speaking – infomercial

March/April

- Reading – *The Road* – Cormac McCarthy
- The Book Thief* – Markus Zusak
- Writing – persuasive, researched-based essay
- comp books
- Speaking – debates – round 2

May

- Reading – selections from Joyce, Yeats, Woolf, Lawrence, Green, O'Connor
- The Last Lecture* by Randy Pausch
- Writing - reflective writing
- writing portfolio
- comp books
- Speaking – farewell address

**Edison High School
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Larger Writing Assignments
2013-14**

In addition to several smaller essays and assignments, five large writing assignments will be completed during this course.

1. Literary Critique

Select a school/grade-level appropriate novel of your choice. After reading your selection, you will write a **5-7 page essay** and provide a 5-7 minute presentation to your classmates based upon the following premise:

You will make a presentation to the members of the local school board, convincing them that your novel belongs in the literary canon and should be included in the high school's curriculum. Consider our discussion of literature and your criteria for the literary canon in your presentation. You should discuss the book's strengths and any limitations or concerns you might have. Once the board members have heard all of the presentations, they will select the most convincing argument and recommend your book for adoption.

2. Persuasive, Research-Based Essay

Students will complete a **5-7 page essay** that defends a viewpoint on a selected topic. Your essay will include a minimum of five outside sources that are appropriately cited (MLA format) as well as an outline and works cited page. More information will be given at a later date.

3. Literary Analysis -1

Students will complete a **3-4 page essay** that explores selected themes, topics, and literary criticism as it pertains to Mary Shelley's *Frankenstein*. The use of outside sources to support your essay is encouraged and expected.

4. Literary Analysis -2

Students will complete a **5-7 page essay** that explores selected themes, topics, and literary criticism as it pertains to Shakespeare's *Hamlet*. The use of outside sources/ literary criticism to support your essay is required. More specific information will be given at a later date.

5. Reflective Writing Portfolio

This assignment is actually ten assignments within one. Students will have the opportunity to write several short, reflective essays. They will complete this portfolio by the end of the school year. More information will be given at a later date.