

KAP English 2010-2011
KAP English
Instructor: Mrs.Sharkey
James Ford Rhodes High School
2010-2011 Syllabus

Course Overview:

This course is designed to elevate your proficiency in analyzing and writing about literature in a variety of modes. Special emphasis is placed on the reading/writing connection. By working with a variety of texts, you will learn to recognize how a particular author uses literary elements to develop and support their own thesis pertaining to a particular text and to translate your understanding in clear, convincing, fluid essays. Approaching this course as a workshop, we will talk daily about vital aspects of writing including invention, rhetorical strategies and devices, diction, language structure and style. Readings under examination will vary widely and include fiction and nonfiction prose selections, poetry, drama and film. Through close reading, oral discussion, and frequent writing, you will develop your ability to work with text through an expanded awareness of purpose, strategy and style.

While my responsibilities include the selection of readings, facilitation of text discussions, grammatical instruction as needed, and evaluation of compositions, you have multiple responsibilities as well. These include reading a broad and challenging array of literature, daily student driven oral discussion, analytical note taking, vocabulary expansion, extensive writing of both short and extended responses and peer evaluations. A summer reading list will be provided for discussion during the first few weeks of class. Compositions will vary but include writing to explain and writing to evaluate. All compositions will be evaluated using a standard rubric with criteria modified to suit the prompt provided.

To accomplish your task, you will be expected to maintain a portfolio in both hard copy and computer file, which is organized to include vocabulary development, grammatical instruction, and personal and class analysis/discussion of selected literature. At the end of the course, a final, selective portfolio (8 to 10 pieces) will be presented for evaluation and will include a sample of each type of writing undertaken in the course.

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Texts and Materials

Resource texts:

Elements of Literature: Literature of Britain with World Classics, Sixth Course,
Holt, Rhinehart and Winston
Riverside Anthology of Literature, Third edition
Sound and Sense, An Introduction to Poetry, Perrin and Arp
Writing About Literature, Edgar V. Roberts
The Elements of Style, Strunk and White

Summer reading:

The Things They Carried, Tim O'Brien
A Prayer for Owen Meany, John Irving
How to Read Literature Like a Professor

Selected readings for extended discussion and writing:

Beowulf, translated by Burton Raffel
The Canterbury Tales, Geoffrey Chaucer
Oedipus Rex and *Antigone,* Sophocles
Hamlet, William Shakespeare
The Tempest, William Shakespeare
Great Expectations, Charles Dickens
Gulliver's Travels, Jonathan Swift
Death of a Salesman, Arthur Miller
The Glass Menagerie, Tennessee Williams
A Doll's House, Henrik Ibsen
Jane Eyre, Charlotte Bronte
Heart of Darkness, Joseph Conrad
The Dead, James Joyce
Their Eyes Were Watching God, Zora Neale Hurston
The Bluest Eye, Toni Morrison

Additional resources:

- Use of engrade for student monitoring of progress
(www.engage.com)
- Ongoing assignments and discussions through haiku learning system
(www.myhaikuclass.com) This will be a significant part of your grade!
- Accelerated Reader: Diagnostic and novel quizzes used throughout the year. (CMSD intranet only; www.cmsdnet.net ; Renaissance Learning Place)

Performance Requirements:

Imperative to successful completion of the course, you will need to organize your time to meet scheduled reading and writing deadlines. There will be no exceptions for late work.

Reading Assignments:

- Complete summer reading prior to first day of the semester
- Read fully and with care
- Make observational notes (annotations)
- Keep a journal of annotations and vocabulary while reading
- Discuss observations and issues in class
- Be prepared for quizzes on reading content and rhetorical elements and thematic essays

Writing Assignments:

- Document specific selective evidence to articulate in class discussion
- Prepare short response analytical writings weekly
- Compose critical thematic writings which analyze structure, style and or social/historical values observed in selected readings
- Complete a research based literary analysis essay (marking period 2)
- Compose creative imitations of poetry, drama and short fiction
- Complete individual grammar work (remedial or enhancement) as needed
- Assemble a selective portfolio of 8- 10 revised compositions at the end of the semester

Vocabulary Assignments:

- Understand and apply literary terms and concepts.
- Create a personal dictionary of new vocabulary (vocabulary scrapbook)
- Use new words in assigned compositions and class discussions
- Study for vocabulary quizzes

Additional On-going Activities:

- Participate in Socratic Seminars through questioning, discussion and group analysis.
- Prepare formal analytical presentations to class on a selected work using visuals

Student Assessment:

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Assessment of learning is based upon class discussion and activities during class, tests on books and other reading selections, short and extended writing assignments completed both in class and out of class, and unit exams utilizing multiple choice and essay questions.

Grading Scale:

Numerical average: (90-100=A) (80-89=B) (70-79=C) (60-69=D) (0-59=F)

Grade composition:

Course Work	Percentage of final grade
Short essays and quizzes	25%
Take-home writings and unit tests	50%
Completion of notebook elements/participation	25%

Benchmark Expectations:

This course is a college level course. Therefore, it is expected that students already have a mastery of the English Language Arts Standards as outlined by the state of Ohio. Therefore, benchmarks from each grade level will be incorporated throughout and will be the prerequisite skills for successful completion of the course.

Assessment:

A variety of assessments will be undertaken to evaluate your writing progress in this course. Included among these assessments are single focus paragraph responses, timed in-class multi-focus essays, formal take-home essays, and oral presentations. Each type of assessment will adhere to specific criteria, which will be presented and discussed prior to the product deadline.

Paragraph response criteria include the following evaluative points:

1. A topic sentence which includes the main idea and key words of the prompt.
2. Two to three explanatory sentences.
3. Three to four sentences containing specific details from text under discussion.
4. Text details are appropriate to topic and organized logically.
5. A closing sentence that reflects the main idea of the paragraph.
6. Sentence structure free of run-ons and fragments.
7. No subject/verb or pronoun agreement errors.
8. No punctuation errors.
9. No spelling errors.

Timed writing and formal paper criteria:

Individualized nine-point rubrics will be provided for each of these writing assignments in advance of the individual project. Criteria will be clarified and individual instruction provided as needed to meet the assessment demands. A good command of formal writing will be expected in each of these writing products. With take-home essays, rough drafts will be assessed prior to final copies and individual lessons provided to strengthen student grammar, usage, sentence structure, and diction.

Oral Presentation criteria:

These presentations will incorporate good rhetorical strategies and public speaking skills:

1. A clear, concise statement of topic and purpose
2. Evidence of audience awareness
3. Logical organization of information
4. A variety of specific details
5. Clear explanations of presentation details
6. A strong conclusion summarizing key points and restating the topic focus
7. Good vocal articulation, inflection, and projection
8. Precise vocabulary
9. Standard English grammar
10. Eye contact
11. Clear, vivid visuals
12. Pleasant and engaging presentation demeanor

Syllabus Semester 1:

Unit I: 3 weeks

How to Read Literature Like a Professor and selected sections of *5 Steps to a 5* will be used to introduce students to literary analysis at the college level. Summer readings will provide the texts for quizzes and informal discussions, which will then be followed by writing prompts related to author's purpose, theme, character, rhetorical devices and literary devices.

Additional readings will include *Beowulf* with emphasis on epic poetry and devices and the epic hero.

Assessments:

- reading quizzes
- exam on summer reading selection, *How to Read Literature Like a Professor*
- prompt writing reflecting theme, structure and tone
- analysis of selected passages for purpose and rhetorical strategies
- presentation based on literary elements in *Beowulf*

Unit II: 4 weeks

The historical novel

Students will engage in study of the historical events as the basis for literature. Reading and analysis of *Great Expectations* will be the text examined for plot, setting, character development, theme and motifs.

Assessments:

- Pre-reading; student partners will research and present findings on a particular aspect of the historical context of the novel
- Quizzes on chapter readings
- Participation in Socratic Seminar, scored using participant rubric
- Full length analytical essay examining an aspect of the novel
- Notebook evaluation; reflective notes, literary terms, vocabulary, response questions.

Unit III: 2 weeks

Literature of the Middle Ages

Readings from *Elements of Literature* text to include *The Canterbury Tales*, and *The Death of Arthur* from *Le Morte Darthur* to study characterization, imagery, poetic structure and the romantic hero.

- Creative piece; original tale modeled after *The Canterbury Tales*, with presentation of final product.
- Continued elaboration of vocabulary scrapbook and notes

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- Socratic Seminar participation, scored using participant rubric
- 3-4 page paper in response to a selected topic related to either *The Canterbury Tales*, or *The Death of Arthur*
- Unit exam; multiple choice and essay format, AP style.
- End of Marking Period 1

Unit IV: 2 weeks

Short fiction, satire and fairy tales

Using a variety of stories, plot structure, point of view, and tone will be analyzed for their contribution to the writer's theme and purpose. Excerpts from Swift's *Gulliver's Travels*, Lewis' *Alice in Wonderland*, and Bunyan's *Pilgrim's Progress*, and Joyce's *The Dead*, will be used to discuss the elements of satire and short fiction. Fairy tales will "Snow White," "Sleeping Beauty," and "Hansel and Gretel" will be paired with modern interpretations

Assessments:

- Analysis of short stories using graphic organizers presented to class.
- Timed writing on irony and satirical devices
- Interpretation paragraphs on selected passages
- Creation of original satirical piece and/or fairy tale

Unit VI: 7 weeks

Thematic Novel Study: *Jane Eyre*, by Charlotte Bronte, *Things Fall Apart* by Chinua Achebe and *Heart of Darkness* by Joseph Conrad.

In a reader's workshop format, students will read and discuss three novels. Using Goethe's simplified guide for assessing literary quality (below), students will critique each novel in small groups to determine its literary value. Each group will consist of 3-5 students all reading the same novel selections.

Goethe's critical guide questions:

- What was the author trying to do?
- What type of novel did the author try to write? A tragedy? A history? A satire? A fantasy? Etc.
- What was he trying to say?
- What types of characters were created?
- What was the writer's message?
- How well did the writer accomplish her task?
- Does the novel contain necessary elements to achieve his goal?
- Does the novel contain the elements indicative of this type of novel?
- Were rhetorical strategies, devices, and techniques used effectively?
- What is the organizational structure of novel?
- Is it clear and leading to a strong climax?

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- Is there a balance of emotional climax and release?
- Is there individuality and freshness of style?
- Was it worth the doing?
- Was the time and effort worthwhile for both the reader and writer? Does the novel contain universal or timely themes or both?

Additionally, students will study literature through the various lenses of formal literary criticism including, but not limited to, psychoanalytic, feminist, historical, and reader response theories.

Assessments:

- take quizzes on novel content
- come prepared for small group sessions and take notes on focused, effective discussions
- write analyses of character, plot structure, theme, purpose, and point of view
- complete a full length essay in response to each selected text (total of 3)
- *End of Marking Period 2*

Semester 2:

Unit V: 9 weeks

A Study of Drama, Tragedy and Research Project

This unit will focus on the evolution of tragedy from the Greek classics, *Oedipus Rex* and *Antigone*, through the Renaissance, *Hamlet* and *The Tempest* to more modern classics such as Ibsen's *A Doll's House* and Miller's *Death of a Salesman*. Dramatic elements will be of primary focus and dramatic readings of texts will be delivered in class.

Students will also review the formal process of conducting research (MLA format) as preparation for the full length researched literary analysis project.

Assessments:

- Writing responses discussing the hero's tragic flaw and events which lead to his/her fall
- Discussion of the function of a support character in the play
- Comparison of tragic heroes from two historical periods to reveal the evolutionary changes in the tragic hero.
- Completion of research paper; literary analysis of a text from the perspective a critical literary theory (feminism, reader response, psychoanalytic, etc.)
 - Documented research (note-cards and bibliography cards)
 - Topic outline

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- Formal outline
- Rough draft
- Citations and references
- Final product; 8-10 pages

⑩ End of Marking Period 3

Unit V: 5 weeks

The Elements of Poetry

Using *Sound and Sense* and *The Riverside Anthology of Literature*, a variety of epic, dramatic and lyric poetry will be analyzed for structure, imagery, melody and rhythm. Students will observe the distinctive qualities of sonnets, ballads, free verse, haiku, odes, elegies and villanelles for the purpose of appreciating their unique textual details and learning to be more sensitive to both ideas and feelings within poetic text.

Assessments:

- One-page focused analysis of given poetic elements in a poem or poems
- Two short papers analyzing poems selected from the text
- Creation of three poems demonstrating three different types of poetry covered
- Prepared oral reading of a dramatic poem and sonnet which focus on similar themes-OR- a presentation analyzing the poetic elements and devices utilized in two poems of similar theme

Unit VI: 4 weeks

Film Study and Portfolio Assessment

Selected films will be viewed and studied from a literary perspective. Students will write at least one full-length response to one film based on film technique and/or as comparison with a text.

Portfolios will require students to evaluate and revise their own writing products from the course. A total of 8-10 selections will be made for final portfolio assessment. These products will be reviewed, revised, edited and published. Students will engage in a presentation of portfolios to incoming (eleventh grade) KAP students, staff, administration and parents.