Kenyon Academic Partnership English, 2005 - 2006
Mrs. Deb Baker, Columbian High School
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Class Format: We typically spend Mondays, Wednesdays and Fridays working together in seminar discussions, whole class activities, and small group work. Tuesday and Thursdays are spent in a workshop format where students read, write, or have conferences with me or their peers. The work listed below is more or less thematically organized.

Summer Work: Telling our Stories

reading	self-selected novel	
	Angela's Ashes	Frank McCourt
writing	reader response essays	750 - 1000 words
	reader's autobiography	300 - 500 words
	opinion piece	300 - 500 words
	journal	15 - 20 pages

September: What Shapes Us and Why?

reading	discussion of *Angela's Ashes*	
	selections from *Reading for Writers*	
writing	2 college essays	500+ words
	in-class essay: lit analysis	
speaking	"Metaphor for Myself"	5 min. informative

October: Persuasion or Propaganda: How We get What We Want

reading	*1984*	George Orwell
	selected commentaries on death penalty	
writing	argumentative research paper w/APA citations	5 pages persuasive
speaking	in-class debate	45 min.
	book review	5 min.

November: Leaders, Power and Corruption

reading	*Lord of the Flies*	William Golding

| writing | literary analysis: symbol | 500 - 800 words |

December: Poetry: Re-visioning the World and our Words

| reading | self-selected novels | |
| | selected poetry | (Vendler anthology) |

| writing | self-selected piece | 500 - 1000 words |
| | scholarship essay | 500+ words |

| speaking | research speeches on authors | 10 min informative |

January: To Be or Not to Be

| reading | poetry continued | |
| | begin *Hamlet* | Shakespeare |

| writing | analysis of selected poem | 500 - 800 words |
| | 4 original poems | focus: revision |

| speaking | oral interpretation | |

February: The Individual VS the State: Rights and Obligations

| reading | con't *Hamlet* | Shakespeare |
| | selected essays | Plato, Thoreau, ML King |

| writing | compare/contrast characters | |
| | thematic essay | |

March: Chasing the America Dream (and What Does it Get You?)

| reading | *The Fountainhead* or | Ayn Rand |
| | *An American Tragedy* | Theodore Dreiser |

| writing | literary research paper | 750 - 1000 words |
| | letter to author | |

| speaking | speech to underclassmen | 8 - 12 min |
persuasive

April: Social Satire--Then and Now: Has Anything Really Changed?

| reading | *Pride and Prejudice* | Jane Austen |

| writing | literary analysis paper | 600 - 750 words |

| | letter to the editor | 200- 400 words |
| speaking | graduation speech | 10 min ceremonial |

May: Life the Universe and Everything: Considering What We Believe

reading	excerpts from *Living Philosophies* NPR "This I Believe" segments	
writing	personal credo	200 - 400 words
speaking	presentation of IR project*	20 - 25 min
informative		

During the second semester, students design and carry out an independent research project based on a topic of deep personal interest. Reading, research, writing and speaking components are imbedded in each month's schedule.