

Course Profile: English Literature 1-2A, 2009-2010

Ms. Heider, rm. 331

Office hours: period 8 and 3:00-4:30 pm (check with me for after school times)

Tutoring period 1 rm. 393

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Course Description

The second year of English explores the concept of identity and the forces that shape and develop identity. The course focuses on major works of British literature and emphasizes inference-making and discussion, while writing instruction focuses on building skills in organization, use of evidence, and development of ideas. Students produce creative projects as well as literary analysis essays. We will explore these concepts using both traditional and modern British Literature as well as other texts written originally in English. This course also includes a usage and vocabulary component and an ACT-preparation component.

The Honors Program

The Honors English program is designed for students who are prepared to be independent learners and to complete a variety of complex long-term and short-term reading and writing assignments simultaneously. These students' advanced verbal and analytical reasoning skills allow them to maintain the accelerated pace the curriculum demands. Students are expected to participate in daily discussion and in collaborative learning tasks.

Honors students have elected to be in this class. They have an insatiable interest in the written word, and they understand that words in all works of literature are suffused with meaning and relevance to daily life. They read with passion, think with depth, write with vigor, participate eagerly, and collaborate with peers to construct meaning. They are eager to practice the study of literature.

Students can expect challenging assignments and stimulating activities. I expect students to be prepared at all times. The reward for your effort will be an expanded understanding and experience of both literature and the world. We will discuss meaningful issues and develop your skills in reading and writing. You will also develop confidence in cooperative work and in presentations.

English Literature 1-2A: What Shapes Me?

Unit I: Family and Friends (1st quarter)

Guiding question: How do family, friends, and community influence me?

Texts: *Tuesdays with Morrie* by Mitch Albom (summer reading); *Jane Eyre* by Charlotte Bronte; *The Wide Sargasso Sea* (brief excerpt) by Jean Rhys

Other media: related film excerpts

1st Quarter Projects

1. "What Shapes Me?" personal narrative essay
2. Literary analysis paragraph
3. Article summary
4. In-class impromptu (literary analysis essay)
5. Outside reading project and presentation

Unit II: Nature (2nd quarter)

Guiding question: How do nature and biology influence me?

Texts/activities: Poetry slam; short story unit (“Games at Twilight” by Anita Desai, “Araby” by James Joyce, “Girl” by Jamaica Kincaid, “The Rocking Horse Winner” by D.H. Lawrence, “A Meeting in the Dark” by Ngugi wa Thiong’o); *Brave New World* by Aldous Huxley; *Othello* by William Shakespeare

2nd Quarter Projects

1. Poetry writing
2. Literary analysis comparison/contrast essay: short stories
3. Descriptive essay: utopia/dystopia description
4. In-class impromptu (literary analysis essay)

Unit III: Popular Culture (3rd quarter)

Guiding question: How does popular culture influence me?

Text: Selected poetry; *The Picture of Dorian Gray* by Oscar Wilde

Unit IV: Social Forces and Institutions (3rd quarter)

Guiding question: How do social forces and institutions shape me?

Texts: *The White Tiger* by Aravind Adiga

Other media: related film excerpts

3rd Quarter Projects

1. Poetry scavenger hunt
2. Article summary
4. Literary analysis essay
5. In-class impromptu (literary analysis essay)
6. Outside reading project and presentation
7. ACT preparation

Unit V: Resistance/remaking the world (4th quarter)

Guiding question: How do I resist influences on my identity?

Major texts: *Hamlet* by William Shakespeare; *Beowulf* (excerpts); *Grendel* by John Gardner

Other media: related film excerpts

4th Quarter Projects

1. ACT preparation
2. Sonnet writing
3. Hamlet trial project
4. Persuasive essay (follows up on trial)
5. In-class impromptu (literary analysis essay)
6. Portfolio reflection

Course Policies

Grading scale

- 90-100% = A Outstanding work that exceeds the requirements of the class.
80-89% = B Work reflects above average understanding of the course material.
70-79% = C Work is complete, on time, and fulfills the basic requirements of the assignment.
60-69% = D Work is incomplete or missing key element(s).
- 59% = F Serious issues: missing assignments, plagiarism, etc.

Semester grade

Quarter 1 = 42.5% Quarter 2 = 42.5% Semester Exam = 15%

Areas of assessment

25% Participation: includes class participation, performances, presentations, binders, and some in-class activities

25% Homework: includes annotation and study guides, reading journals, creative projects, and vocabulary activities

25% Writing: creative and formal writing projects and related materials, e.g. conference logs, drafts, etc., as well as portfolios and pre-writing activities

25% Exams/quizzes: includes regular vocabulary quizzes, reading quizzes, grammar quizzes, and unit exams

In accordance with the OPRFHS attendance policy, four unexcused absences may result in the removal of a student from the class. An appeal may be made according to the procedure delineated in the student handbook.

Participation

Class participation is much more than raising one's hand to answer questions, though taking part in discussion is an important element of this grade (assessed on a quarterly basis). **Class participation means being a positive member of our classroom community:** entering class with a positive mind-set, bringing all necessary materials, being ready to learn, listening without judgment to others, contributing in a constructive manner, behaving compassionately and maturely, and respecting and valuing the perspectives of others. Participation involves a **professional manner**—after all, you will get paid for this work, you just have to wait a few years—including appropriate language and subject matter, appropriate dress (in accordance with OPRFHS dress code), punctuality, good manners (no heads down!), and the ability to leave personal issues at the door. I expect each and every student to earn an outstanding participation grade!!!

Course work

Writing plays a key role in this course and includes papers that involve multiple drafts as well as in-class essays. Students will be expected to complete substantial reading assignments, annotate all texts, write substantial and thoughtful responses to reading journal prompts, and complete a variety of additional assignments related to our reading. The course will include regular reading quizzes and daily note taking (notes will count toward students' grades). Performances and presentations are another important element of the class.

It is crucial that students keep all graded work from this course. I do my very best to record all grades accurately, but mistakes happen, and **it is each student's responsibility to keep graded work** in case of any confusion regarding the correct grade. Furthermore, all writing assignments must be saved in order to complete the portfolio assignment at the end of second semester.

Please note: I do not accept assignments by email.

All work must be submitted in hard copy, stapled, with a heading, formatted as follows, on the **left**-hand side of the paper. All major assignments must be certified by turnitin.com.

Joseph Student
Ms. Heider
English Lit. 1-2A
27 September 2009

Late work/ make up assignments

Homework is designed to enhance skills and provide background preparation for our class sessions. Assignments should be ready at the **beginning of class** on the day they are due. Assignments submitted at the end of class, later in the day, or at any time on the following day will be considered late. The grade earned on same-day late submissions will be reduced by 5% of the total possible points (one half letter grade). The grade earned on next-day submissions will be reduced by 10% of the total possible points (one letter grade). **Assignments will not be accepted more than two days late.**

Should a student anticipate a serious problem with completing an assignment on time, he or she should ask for an extension at least twenty-four hours before the assignment is due. Extensions are not guaranteed, so don't count on being granted one! These are reserved for special circumstances only.

In the case of an excused absence, it is the student's responsibility to obtain missed assignments and notes. Students should take initiative to check the course calendar, speak with classmates, copy a classmate's notes, and otherwise make every effort to make up missed time. Students will receive extra time equivalent to the number of days missed to submit the assignment. An unexcused absence will result in a zero for any assignments due on that day or done in class on that day. **In the case of a brief (1-2 day) excused absence, students will have TWO DAYS after their return to make up any missed quizzes or tests. Students must take the initiative to arrange the make-up quiz.** In the case of a longer absence, students and/or parents should make special arrangements with me.

Promptness/attendance

Students are expected to be in their assigned seats when the bell rings. This class will strictly follow the tardy policy of OPRFHS.

Food, drink, etc.

Water only in the classroom, please, in accordance with school policy. NO GUM. I do not want to see or hear cell phones, electronic devices with games, or head gear. Such items will be “bagged” and returned according to school policy.

Academic honesty

The Academic Honesty Policy of Oak Park and River Forest High School is in effect for all student work produced in this class. Nothing is worth compromising your integrity and honesty: plagiarism is intellectual theft and an insult to your honor and the honor of your classmates. No matter how “small” an assignment, I take plagiarism very seriously because of the essential academic principles that it violates. Should you ever feel “desperate” about an assignment for whatever reason, don’t panic and cheat – instead, SEE ME. I will help you!! This class will be using the Turnitin.com service this year, both to forestall plagiarism issues and to create a digital portfolio for students.

Fair warning: should I encounter a case of work that has been “shared,” copied, or otherwise constitutes plagiarism, I follow this procedure for each student involved:

1. call parents
2. contact discipline dean
3. have a private meeting with student
4. write a detention
5. assign zero credit to the assignment in question

Texts (available in the OPRF book store)

Tuesdays with Morrie by Mitch Albom (summer 2007 reading)

Jane Eyre by Charlotte Bronte

Brave New World by Aldous Huxley

Othello by William Shakespeare

The Picture of Dorian Grey by Oscar Wilde

Hamlet by William Shakespeare

Grendel by John Gardner

Additional readings (supplied by instructor)

Excerpts from *The Wide Sargasso Sea*

Excerpts from *Beowulf*

Selected short stories

Selected poems

Annotation of books

I will expect students to annotate their books; developing a dialogue with the text is an important part of interactive reading and provides excellent preparation for college. You and your parents or guardians should be aware that the OPRFHS bookstore does not buy back books that have been written in, so if you wish, you may annotate in pencil and erase the marks to re-sell the books or use post-it notes and insert them in the text as you read. However, I recommend that you write in and keep your books as a record of your growth and development as a reader—and who knows, your notes may come in handy if you have to write a paper on one of these texts in college!

Portfolios

At the end of the year, students will submit a writing portfolio that includes revision of at least one major essay and a reflection essay. This portfolio will constitute the 2nd semester final exam. Students should keep all materials related to their writing projects in their binders or in their in-class writing files (supplied by teacher).

Required course materials in addition to texts (to be brought to class daily)

1. Number two pencil **and** pens (blue or black ink); I do not supply writing utensils.
2. A “**theme book**” for in-class reading and personal response journals, class notes, and in-class activities. All entries must be dated.
3. **Binder with dividers including the following sections:**
 1. **Vocabulary.** Students should keep their words of the day (WODs) and other vocabulary words that we encounter on the vocabulary sheets that I provide.
 2. **Language.** This section includes all daily language and grammar activities.
 3. **Writing projects.** This section should include all writing assignments, conference logs, and drafts; graded work will be filed in your in-class portfolio. It is crucial to keep all writing related work in order to complete your end-of-year portfolio assignment.
 4. **Miscellaneous** readings/articles/handouts.
 5. **Course materials.** Course profile and other general materials.