

Ms. Weeks' English 092 SP18 Syllabus

Ms. Weeks' email is the very best way to reach her: weekscd@d11.org
Class website for assignments/handouts/other info: Office 365 – One Note

Course: English 092

Title: English 092 – Spring Semester (literature focus)

**Course Description: Introduces students to classics, drama, fiction, & poetry
Emphasizes active and responsive reading and writing.**

**Supplemental Data: Specialized Knowledge, Broad, Integrative Knowledge,
Intellectual Skills, Applied Learning, Civic Learning, SAT
Preparation, and Time Management**

REQUIREMENTS

- Text: *Fahrenheit 451*, *Hamlet*, *Heart of Darkness*, *One Flew Over the Cuckoo's Nest*. (All of these are available through the school Library. However, you will not be allowed to mark in the book. If you wish to purchase the book, any version is fine, except "Graphic Novel" versions.)
- USB (flash) drive and assigned computer. Be sure to bring your book, computer, and flash drive to class every class day.
- Internet access (available in class, in computer labs, and in the library)

COLORADO COMMUNITY COLLEGE STATE STANDARD COMPETENCIES:

- I. Define the functions of literature.
 - A. Illustrate ways in which literature interprets the human condition.
 - B. Illustrate ways in which literature gives pleasure to its readers.
 - C. Illustrate ways in which literature attempts to instruct and correct human behavior.
- II. Identify and explore universal themes, topics and patterns in works studied.
- III. Analyze structural elements in literary works.
 - A. Identify and demonstrate the use of basic structural elements of prose fiction.
 - B. Identify and demonstrate the use of basic structural elements of poetry.
 - C. Identify and demonstrate the use of basic structural elements of drama.
- IV. Analyze cultural and historical contexts of literature and their contemporary relevance.
 - A. Identify and demonstrate the presence of basic cultural and historical contexts.
 - B. Analyze the function, significance, and contemporary relevance of basic cultural and historical contexts.
- V. Demonstrate the ability to select and apply contemporary forms of technology to solve problems or compile information.

English 092 – Spring Semester Learning Outcomes

I. Develop a working vocabulary and “skill set” for the study of literature.

- Learn and apply literary terminology for genre discussion and understanding:
 - Basic tenets of fiction and drama, including narrative elements;
 - Basic tenets of poetry scansion in classic and more contemporary poem selections (identifying rhyme scheme and meter and/or free verse)
- Recognize conventions and writing styles of literary genres;
- Distinguish among literary theories/critical methodologies in the study of literature.

II. Read deliberately at both surface and inference levels.

- Shape critical thinking/reading skills through the reading of longer literary works;
- Practice close reading (or explication), especially in shorter literary texts, such as poetry;
- Develop focused re-reading strategies for deeper-level understanding of literary works.

III. Read for Synthesis

- Identify and trace patterns in authors' use of literary conventions, language, imagery, and ideas;
- Discern cross-genre commonalities in literature;
- When necessary, understand historical or cultural context of literary works.

IV. Write critically and analytically

- Apply, in writing, knowledge of literary genre conventions;
- Demonstrate, in writing, analysis and explication skills to shorter and longer pieces of literature;
- Compose no fewer than four essays with a focus on literary analysis and/or interpretation (in-class or out of class)
- Compose no fewer than four in class timed essays for SAT prep

Responses/critiques

Each formal essay will be accompanied with a chance for peer review/critique as well as a workshop situation. This will allow the students to work on the individual pieces of the essay for additional revision. While there is time in class to devote to the formal essays, but students will need to work outside of class to finalize the essays. Additionally, the student will need to attend tutoring sessions based on their need for further assistance.

Vocabulary Quizzes

Each of our units will include a terminology/concept application quiz.

Grading: Grades will be assigned according to a straight average: 90% or above=A; 80-89%=B; 70-79%=C; 60-69%=D; 59% or below=F

Unit Breakdown

Projects

Dystopian Unit	200 = analytical paper 25 = writing (3) 25 = discussions (3) 100 = journal
Drama Unit	200 = analysis/argumentative paper 25 = writing (2) 25 = discussion (4) 100 = journal
Novella Unit	200 = argumentative paper 25 = writing (3) 25 = discussion (6) 100 = journal
Critical Theory Unit	200 = critical lens paper 25 = writing (3) 25 = discussion (4) 100 = journal
Final Multi-Genre Project	50 = projects (5) 100 = presentation 100 = packaging of project 50 = Title Page, Intro, TOC, WC, Reflection

2,400 total points

Four Written Assignments

Engl 092 - Spring covers four genres, or forms, of literature: dystopian, drama, novella, and critical theory. Toward the conclusion of our in-class coverage of each of these genres, a written assignment corresponding with it is due at the conclusion of each unit. There is also a final multi-genre project. Each of these assignments will be outlined for you thoroughly in specific assignment pages distributed well in advance of the due dates of those assignments. But remember, since English 092 is a pre-requisite of ENG 121, you will be expected to adhere to college-level writing standards in these five assignments. Feel free to email or talk to me during office hours in the weeks before any of these major writings are due so that I can give you advance feedback, tips, and ideas.

Writing Center

PPCC offers students personal instruction in the areas of critical thinking, critical reading, English as a Second Language, and effective writing at our four campus locations. Tutors offer one-to-one conferencing, online tutoring, and computer assisted instruction for students enrolled in any course, not just English Composition. They can even help with legal documents and resumes!! Please drop-in (or call) to make an appointment (Centennial Campus, A-311, 502-3510; The Downtown Studio, DT-215, 502-3530; or Rampart, N-202, 502-3520). You may email the centers at owl@ppcc.edu or find them on the web from your MyPPCC and "Writing Center." Of course, you should always use your tutors here!

A Note on Studying Literature

The study of literature connects to history and culture, sometimes peripherally and sometimes intimately and inescapably. For this reason, any close and serious examination of literature obliges us to read it just as it was written—this means no censoring of language or syntax to gloss over parenthetical information; derogatory names and ideas; racial, cultural, or gender-based slurs; and profanities that may be personally offensive. While it is not always true that authors whose works contain “objectionable” ideas or language were themselves social reformists in a round-about way, it is the discerning reader’s job and privilege to acquire an appreciation of literature within historical and cultural contexts that may well differ—often dramatically—from one’s own. This course—as, I would guess, any other course you plan to take in the field of general college education—will not provide you with a reading list whose content has been re-written, sanitized, “toned down,” or otherwise censored. When and if language or content in what we read or watch makes you uncomfortable or even upset, I urge you to bring up the issue openly with me and the rest of the class if I fail to. We’ll work through it together. Engaged, mature, and direct discourse about tough subjects (that, let’s face it, pretty much all of the best literature tackles!) should be our mutual goal, and censorship can never be an acceptable solution.

Workshops

Oftentimes, Writing Workshops and peer editing workshops take place before work is due, especially for larger projects. The workshops provide opportunities to hear suggestions for revision before you turn in your work for a grade. You will be doing a good deal of sharing, so be warned and be yourself, and it’ll be OK!

Cell phones /distractions

Anything that interrupts my ability to facilitate a class or students' ability to learn will not be tolerated. Unless you speak to me about the emergent situation, owners of cell phones that go off during class or who are using it for any reason other than **at my request** (yes, sometimes I will request it) will take a “minus” for behavior for the day. Repeated distractions will result in confiscation of your cell phone for either the class or for the day, with your parent having to retrieve it. Don’t let it happen to you! **Parents, please do NOT text or call your student during class!**

Plagiarism

Don't plagiarize. It's not worth it. People’s lives have been ruined as a result (ask me for examples)! A student who in connection with his or her studies plagiarizes may be dismissed from class and given a failing grade. Further academic sanctions are possible. There is no distinction between intentional and unintentional plagiarism. Students are responsible for reading and being familiar with the class texts' discussion and examples of plagiarism.

ATTENDANCE, PREPAREDNESS, AND PARTICIPATION

(Please refer to the **ECHS Policies Guide** for details.)

To get the most out of this class, attend every class, be on time, and be prepared to discuss your work with others in a group or whole class setting. Often, the most important information and communication occurs at the beginning and end of class. Per ECHS policy, students who arrive between one and five minutes of class beginning constitute tardy. **A tardy of over ten minutes constitutes an absence.**

Absences will affect your knowledge and your grade, as there are some activities which require in-class participation and **cannot be made up**. Because of missed assignments and lack of understanding caused by excessive absenteeism, **students who miss more than 10% of class meetings will be considered chronically absent**. Any late work is worth only 50% of the original points. Remember, I expect you to email me with your work if you are absent. I will accept it as though you were in class and provide feedback. Deadlines matter!

I will be glad to help a student if he or she has missed multiple classes because of a traumatic experience or hospitalization. If this happens, I will need documentation for your hospitalization/family emergency. The documentation will help me make an informed decision and provide an explanation for any exemption I may grant.

Participation Grading: After each class meeting, I take a few minutes to record for each of you a check, a plus, a minus, or a zero in my grade book.

- ✓ **Check** (Average) means that you seemed to come to class prepared. You seemed to follow the discussion, and your body language seemed to encourage others in the class to share their insights. You probably made a comment or two—or you may have remained silent, but you were prepared and engaged. Your presence was productive.
- + **Plus** (Above Average) means that you satisfied all of the criteria for a check. However, you also contributed in explicit and effective ways to the class discussion or work. Perhaps you made several appropriate comments (and you were also attentive to the needs of others to participate). Perhaps you made only a few comments, but these were of such quality that they moved the class in good and productive directions.
- **Minus** (Below Average) means that you came to class, but you either didn't seem prepared or your presence detracted, in however small a fashion, from the quality of class experience for others. Perhaps you came late or left early. Perhaps you read other material, slept, or browsed online. Perhaps you muttered or talked or had some behaviors that discouraged others from engaging in discussion. Perhaps you were distracted by your phone. A minus, obviously, is a cause for concern, so I'll talk to you if I see this happening more than a couple of times. If the problem continues, disciplinary action will ensue.
- 0 **Zero** means, alas, that you didn't show up at all. Limit these to emergencies only! Remember to have a parent call in to excuse your absence with Miss Kristine.

English 092 SP18 Schedule (Jan 4-May 24)

(This schedule is subject to change in consideration of weather, mandatory state testing, and other school related activities.)

Assigned readings and homework are due **at the beginning of class the next class day**. We will review, go over your answers, and engage in discussions regarding it just before you hand it in, and then move on to the day's lessons.

Dystopian Unit

Date	Owner	In Class	Homework that is due the NEXT CLASS DAY	Points
Jan 4-5	Intro to LIT		Begin reading Fahrenheit 451; Journaling & study guide ?'s as you go	
Jan 8	Banfield/Weeks	Intro to F451	Continue reading/Journaling	
Jan 9	Banfield/Weeks	Vocab/Tone	Journals, Vocab List	
Jan 10		ED Ready	Continue Reading/Journaling	
Jan 11	Students	Group Exercise	Continue Reading/Journaling	25
Jan 12	Banfield/Weeks	Allusions	Research and Writing 1 page paper	25
Jan 15	NO SCHOOL	NO SCHOOL	NO SCHOOL	
Jan 16	Students	Allusion Paper DUE	Presentation of Papers in class	25
Jan 17		ED Ready	Continue Reading/Journaling	
Jan 18	Banfield/Weeks	SAT Prompt Intro	Intro to unpacking of prompts for the SAT essay	
Jan 19	Banfield/Weeks	Timed Writing	Completed timed writing in class. Continue reading; Reading of Poetry - Fiction Pieces	25
Jan 22	Banfield/Weeks	Poetry	Reading of Poetry – Non Fiction Pieces	
Jan 23	Banfield/Weeks	Poetry	Continue Reading/Journaling	25
Jan 24		ED Ready	Ready your notes, etc. for discussion	
Jan 25-26	Students	Discussion Collect Journals		25 100
Jan 29	Banfield/Weeks	SAT Prompt	Begin analytical essay	
Jan 30	Students	Thesis/Outline	Rough Draft for Thursday	
Jan 31		ED Ready	Rough Draft for Thursday	
Feb 1	Students	Peer Review	Corrections/Changes and Rough Draft #2	
Feb 2	Students	Final	Final Due on TurnItIn.com by 11:59p.m.	200

Drama Unit: *Hamlet*

Date	Owner	In Class	Homework, usually due THE NEXT CLASS DAY	Points
Feb 5-6	Banfield/Weeks	Intro & Background	Notes and Study Guide ?'s; Begin Act I	
Feb 7		ED Ready	Continue reading Act I – Act V	
Feb 8	Banfield/Weeks	Background	Continue reading	
Feb 9	Banfield/Weeks	Act I Lang	Act I Study Guide ?'s and Act II	
Feb 12	Banfield/Weeks	Group Activity	Prepare for Discussion Tomorrow	
Feb 13	Students	Socratic Seminar	Continue Reading and Re-Reading (Act I & II)	25
Feb 14		ED Ready	Prepare for discussion on Imagery & Shakespeare & Stage	
Feb 15	Students	Gallery Walk	Prepare for Act II Discussion: Imagery	25
Feb 16	Students	Discussion	Read/Re-Read Act III – Act V	25
Feb 19	NO SCHOOL	NO SCHOOL	NO SCHOOL	
Feb 20	Banfield/Weeks	Presentation	Prepare for Discussion from today's notes	
Feb 21	Banfield/Weeks	Timed Writing	Prepare notes on Scene IV, Hamlet Eulogy, Choral Readings of famous scenes	25
Feb 22		ED Ready	Continue from above	
Feb 23	Banfield/Weeks	Choral Readings	Prepare for socratic seminar discussion on Act IV & V	25
Feb 26	Students	Socratic Seminar		25
Feb 27	Banfield/Weeks	Begin Essay	Work on Analysis or Argument essay rough draft	
Feb 28	Students	Peer Review	Make necessary corrections and print rough draft #2	
Mar 1	Students	Peer Review	Make necessary corrections and ready final draft	
Mar 2	Students	Final Draft Collect Journals	Final Draft DUE by 11:59 p.m.	200 100

Novella Unit

Date	Owner	In Class	Homework, usually due on THE NEXT CLASS DAY	Points
Mar 5	Banfield/Weeks	Intro to HOD	Finish notes from class and online; Begin reading HOD	
Mar 6	Banfield/Weeks	1 pg Essay	Continue reading HOD	25
Mar 7		ED Ready	Continue reading HOD	
Mar 8	Banfield/Weeks	Section I	Finish study guide ?'s; Continue reading HOD	

Mar 9	NO SCHOOL	NO SCHOOL	NO SCHOOL	
Mar 12	Banfield/Weeks	CR – Discuss	Continue Reading Section II	25
Mar 13	Banfield/Weeks	CR – Discuss	Continue Reading Section II	25
Mar 14		ED Ready	Continue Reading Section II	
Mar 15	Banfield/Weeks	Study ?'s	Finish Study ?'s and prepare for timed writing: characterization	
Mar 16	Students	Timed Writing	Read Section III and prepare for discussion	25
Mar 19	Students	Discussion - Journals	Read Poetry “White Man’s Burden”, “Brown Man’s Burden”, “Hollow Man”, Chinua Achebe’s Article	25
Mar 20	Banfield/Weeks	Discussion - Explication	Continue reading of Poetry Selections	25
Mar 21		ED Ready	Continue reading of Poetry Selections	
Mar 22	Banfield/Weeks	Discussion – Poetry		25
Mar 23	Banfield/Weeks	Discussion – Poetry Collection of Journals		25 100
Mar 26-30	SPRING BREAK		SPRING BREAK	
Apr 2	Banfield/Weeks	Outline of Article	Prepare ideas and outline for Argumentative Essay	
Apr 3	Banfield/Weeks	Values/Society	Work on Rough Draft for Essay	
Apr 4		ED Ready	Prepare rough draft #1 for peer review	
Apr 5	Students	Peer Review	Prepare rough draft #2 for peer review	
Apr 6	Students	Final Draft	Final draft due by 11:59p.m.	200

Critical Theory Unit

Date	Owner	In Class	Homework, usually due on THE NEXT CLASS DAY	Points
April 9	Banfield/Weeks	Intro to OFOCN	Finish notes from class and online; Begin reading OFOCN Set up Dialectical Tracking Journal	
April 10	Students	PSAT/SAT	Read section I	
April 11	Students	PSAT/SAT	Read section II	
April 12	Students	PSAT/SAT	Read section III	
April 13	Students	PSAT/SAT	Read section IV	

April 16	Banfield/Weeks	CR – Images & Motifs	Revisit notes from class	25
April 17	Banfield/Weeks	Lesson 1 st Person	Read passage and create MC ?'s based on passage	
April 18	Banfield/Weeks	Reading	Find textual evidence for the reading prompts from class	
April 19	Banfield/Weeks	Group Activity	Review reading and prompts for possible essay	25
April 20	NO SCHOOL	NO SCHOOL	NO SCHOOL	
April 23	Banfield/Weeks	Reliable Narr.	Prepare for socratic seminar discussion	
April 24	Students	Socratic Sem	Prepare for timed writing	25
April 25	Students	Timed Writing	Read through assigned timed writing and score it	25
April 26		ED Ready	Write response to anonymous writer for score (what & why)	
April 27	Students	TW Response	Review for your writing & rewrite for higher score	25
April 30	Students Banfield/Weeks	Turn in Rewrite Critical Theory	Review notes on Critical Theory and apply to OFOCN	25
May 1	Banfield/Weeks	Critical Theory	Review notes and apply to analysis	25
May 2		ED Ready	Pick a Theory and create an outline	
May 3	Students	Rough Draft	Work on Rough Draft #1	
May 4	Students	Peer Review	Evaluate suggestions from reviewer and work on rough draft #2 Read Poetry for discussion on Monday and Tuesday	
May 7	Banfield/Weeks	Poetry	Continue work on rough draft #2; Read Poetry and review notes	
May 8	Banfield/Weeks	Poetry	Finish Rough Draft #2	
May 9-10	Students	Peer Review	Work on final draft	
May 11	Students	Final Draft Turn in Journals	Final Draft due by 11:59p.m.	200 100

Multi-Genre Unit

Date	Owner	In Class	Homework, usually due on THE NEXT CLASS DAY	Points
May 14	Banfield/Weeks	Intro to MGP	Decide on 5 projects for Presentation; begin working on	50 ea.
May 15-18	Students	Work Day	Work on projects	
May 21-24	Students	Present/Finals	Projects DUE ON 5/21; Presentations in place of written final	100 100 50

May 25	GRADUATION – NO SCHOOL – EC.		
May 30	Students	Finish Finals	
May 31	Teachers	NO STUDENTS	NO STUDENTS

SIGNATURE LINES (For 5 points extra credit!!)

Student: I understand that this is an intense, rigorous class. I understand how my work/performance will be evaluated. I know when I can contact my teacher for help or to submit work online. I also understand the policies and procedures (and consequences...ahem...cell phones) outlined in this document.

Parent/Guardian: I understand that my student is in an intense, rigorous class, and she/he should try to resolve issues with the instructor first, advocating for him/herself, using a mature, problem-solving process. I also understand that I am free to contact the instructor with questions. I understand the expectations and consequences regarding the cell phone policy, and I will contact the office for emergencies, not my student.
