***LITERATURE AND COMPOSITION II COURSE OUTLINE Spring 2013***

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***Goals of the Course***

This course is offered as an inclusive class and therefore all three levels take it together as either freshmen or sophomores. It is the second half of the Literature and Composition Course and will as such continue to focus on the various genres and elements of literature, concepts of grammar, composition, language and technology that have been previously taught. We will be building upon what you have learned thus far in your English education in order to not only prepare you for the MCAS exam, but also to help prepare you for college level work.

All assignments in this course are connected to one or more of the following major learning objectives:

1. To further acquaint you with the development of theme, character, point of view, and other literary elements over the course of a text by closely reading various types of literature, including pieces of fiction, non-fiction, drama and poetry.
2. To improve your ability to properly utilize and cite strong evidence from a text in support of a specific idea and/or concept by writing multiple types of compositions: expository/information, persuasive, analytical, personal, research, and narrative.
3. To develop and strengthen your writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
4. To engage you in an array of collaborative discussions, focusing on the key concepts that are shared between literature: including, but not limited to, the problems concerned with human nature, the concept of identity, and the difficulties that span social class.

***WHAT YOU CAN EXPECT TO DO AND SEE:***

*In this class we will be using the work of selected authors to further explore the breadth of the English language while simultaneously working on improving your writing and analytical skills. In order to accomplish this lofty task, you will be expected to engage in various discussions with your classmates, both as a whole class and in small groups, complete creative projects, write both informal as well as formal papers, present dramatic productions both in soliloquy fashion and with other actors, and put your own pen to the challenge of creative writing.*

**Expected Readings:**

***Lord of the Flies*, William Golding:** Our first novel will be Golding’s classic, and darkly satirical, depiction of what happens when a group of young boys are left to their own devices.

***The Tempest*, William Shakespeare:** One of Shakespeare’s most unique comedies is this tale of love and courtship in which the lines between dreams and reality are blurred.

***Animal Farm*, George Orwell:** This allegorical “modern fable” is about the creation of a new government and the inherent problems that accompany its formation.

***Night*, Elie Wiesel:** After reading these satirical pieces of literature, our subsequent text will be Wiesel’s compelling memoir, which presents the victims’ experience of the Holocaust.

***Catcher in the Rye*, J.D. Salinger:** As a capstone for this course, we will move to Salinger’s depiction of a young man’s search for meaning through the complex lens of an unreliable narrator.

**Poetry:** At an undetermined point in the semester we will embark on an examination of a wide and exciting selection of poetry.

**Expected Films:** *The Tempest, The Lord of the Flies,* Scenes from *Schindler’s List, Animal Farm, Shakespeare in Love, and The Boy in the Striped Pajamas*.

*Course Requirements*

***CLASS PARTICIPATION:*** All students are expected to participate to the best of their abilities at all times, whether it is a full class discussion, small group work, or individual tasks. Participation also includes listening and responding to others so please remember that this classroom is a place where all students should feel safe, welcome, and capable of learning. Respect yourself. Respect those around you. If you respect your ability to learn and your ability to support others, you will earn their respect in turn.

***PREPARATION:***Be on time. Be ready to learn. Have the readings read and your assignments completed. Have a pen, pencil, notebook, book, and your brain turned on when you enter the classroom. Everyone has moments of forgetfulness at times, and you will not be put in the stocks for forgetting a pencil once in a blue moon. However, it is your responsibility as a young adult to be prepared for your education.

*\*\*A note on the monster commonly known as the printer. Although it is a widely accepted theory that this creature, called a printer, only refuses to produce ink on those days that are deemed “due dates,”**I have found a way to tame this beast. It is a commonly known practice called prior-planning. Therefore, your house-hold monster refusing to produce ink, or paper for that matter, is not an acceptable excuse for not turning in said assignment on time. In extreme cases, when a monster is being particularly stubborn no matter the prior-planning, reverting to e-mailing the assignment* ***prior to the start of class*** *will be accepted.*

***MATERIALS:*** Have what you need to engage fully in class with you when you enter the classroom. I would recommend having an individual notebook *and* either a folder or a three ring binder. Personally, I would suggest a binder, as it will make it easier for you to keep track of materials for this class by allowing you to separate your work by topic and by piece of literature. However, this is up to you – use what method works best for you!

\*\*Note: you will need one, two-pocket folder for your writing portfolio.

***EVALUATION AND GRADES***: Your overall grade for this class will be determined by a combination of factors including: class participation, a number of quizzes and tests, informal and formal writing, and creative assignments. Everything in this class is graded on a point system. The reason for this is to make it easier for you to easily keep track of your grade and for me to accurately weight each assignment. A *general* breakdown of what to expect in regards to points is as follows:

In-class assignments/Reading Checks – 10-20 points

Small Quizzes – 20-25 points

Small Projects – 25-50 points

Essays (2-3 pages) – 50-75 points

Longer Essays (3-8 pages) – 100 points or more

Projects/Presentations – 100 points or more

*Your class participation grade will be counted as 10% of your overall grade for each term (criteria to follow).*

*\*\*Please note, though necessary, grading students’ creative work is quite difficult. I do not want to discourage any of your imaginative skills and abilities; rather, I wish to encourage you to continue in your endeavors. Therefore, please keep in mind that while I will grade the objective aspects of your creative work according to the expectations, I am usually generous when it comes to the subjective aspects of your work.*

Your success in this class begins and ends with your participation in your own education. The human brain may be compared to a sponge in texture, but unlike a sponge, the human mind needs to work to soak in new information. Much of this work begins with you reading the pieces of literature we examine. Do not be fooled, this *is* simple, I am not trying to trick you – but you must *read the literature* in order to truly understand and examine it. Substituting *Sparknotes, Shmoop*, or any other version of abbreviated texts is **not** the text itself and therefore you will not be reading and engaging with the actual text. Do not cheat yourself of the opportunity to truly appreciate what we are reading.

***IF YOU ARE ENROLLED AT THE (CPA) OR (H) LEVEL:***

*Being enrolled in this class at either the (CPA) or (H) level indicates a readiness for more college-like work. This does not indicate that this course when taken at the (CP) is “easy,” as it is a course designed to challenge you to deeper your understanding of the subject matter. However, it is also designed with various types of learners in mind, including those who are more advanced in their reading, writing, and comprehension skills at this point. Therefore these students, individuals enrolled in either (CPA) or (H), will have additional readings and assignments to complete in a more independent manner. Information on these assignments will be handed out over the next few weeks.*

***WHAT YOU SHOULD NOT HAVE****:* “It is a truth universally acknowledged that” the majority of high school students today “must be in want” of using their iPods, cell phones, iPads, laptops, tablets, computers, cassette players, DVD players, and all other gadgets at all times, as only Jane Austen could have known. However, another truth that we must all acknowledge is that no matter how much we human beings think we can, we cannot concentrate on ten things at once. Therefore I must inform you that must refrain from using said devices during class. Though I am sure that your friend in the classroom down the hall really does *need* to know what you are having for lunch today before the break between classes, please restrain yourself from telling them. If it is seen and/or heard once, we will assume it is a figment of my imagination. But if it seen and/or heard again it will be relinquished to the depths of my desk for a day, parents may be notified, and further action may be taken if problem becomes recurrent.

***WHAT TO DO IF YOU MISS A DAY:*** Students who miss class are expected to take responsibility for the work that they have missed. Remember you are missing an hour and a half of work per class that you miss, and seeing as a lot of what we do here is discussion based, this is difficult to make-up. There are three trays in the classroom where extra handouts will be kept for each class, so please check this and take what you need *before* asking me about missed work. This does not mean that I want you to work while you are sick, but you should be aware of what you missed while you were absent.

***LATE AND MAKEUP WORK:*** There is a 10% penalty for late work, more depending on how late it is. You will always know well in advance when due dates are so please do not insult my intelligence with lame excuses. If something happens, or you just forget, be honest. I will forgive you. We all forget things. I can be flexible with deadlines as long as you negotiate it ahead of time, are making a good faith effort to complete the work, and don’t ask too often.

***ACADEMIC INTEGRITY:*** Do your own work. You will never know how intelligent you are until you do. Plagiarism is serious and will not be tolerated here or in any other classroom.

***\*\*If at any point during the semester you feel that you are falling beyond or are “lost” for any reason, please let me know as soon as you know! I am here to help and the last thing I want to happen is for you to feel that you cannot keep up so you give up. My schedule for when I will be afterschool for help or make-up work will be posted every week for you. If you work, are an athlete, or need to see another teacher when I am available however, simply let know and we will find a time that works.***

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, certify that I have read and understood the course outline for

(Student Name)

*Literature and Composition II* that was provided to me on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, and I agree to abide

(Today’s date)

by all rules, guidelines and regulations as they are stated above.

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Please sign and return the lower half of this page no later than January 30, 2013.***