English Composition II - Syllabus (Spring Semester)

(Penn Highlands - ENG 200: English Composition I)

**Credits**:

* 1 BV English Language Arts Credit AND/OR 3 Penn Highlands Credits

**Pre-Requisites**:

* Composition 1
* Introduction to Literary Studies
* World Literature
* American Literature or Honors American Literature
* If taking for Penn Highland dual enrollment, students must pass the placement exam from Penn Highlands or complete the HS ELA curriculum – seniors only
* Students who do not meet prerequisites will be review by the ELA team on an individual basis to ascertain if the individual’s skills will meet the rigor of an Advanced Placement Course.

Course Summary:

Course Description: English Composition II: Studies in Literature emphasizes the study of literary terms and techniques frequently used in literature. This course introduces students to major themes found in fiction, poetry, and drama. Students are required to read various types of literature and must be able to respond to their readings in well-developed essays and in an analytical research paper as well as to participate in class discussions. This is a standard college introductory level literature course. Students will be permitted to revise essays (exception: research paper). Students who do not demonstrate proficiency (at least 70%) are required to revise essays.

**Grading:**

Final grades will be determined using the following weighted components:

Analytical Essays, revisions, and the research paper – 50%

Class Work (Seminars, Cafes, Lit Circles) – 10%

Graded homework – 5%

Journals (Type 1 Writings) – 5%

Quizzes (CommonLit NEWSELA, Type 2) – 10%

Exams – 20%

Readings Covered:

**Short Fiction -** Students will examine literary texts from each of the following authors:

* Poe – “The Premature Burial”
* Chopin – “Story of an Hour”
* Hawthorne - “Young Goodman Brown”
* Vonnegut – “Harrison Bergeron”
* Kafka – “The Hunger Artist”
* O’Connor – “A Good Man Is Hard to Find”
* Hemmingway – Hills Like White Elephants
* Faulkner – “A Rose for Emily”
* Carver - “Cathedral”
* London – “Winged Blackmail”

Drama – Students will read one Shakespearean play and one additional playwright

* Shakespeare (Macbeth, King Lear, Much Ado About Nothing)
* Shaw (Pygmalion)
* Ibsen (A Doll’s House)
* Hansberry (A Raisin in the Sun)

Poetry – Students will examine poems from each of the following authors:

* Frost – “Home Burial” and “Mending Wall”
* Dickenson – I Felt a Funeral in My Brain” and The Soul Has Bandaged Moments
* Hughes – “Let America be America” and “Night Funeral in Harlem”
* Keats – “Ode on a Grecian Urn” and “When I Have Fears that May Cease to Be”
* Shelley – “Ozymandias”
* Tennyson – “The Lady of Shallot”
* Browning – “My Last Duchess”

Poetry – Students will examine and analyze the following poetry forms:

* Ballad
* Lyric Poem
* Ode
* Sonnet
* Epigram
* Limerick
* Villanelle
* Dramatic Monologue
* Imagism
* Free Verse

Expected Learning Outcomes:

**Expected Learning Outcomes:**

After successfully completing this course, students should be able to…

* 1. Recognize and apply literary terms and concepts related to fiction, poetry, and drama, evidenced by the following:
		1. Given an examination requiring recognition and application of literary terms and concepts, the student will perform at the level of 70% correct or above.
		2. Given the assignment of applying appropriate literary terminology in completing an essay examination, a short essay on literature, or a literary research paper, the student will perform to the level of 70% or above.
* To satisfy learning outcome 1, the student will
* identify a character as flat or round, static or dynamic
* establish the point of view of a story (omniscient, limited omniscient, first person, objective)
* distinguish between verbal, dramatic, and situational irony
* differentiate the denotation and connotation of words
* identify imagery in poetry
* locate symbols, images, similes, and metaphors in poetry
* identify paradox, oxymoron, overstatement, and understatement
* comprehend common historical, literary, and biblical allusions
* identify alliteration, assonance, and consonance
* apply knowledge of rhythm and meter of a poem through scansion
* compare various forms and patterns of poetry (such as sonnets, limericks, haiku)
* identify the protagonist and antagonist
* distinguish between a soliloquy and an aside
* demonstrate knowledge of basic theatrical conventions associated with drama
* identify the setting in various pieces of writing
	1. Analyze and discuss literary works, as evidenced by the following:
		1. Given an essay examination requiring analysis and discussion of literary works, the student will perform at the level of 70% or above.
		2. Given the assignment of writing short essays of approximately 500 words that analyze and discuss works of fiction, poetry, or drama, the student will perform at the level of 70% or above according to rubric.
		3. Given the assignment of writing an analytical literary research paper, the student will compose and edit an analytical literary research paper of 1,000 words or more with correct and complete documentation in MLA format to a level of 70% or above according to rubric.
* To satisfy learning outcome 2, the student will
* Develop plot outlines
* Analyze the theme
* Recognize literary symbols
* State the tone of a piece of writing
* Apply literary terminology (as listed in Learning Outcome 1) holistically to interpret all types of writing discussed in class
* Cite textual quotations and paraphrases as needed
* Create explications and analyses of literature
* Interpret literary works
* Support interpretation from the literary text
* Recognize the distinction between realism and the fantastic in literature and apply it to interpretation
* Organize information appropriately
* Create appropriate thesis statement and topic sentences
* Apply MLA format to document sources without plagiarism
* Display knowledge of standard English grammar, spelling, punctuation, and mechanical conventions in interpretive writing
	1. Conduct literary research, as evidenced by the following:
		1. Given the assignment of preparing a preliminary outline and bibliography for a research paper, the student will perform at the level of 70% or above.
		2. Given the assignment of researching and writing an analytical literary research paper, the student will compose and edit an analytical literary research paper of 1,000 words or more with correct and complete documentation in MLA format to a level of 70% or above according to rubric.
* To satisfy learning outcome 3, the student will
* Evaluate and analyze literary works
* Conduct searches for print and electronic sources
* Evaluate and analyze the content of sources, using the standards of critical thinking and reading
* Gather information from electronic library catalog, online databases, and the Internet, applying appropriate techniques
* Apply MLA Works Cited format to list of sources and construct bibliography
* Avoid plagiarism
* Document use of sources using MLA documentation format
* Apply basic principles of outlining
* Summarize, paraphrase, and quote material obtained from sources

Speaking and Listening:

Students will also complete a variety of public presentation assignments that will focus on speech delivery skills such as eye contact, poise, diction, phrasing, pacing, volume, and overall effectiveness of delivery.

**Materials Required:**

You are required to bring/have the following materials with you to class each day in order to best facilitate your learning:

* Writing Journal for Type 1 and 2 writings (provided)
* Post It Notes (available in class)
* Texts (provided)
* Highlighter (available in class)

**Assignment Requirement:**

* All work must be submitted on time. A minimum of 10% of the grade will be deducted each day an assignment is late.
* When an online discussion or blog is posted, you are expected to participate
* Plagiarism and/or cheating will not be tolerated. If you are suspected of plagiarizing and/or /cheating, you must meet with the teacher. If you have plagiarized and/or cheated, you will receive a 0 on the assignment. If the instance occurs a second time, you will fail the course for the quarter. Any other instances of plagiarism will merit a 0 for the course.
* All papers will be typed. You must save your document with the following **format LAST NAME\_FIRST NAME\_ASSIGNMENT NAME**
* All academic research will be documented according to MLA 8th edition guidelines.
* Research must be drawn from credible literary sources. Online study guides are NOT credible sources of research.
* Any work passed due by one week will be considered a 0. (Extenuating circumstances will be examined on an individual basis). Remember you typically have 3 days to make up missed work after an absence.

**Reading area expectations:**

* Keep your feet off the furniture
* No reclining
* No sleeping
* No laying

**Miscellaneous Classroom Expectations:**

* NO CELL PHONE USAGE WITHOUT PRESTATED PERMISSION FOR AN ASSIGNMENT. CELL PHONES WILL BE PLACED IN A DESIGNATED ARE IN THE ROOM DURING CLASS.
* Independent writing lab and reading time is sacred time. It is to be used for writing, revising, and/or peer editing. This is not homework time, make up time, or time to visit other teachers/classes.
* You must be prepared for discussions. Reading must be completed before class. If this becomes an issue, you will be expected to demonstrate your understanding of the material on your own time at the convenience of the instructor.
* Success is related to what you bring to the class. I do expect you to participate in discussions and ask relevant questions. Likewise, I expect that you respect each other’s opinions and refrain from criticism and intimidation.