

COURSE EXPECTATIONS (2018)
ECE 1011: Writing through Literature
Advanced Placement Literature and Composition
 Mrs. Jessica Cawley
 jescawley@northstoungton.k12.ct.us
 Room 121

Course Overview:

This senior year, college-level course that is designed to meet the requirements of both the University of Connecticut's English 1011: Writing through Literature course and the Advance Placement Literature and Composition course, which encourage close reading, analysis of selected literature, and writing through inquiry to teach beginning college level writing. Students will be responsible for meeting reading and writing deadlines, which will be essential for class discussion, supplemental reading interpretation, writing development, reflection exercises, and essay revision.

This English class focuses primarily on rhetorical theory and literary terminology, interpretation, connections (historical, societal, thematic), and analysis. The students will practice academic argumentation and turn their thoughts into formal essays and other types of writing pieces. Teacher-, peer-, and self-evaluation improvement plans will be essential parts of the writing process. The course will also include a focus on AP multiple choice prompts, and advanced literary vocabulary, grammar, and mechanics. Because the course depth and breadth is extensive and because of the heightened pace of the class itself, students should come to the table with sincere interest in and passion for this subject matter. Although the course is challenging, if the students work to their best, they will walk away with a vast understanding of numerous classical and current poems, critical essays, short stories, dramas, and novels. Additionally, the students will have enough background knowledge to feel comfortable analyzing these genres based upon structure, theme, and style and extending this analysis to their own creative, original writing.

Advanced Placement Literature and Composition Details

- Three hour exam that tests “careful reading and critical analysis of imaginative texts”
- Usually 60 min. multiple choice and 120 minutes free-response
- Free response is 55% of the total grade/ multiple choice is 45%
- Multiple choice scores are based on number answered correctly
- Focus on both depth and breadth of reading

UConn Early College Experience Details

- Basic requirements and philosophy is set by the University of Connecticut
- Grade is given by high school teacher
- Focus on depth of reading (not necessarily breadth)
- Exploration and discovery through writing and revision
- At least 30 pages of revised, edited, and proofread formal prose

Reading Assignments:

Students are expected to complete all reading assignments and expected to take notes in **their reading journals**, in the margins, and/or on sticky notes (depending on the assignment) as they read. Students should focus upon the author's use of language and his tone, structure, style, and themes. Students are also expected to make connections to previous material covered in this class and in past high school English classes. Students must bring their books and notes to each class discussion day and make an effort to participate in each discussion class since discussion should help us reach a deeper understanding of the material.

Writing Assignments:

Numerous informal (often in the form of AP prompts, practice essays, and journals), outside essays, and **four formal** (pieces taken through many steps to reach final draft form) writing assignments will be assigned throughout the year. Students must show thoughtful engagement in their writing. As part of the ECE curriculum, they should be using both their writing and revision as methods to become part of larger academic conversation. As Joseph Harris states in *Rewriting: How to do Things with Texts*, Students should actually think about their writing as "Rewriting—as drawing from, commenting on, adding to—the work of others" (2). Writers' Workshop days will be scheduled throughout the year. Teacher conferencing, peer revision, writing analysis of previous papers, and grammar review may be scheduled during this time. Writers' Workshop time is meant to give students the opportunity to critique essays, reflect on their own work, ask writing questions, assist their peers, and plan for future writing and rewriting improvement. Per ECE requirement, students must produce a minimum of 30 pages of polished (revised, edited, and proof-read) formal written work.

Teacher Feedback:

During class workshop days and, at times, outside of class, the students will meet with me to address trends and patterns in their writing habits and/or to brainstorm ideas for writing assignments. They will also have the opportunity to assess any common teacher comments and meet with me to discuss improvement methods and AP and ECE standards for writing. Additionally, students will use this guided time to work towards personal improvement goals.

Materials

- Sticky notes, pens, loose leaf paper, and, most importantly, a large, loose-leaf paper binder (class journal)

Class/Behavior Expectations:

- * Do not interrupt my teaching.
- * Do not interrupt others' learning.

Use of Technology:

- The use of technology (iPods, phones, laptops) is prohibited in this classroom unless directed by the instructor. All technology should be kept in lockers or backpacks. If used without permission, the technology will be confiscated and kept until the end of the period. Multiple offenses will result in teacher detentions and/or office blue slips.

Teacher Availability for Extra Help

After school extra help will be given by appointment. Students will be encouraged to use study halls or break time for extra-help if they cannot stay after school.

Wheeler High School Academic Expectations Met by this Course:

- Analysis
- Literacy
- **Communication**
- Collaboration

Learning Goals for the ECE Course: The following four categories have been created to contextualize and coordinate all UConn Freshmen English programs. These categories and goals will be the heart of our class.

Critical Literacy

- The ability to distinguish one's own idea from the ideas in the reading
- The ability to integrate one's own ideas with the ideas from the reading
- Understands how academic argument works
- Works with writing assignments as a series of intellectual tasks

Rhetorical Knowledge

- Understands the power dynamics in particular writing situations
- Understands reader expectations
- Negotiates the demands of reader expectations and writing purposes
- Responds appropriately to assignments

Logic and Use of Academic Writing Conventions (as reflected in finished papers)

- a central idea or controlling purpose (a thesis) that requires detailed argument and development
- careful contextualization of the thesis in the light of the readings that ground the assignment
- paragraphs that develop the thesis in any number of ways, from offering examples with explanations, to citing authorizes, to critically examining a claim from the reading, to comparing/contrasting, to offering a logical chain of reasoning, to defining and redefining terms...
- paragraphs that relate to each other in an intellectually coherent and logically competent way
- sentences that move fluently and fluidly in sequence
- sources that are properly documented and quotations that are properly punctuated
- typed prose edited for expression and proof read for correctness

Writing and Reading Process That Work for the Students

- their characteristic strengths and weaknesses as writers
- writing processes or strategies that work for them
- the possibilities of collaboration in reading and writing
- the connection between writing and academic inquiry
- the need to continue to work on their writing throughout their academic careers

Guidelines and Grading Procedures (Substitution assignments will be given to junior students.)

AP Class

(2 semesters)

Quarter 1

2 SP journals plus safety journal, Quizzes: 15%
Practice Essays, Outside Essays: 25%
Annotations/Student Lessons: 35%
UConn Paper 1: 25%

Quarter 2

2 SP journals plus final wrap-up journal, Quizzes: 15%
Practice Essays, Outside Essays: 25%
Annotations/Student Lessons: 25%
SP Outline: 10%
Final SP Paper: 25%

A midterm AP Test is required; it will constitute 20% of the semester 1 grade.

Quarter 3

Practice Essays, Outside Essays (Quizzes) 20%
Annotations/Student Lessons: 30%
Final SP Journals and Hours 25%
UConn Paper: 25%

Quarter 4

Practice Essays, Outside Essays (Quizzes): 15%
Annotations/Student Lessons: 20%
Practice Presentation: 10%
SP Presentation: 15 %
Portfolio: 15%
Final Paper: 25%

ECE Grading

(full year grade)

Annotations/Student Lessons 10%
Practice Essays/Outside Essays 10%
Writing Assignment #1 15%
Writing Assignments #2 25% (SP Paper)
Writing Assignment #3 20%
Final Project 20%

All drafts and final essays must be handed in by the due date, or there will be a 10-point deduction for each day late. Absence from school is not an excuse for a late paper.

All out-of-class essays are required to be typed and to have the proper heading. Any work not typed will receive a ten-point deduction. (MLA format should be followed).

Extra credit assignments are not policy.

Major Units (The following is a list of **possible** material. There will be works added or subtracted from this list. AP materials, poetry, essential readings, presentations, and test practice will be weaved throughout the major units. There will be a major focus on AP practice and AP material in quarter three.)

- Introduction to *Advanced Placement Literature and Composition*, *The UConn Early College Experience*, Strunk and White *The Elements of Style*, Joseph Harris's *Rewriting: How to Do Things With Texts*, Thomas C. Foster *How to Read Literature like a Professor*

“You have your way. I have my way. As for the right way, the correct way, and the only way, it does not exist.”-Nietzsche

- **Outside Forces and Freewill: The Creation of the Individual**
Primary Works:

- *The Sun Also Rises* Ernest Hemingway
- *The Help* Kathryn Stockett
- *The Catcher in the Rye* JD Salinger
- *Black Water* Joyce Carol Oats
- *Streetcar Named Desire* Tennessee Williams
- *The Glass Castle* Jeanette Walls

Possible Supporting Materials:

- “Where are you going, Where have you been?” Joyce Carol Oats
- “Small Avalanches” Joyce Carol Oats
- “The Yellow Wallpaper” Charlotte Perkins Gilman

“Do not be too moral. You may cheat yourself out of much life.” –Henry David Thoreau

- **Morals, Ethics, and Justice**
Primary Works:

- *Deliverance* James Dickey
- *The Things They Carried* Tim O'Brien
- *Hamlet* William Shakespeare
- *A Clockwork Orange* Anthony Burgess

Possible Supporting Works:

- “Thoughts from the Tao-te Ching” Lao-Tzu
- “The Qualities of a Prince” Niccolo Machiavelli
- “Ideology and Terror: A Novel Form of Government” Hannah Arendt
- “Introduction” *Being Good* Simon Blackburn
- “Civil Disobedience” Henry David Thoreau
- “The Allegory of the Cave” Plato

“The point is there ain't no point.” – Cormac McCarthy

- **What's the Point? Or is there Really None? Existentialism, Absurdism, and Nihilism.**
Primary Works:

- *One Flew Over the Cuckoo's Nest* Ken Kesey
- *The Metamorphosis* Frank Kafka
- *Waiting for Godot* Samuel Beckett

Possible Supporting Works:

- *The Myth of Sisyphus* Albert Camus
- Selections from *Existentialism* Thomas E. Wartenberg

“If I had a world of my own, everything would be nonsense. Nothing would be what it is because everything would be what it isn't. And contrary-wise; what it is it wouldn't be, and what it wouldn't be, it would. You see?”

- *Alice in Wonderland* Lewis Carroll

- ***So... Where do you go from here? Your own philosophy.***

Primary Works:

- *Candide* Voltaire
- *Tuesdays with Morrie* Mitch Albom
- *The Tempest* William Shakespeare

Possible Movie Unit:

“I wish my life was a non-stop Hollywood movie show, a fantasy world of celluloid villains and heroes, Because celluloid heroes never feel any pain, and celluloid heroes never really die.” –The Kinks

- ***What Can We Learn from Film? Life Lessons through this Visual Medium and the message of adaptation***

Primary Works:

- *Good Morning Vietnam* dir. Barry Levison
- *Apocalypse Now* dir. Francis Ford Coppola
- *One Flew over the Cuckoo's Nest* dir. Milos Forman
- *movie of your choice*

Secondary Work:

- Selections from *A Short Guide to Writing about Film* Timothy J. Corrigan

I hope to get the opportunity to contact each parent within the first month of school by e-mail or by phone to discuss your child's progress. Feel free to contact me at the school with any questions or comments.

Thank you,

Mrs. Jessica Cawley

Please complete the information on this page. Then sign and return.

Student Section:

I, _____, have read this class syllabus and promise to adhere to it.

Student Comments:

Student's Signature _____

Guardian Section:

I, _____, the parent/guardian of _____ have read the class syllabus and understand all classroom policies. I will encourage my child to do the best he/she can this school year.

Parent/ Guardian Signature _____

Phone Number _____

E-Mail _____

Best Time to be reached _____

Comments: