

Literary Explorations II

Course Description

In this section of Literary Explorations II, you will discover many important texts in American literature, from the last decade of the 19th Century to the present day. Your explorations will span time and genre, from poetry and short stories to plays and novels. You will also continue to work on the skills of writing, research, and written and spoken argument that you began in your Literary Explorations I course.

Dr. Leah Kind

Office: A117B

Office hours: I am on campus and available every day. My class times are posted at my door, and you are free to drop in or make an appointment for a specific time.

Phone: (630) 907-5491

E-mail: lkind@imsa.edu (best and quickest way to get in touch with me.)

Meeting Days, Time, and Room:

ACD, Mod 6, A113

Text(s) / Materials:

There will be many texts provided for you via our course Moodle, which you are responsible for either printing out and annotating, or annotating using your tablet pc. There will also be texts which I will distribute in class as needed.

Essential Content/SSLs and Outcomes:

Students will understand conventions of poetry, drama, and fiction as genres and be able to explain their uses and effects [English A.1-3, B.2-4, E.1; SSL IV.A-D].

Students will evaluate the influence of historical context on form, style, and point of view [English A.4, A.7-8; SSL II.A].

Students will work collaboratively to come to an understanding of readings [English A.5-6, C. 1-2, E.2, E.5; SSL I.A-B].

Students will develop greater autonomy as readers and writers by generating and responding to their own substantive questions about authors and literary works [English B.1, D.1-3, E.3; SSL I.B].

Students will experience writing as an incremental and recursive process by drafting, critiquing, and revising creative and expository works [C.3-5; SSL I.A, II.A, III.A, IV.A-D].

Students will reflect upon literacy learning as a lifelong endeavor and set goals for themselves as literacy learners based on their strengths, needs, and aspirations [English E.3; SSL II.A, III.B, V.C].

Instructional Design and Approach:

Literature is, at its core, an articulation of the history of ideas. As such, it is both part and product of history, philosophy, art, psychology, science, and other fields. Our examination of literature will thus examine it through these various lenses, while also fostering an appreciation for its

aesthetic value and approach. We will explore literature through reading, writing, discussing, researching, and – sometimes – performing it. Activities and assignments will range from individual to small group to broad class discussion. With every reading, students should challenge themselves to consider three questions: do I like this, what does this mean, and how is it important today?

Course Work

There are several different categories of course work we will undertake in this course. The major elements will be Essays, Daily Class Work and Homework (includes various elements like reading quizzes!), Exams (Q1 and Q2), and Presentations/Projects. Keep all your work!! You will want your essays to use for your LE II Portfolio in the spring. There will be one exam each quarter, we'll talk more about those as they approach.

Essays	60%
Projects/Presentations	10%
Exams	15%
Participation	10%
Homework/Reading Quizzes	5%

English Department Grading Guide:

A = Exceeds course requirements (90-100%)

B = Meets course requirements (80-89%)

C = Credit awarded but needs improvement (70-79%)

D = Does not meet course requirements: no Academy credit awarded

It is the policy of the English Department not to round quarter or semester grades.

Student Expectations:

To succeed in this class, you must: arrive on time, have completed all reading assignments and be prepared to discuss or ask questions about the assigned materials (don't try to get by solely with online summaries), be active in small group and classroom discussion, and demonstrate originality, thorough research, and comprehensive thought on papers and assignments. Being a productive member of the classroom community also means showing civility and generosity to your fellow classmates and to myself.

Participation and Attendance

This class revolves around our large and small group discussions of course readings and our reactions and ideas. Discussion not only helps us better understand what we've read, but it's the best method for learning more about these texts and the rhetorical contexts they inhabit.

If you are unprepared, are disruptive or rude to the class or myself, or are unwilling to participate when called upon, you have not been an active member of our class community.

Attendance is required (which I'm sure you know by now!) Expect me to mark you tardy if you are not in class when we begin. Consistent tardies may negatively affect your course grade.

Revision

You may revise all of the major essays which receive a lower grade than an A-. (Sophomore Portfolio is not revisable) I highly suggest you meet with me to discuss your revision (and/or visit the Writing Center) but neither action is required. The revised paper must be turned in a week after your graded original is returned to you, so plan your time accordingly. Late papers are not eligible for revision.

Late Work

Learning to effectively balance your time and all your deadlines is part of being a committed member of the learning community. Unless I tell you otherwise, all your work is expected to be turned in via hard copy—i.e., not emailed. I am not responsible for printing off your work. Your assignments are due at the BEGINNING of class. If you know of an absence on the day work is due, make arrangements to get it to me at the start of class, or it will be considered late. Printer or computer problems are not an excuse for late work—expect these things may happen—so print your assignments off sooner than 20 minutes before class!

Late essays will lose a full letter grade per class day late; essays not turned in a week from the due date will be given a zero. Daily class work (including reading quizzes, response papers, homework, etc.) cannot be made up in the case of an absence.

If you miss a reading quiz due to an unexcused absence, you will receive a zero for it. If your absence was excused, the quiz does not count for/against your overall class grade—you will be exempt for it. Missed homework will be given a zero.

Academic Honesty Policy

Plagiarism or cheating of any kind—even “just one time”—will be punished. All work that you turn in to me must be your own. When in doubt, ask me and/or cite your source. The academic honesty standards for all IMSA students apply in this class. We will discuss plagiarism (and how to safely avoid it) in more detail during class, but plagiarism will result in an F for the assignment and disciplinary action. A second incident may result in failure of the class. All academic dishonesty will be reported to the administration and your parents/guardian(s). Most cases of plagiarism occur when a student either does not understand an assignment, or does not allot adequate time to complete it properly. Make sure you talk to me if you have concerns about an assignment, and always give yourself the necessary time to complete your work. Take pride in your OWN accomplishments!

Sequence of Events:

American Dream/Immigrant Dream (includes in-class writing)

Short Literature (several short pieces by authors such as Willa Cather, William Faulkner, Ernest Hemingway, and others)

Novel (*The Great Gatsby*)

American Play (tba)

Various works from the Harlem Renaissance movement

Novel (*Catcher in the Rye*)

Poetry (Poet Laureate Project)

Sophomore Portfolio

(schedule subject to change as necessary and most convenient for our class)