

Comprehensive Course Syllabus

Literary Explorations III

Course Description:

Students continue to develop their skills in reading, writing, discussion, and performance. Juniors will explore readings of aesthetic and cultural significance from early modern to late Victorian British literature, focusing in particular on their thematic and historical connections. Commonly taught works include William Shakespeare's *Othello*; selections from John Milton's *Paradise Lost*; Mary Shelley's *Frankenstein*; and the LE III summer reading selections Shakespeare's *The Tempest* and Margaret Atwood's *Hag-Seed*.

- Dr. Leah Kind
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- Dedicated office hours are from 2pm-4pm on normal C-days. I'm available when I'm in my office, and by appointment

Meeting Days, Time and Room(s)

ABD Mod 3 Room A116

ABD Mod 5 Room A119

Text(s) / Materials:

Shakespeare, *The Tempest*; Margaret Atwood *Hag-Seed*, John Milton, *Paradise Lost* (selections); *William Shakespeare, *Othello*; Mary Shelley, *Frankenstein*; Charles Dickens, *Hard Times*; selections from Romantic poetry, other works as distributed throughout the semester.

Other texts may be assigned during the semester. You will be supplied with additional materials as needed.

Essential Content:

- Students will understand conventions of poetry, drama, and fiction as genres and be able to explain their uses and effects [English A.1, B.4].
- Students will evaluate the influence of historical context on form, style, and point of view [English A.5].
- Students will work collaboratively to come to an understanding of readings [English E.1-2, E.4-5].

- Students will develop greater autonomy as readers and writers by generating and responding to their own substantive questions about authors and literary works [English A.3-7, B.1, C.1, D.1].
- Students will experience writing as an incremental and recursive process by drafting, critiquing, and revising expository works [English B.2-3, C.3-5, D.2, D.4, E.3].
- Students will use research to provide an historical perspective on readings and to relate readings to contemporary issues [English A.8-9, C.2, D.1-4].
- 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 C.1, D.1, E.3, E.5].

SSLs and Outcomes:

- I.A: Develop automaticity in skills, concepts, and processes that support and enable complex thought.
- I.B: Construct questions which further understanding, forge connections, and deepen meaning.
- II.B: Find and analyze ambiguities inherent within any set of textual, social, physical, or theoretical circumstances.
- III.A: Use appropriate technologies as extensions of the mind.
- III.B: Recognize, pursue, and explain substantive connections within and among areas of knowledge.
- III.C: Recreate the beautiful conceptions that give coherence to structures of thought.
- IV.A: Construct and support judgments based on evidence.
- IV.B: Write and speak with power, economy, and elegance.
- IV.D: Develop an aesthetic awareness and capability.
- V.B: Make reasoned decisions which reflect ethical standards, and act in accordance with those decisions.

Instructional Design and Approach:

In this course, we will further develop the critical thinking and critical reading skills introduced in the sophomore year. We will examine a variety of genres within foundational British literature, including poetry, drama, and fiction. Research-based student presentations will complement our readings and explore a range of historical topics related to the course. Because we are a community of learners, everyone's full participation in regular collaborative work is integral to the course.

Language is a central concept of the course, both as it is embodied in the texts we read and as we use it as a vehicle for response, analysis, and self-expression. We will practice various forms of writing, formal and informal, critical and creative. Students will produce a variety of creative works (e.g., sonnets, self-portraits, directorial visions for stage plays) using conventions and techniques modeled after our readings. Other writing assignments will focus on literary analysis and the creation of clear, unique thesis statements. At least one assigned essay will ask students to consider a text through the

lens of another discipline (e.g., philosophy, history, or science). Students will have opportunities to revise written work for a higher grade.

Student Expectations:

Course Work

There are several different categories of course work we will undertake in this course.

Essays-60%

Presentations/Projects-10%

Exams-10%

Participation-10%

Reading Quizzes/Homework-10%

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

Essays

In addition to the various writing that you will do in class, you will also be writing several out-of-class essays. If the essay includes outside research (sources not from our class-texts) you will need to include a properly formatted bibliography. You will receive specific prompts on each essay. During the semester, we will also be doing various timed essays that aim to emulate the timed writing situations you'll be facing on future standardized exams (such as the APs).

Exams

Exams will be based on work examined in class. There is an exam at the conclusion of Quarter 1, and one at the conclusion of the semester. You are expected to draw on your knowledge and analysis of the texts we've covered in class. Exams contain a variety of formats. More on the exams as they approach.

Presentation/Projects

Throughout the semester, there will be various presentations and projects, some of them may be group based. More details as they approach.

Revision

This course recognizes that writing is a process—and that the most effective writing is often the result of revision that reflects an ongoing, critical thought process. To that end, you will have the opportunity to revise your formal essays, with your final score being the average of the revised and original papers.

In order to be eligible to revise an essay: you must have the original with my comments, **and submit it and your revised essay a week after the original was returned.** (Your graded paper will include your revision submission date). No papers will be eligible for revision the week prior to the end of the quarter or the semester. **Late papers do not qualify for revision.**

For essays receiving a grade of C- or lower, I may **require** a revised draft be done. You will have a week from the deadline to meet with me to discuss your essay. Once we have met, you will have one week to revise the essay. Failure to complete a required revision will result in a failing grade on the essay.

Remember to use all the resources this school makes available to help you do the best job when you first begin writing: See me, visit The Writing Center @ IMSA to seek one-on-one or email-based tutoring sessions, and/or seek help from the hall peer tutors on weekends. Putting concentrated effort into your work will not only increase the likelihood of a better grade, but will usually increase the overall quality of the work as well.

Late Work

Learning to effectively balance your time and your deadlines is part of being a committed member of the learning community. Your assignments are due at the START of class. If you know of an absence on the day work is due, make arrangements to get it to me before the start of class, or it will be considered late. **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.**

Do not try to print off your paper 5 minutes before class. Printing issues do not change the late policy.

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—it will be entered in as “exempt”.

Participation and Attendance

Although I will lecture, this class revolves around our large and small group discussions of these 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, I do not consider you as a productive member of the class. Attendance is required. Expect me to mark you tardy if you are not in class when we begin. Refer to the student handbook for full attendance policy details.

Laptop Policy:

The default position for your laptop in this class is closed. This means, from the moment class starts, unless I ask you to use it, I don’t expect to see it open. We will use the laptops frequently for in-class work and research and even for online readings, but to the greatest extent possible, this will be a laptop-free class. Here’s why:

Researchers have repeatedly found that students who use laptops in class learn less than their “disconnected” peers (see Cornell’s 2003 study “The Laptop and the Lecture”). Studies at Princeton and the University of California have found students who take notes

on laptops performed worse on evaluations such as quizzes than those who took notes by hand “even when laptops are used solely to take notes, they may still be impairing learning because their use results in shallower processing” (“The Pen is Mightier than the Keyboard,” 2014).

But laptop use in class harms more than just the user – it also negatively impacts students seated nearby. Sana, Weston, et al (2013) found that: participants who multitasked on a laptop during a lecture scored lower on a test compared to those who did not multitask, and participants who were in direct view of a multitasking peer scored lower on a test compared to those who were not. The results demonstrate that multitasking on a laptop poses a significant distraction to both users and fellow students and can be detrimental to comprehension of lecture content.

Therefore, I require that you please keep your laptop closed during class unless you have been specifically asked to use it, and I would encourage you to keep it closed in other classes, as well. If you have a special need that requires accommodation in this area, please see me.

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, cite your source. The academic honesty standards for all IMSA students apply in this 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!

Grades are to be interpreted in the following manner:

A (90-100%) = Exceeds course requirements

B (80-89%) = Meets course requirements

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

D (<70%) = Does not meet course requirements; no Academy credit awarded

I = Incomplete

WF = Withdrawal from course with failing grade; no Academy credit awarded.

W = Withdrawal from course; no Academy credit awarded

Sequence of Topics and Activities:

Quarter 1:

- Various work with the summer reading text (*including a writing assessment*)
- Chaucer, selections from *Canterbury Tales*

- Sonnets or Cavalier and Metaphysical poets
 - Milton, selection from *Paradise Lost*
- Tempest/Hagseed Maker Project**
17th-century presentations and short research papers

Quarter 1 Exam

Quarter 2:

- Swift “A Modest Proposal”
- Romantic odes
- Romantic prose
 - Shelley, *Frankenstein*
- Charles Dickens, *Hard Times*

Quarter 2 Exam

Schedule and readings are subject to change.