

## Literary Explorations 2

Spring, 2020

**Instructor : Dr. Devon Madon**

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**Office:** A111A

**Hours:** My office hours may change due to other appointments. However, most weeks, I will be in my office during Mod 3 every day. I will also be available to meet during other mods by appointment (email me to confirm appointments). I want to be as accessible as possible. Don't hesitate to ask for help, run ideas by me, or just stop by. I can also meet on I days, middays and afterschool hours (with an appointment)

### **Course Description:**

Literary Explorations II is a continuation of Literary Explorations I. We will spend most of the course journeying through 20<sup>th</sup> century American short stories, novels, poems, and plays. In class, we will analyze works of historical and cultural significance. You will also be asked to share your ideas through formal, informal, and creative writing opportunities. This is a writing intensive course, so be prepared to for thoughtful planning, critical thinking, meticulous drafting, and editing. Our goal will be to not only understand literature, but also to actively engage it.

### **Meeting Days/Times:**

Mod 2 class: (usually 9:00-9:55)  
11:00-11:55)

Mod 4 class: (usually

“A,” “C” and “D” Day

“A,” “C” and “D” Day

## **Required Materials**

- Your computers will be used frequently, so be sure to bring it and your power supply. I will frequently upload content to our Moodle page (IMSA's open source web-based course). Make sure you always have a copy (physical or digital) of our current reading. We will also be doing a great deal of in class writing. Always bring a pen and paper.

## **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. In this course, we will make connections between literature and our own lives in order to pursue the challenge presented in IMSA's mission statement to become ethical scientists who "advance the human condition."

This course is also set up to develop your competence and confidence as writers, readers, speakers and listeners at an advanced level. Vocabulary, grammar and the mechanics of writing will be blended into writing instruction.

## **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].

### **Assessment Practices, Procedure, and Processes:**

ESSAYS: 60% of final grade

Your essays (two to three per quarter) will be evaluated with a letter grade. You must include a works cited page on EVERY essay, even if you have only cited the sources that we've used in class. Every assignment will have a specific due date and I will ask you to submit most essays on Moodle. *Late essays will be marked off one letter grade (10 percentage points) per day. Please make it a priority to hand in your work on time.*

PRESENTATIONS & PROJECTS: 20% of final grade.

Oral presentations will be performed in-class and may be done individually or in groups. There are one to two of these per quarter. I'll explain how each presentation or project will be assessed at the time it's assigned or shortly after.

QUIZZES/ HOMEWORK/ IN-CLASS WORK/ PARTICIPATION: 20% of final grade

Quizzes are always in-class. Some quizzes will be announced. Others will NOT be announced. Be sure to keep on top of the reading assignments and come to see me BEFORE class if you are unable to understand the meaning of a reading.

Our class will be highly discussion based and we will frequently complete in class assignments with different groups. You must contribute to both the small group and large group discussion. Occasionally, you will be asked to lead class discussion.

## **REVISIONS**

Excellent writing almost never emerges whole from the writer's mind on the first try. The strongest writers use an iterative process of planning, drafting, and revision. This class will scaffold assignments with a revision and feedback process--you'll receive extensive feedback on rough drafts, along with a sense of where your grade would be if the draft were graded. You'll use that feedback to produce a final draft which will receive less feedback and which will represent the grade that goes in the gradebook.

"Revision" is not the same as "editing." Merely correcting a few superficial convention or style errors will not improve your essays. Rather, you should expect to rethink, restructure, and rewrite during the revision process.

Remember to use all the resources this school makes available to help you do the best job you can when you first start writing: The Writing Center @ IMSA can provide one-on-one tutoring sessions, from brainstorming through proofreading; in addition to daytime hours in the Writing Center. Writing Center tutors will also be available in the IRC and one res hall during most evenings. Peer tutors will work with you on a one-to-one basis on a variety of activities and projects. These activities might include narrowing a topic, focusing a thesis, deciding on strategies, and revising.

I encourage you to seek and implement feedback on your drafts from a variety of readers— me, other teachers, classmates, tutors, parents, and peers. You must be the one to actually write your sentences, responses, and essays, though, so those readers should not implement changes directly in your documents. That is, it's great to have a parent or peer comment on errors in a Google Doc—but it's not OK to have them simply correct errors in a Google Doc. It's great to have a parent or tutor offer suggestions for how to improve your topic sentences—but it's not OK to have them write your topic

sentences for you. Seek feedback and guidance from readers, but take ownership of your own writing.

Your grade will be weighted by category, so your quarter and semester grades will be tabulated from scores in the following areas:

ESSAYS	60%
PRESENTATIONS & PROJECTS:	20%
QUIZZES/ HOMEWORK/ECT.	20%

Please Note: *It is the policy of this instructor, and the policy of the English department at IMSA, not to round quarter or term grades. Do not ask to have your grade rounded, as I cannot ethically comply with that request.*

## **Policies and Expectations**

### ***What I will require from you –***

- Consistent attendance.

Whether or not you are present in class, you are responsible for class activities, presentations, and assignments. You may need to get the class notes from one of your classmates, and I would recommend emailing me as soon as possible after the absence to find out exactly what you missed. Class begins promptly and if you are late you will be marked tardy. Please strive to make it to class on time daily!

- Participation

My expectation is that, at least **once per class**, you **voluntarily** respond to a question or comment from your teacher or another student. I want this class to be based on your questions and discussions about them.

- Plan and Revise Your Work

Meeting with me outside of class and discussing your writing—both the process you go through as you write and your final product—is a key ingredient to improving your writing skills and can boost your grade. You will be able to give me written input on your participation grade each quarter.

- Respectful behavior.

The success of this class relies upon both you, the student, and me, the teacher, treating everyone in the class and their ideas with courtesy and respect. You should challenge each other and me. Don't be afraid to argue points, but remember to do so in a way that reflects your own dignity and intelligence.

- Timeliness.

All assignments should be turned in on time. Late essays (final drafts) will be penalized with the paper losing a letter grade for EACH day it is late. There are no extra credit assignments in this class and there are no make-up assignments. Computer glitches are no excuse for late work, so be sure to save your work OFTEN (I would recommend every 5 to 10 minutes) and save it in several places.

- Academic Honesty

The academic honesty standards for all IMSA students apply in this class. Often, students and scholars accidentally take ideas from other sources without citing them. Do not be an accidental plagiarizer. **When in doubt, cite your source.** We will discuss plagiarism in more detail during class.

· Laptops.

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 may use the laptops 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.

***What you should expect from me –***

· Help and Guidance. I want you to succeed in my class, and am willing to work with you both in and out of class to make that happen. If you are confused by an assignment or are struggling with something we are doing in class, stop by my office or email me. I am more than willing to help you with things you don't understand, but be sure to ask me for assistance **in advance**. Showing up to class with an incomplete assignment "because you didn't understand" is not a valid excuse for missing work. Plan ahead so if you need help, you have time to get it!

· Flexibility and respect. Just as I expect you to treat each other with interest, compassion, and civility, I strive to do the same for you. If, at any moment, you feel that I have failed to meet this goal, please let me know!

· High standards. Grades in my class are not "given," they are **earned**. At IMSA a "B" means that you have met expectations for a class. A "C" grade means that you did not meet expectations, and an "A" grade means you exceeded expectations. I am happy to spend time with you helping you improve your performance and meet the standards you set for yourself.

### **Units (subject to change)**

Unit 1: Poetry (focus on Harlem Renaissance) **Research Presentation Assessment**

Unit 2: Collected short stories: "Sweat", Hurston; "Flying Home", Ellison

Unit 3: Drama: *Raisin in the Sun*, Hansberry **Paper 1, Monologue Assignment**

Unit 4: Essays: Baldwin, "Letter to my Nephew", Coates "Letter to my Son"

Unit 5: Works in Translation, Angel Island Poetry Unit **Paper 2, Synthesis Paper**

Unit 6: Novel: *Namesake*, Jhumpa Lahiri

Unit 7: Graphic Novel: *American Born Chinese*, Gene Luen Yang **Paper 3, Scholarly Essay**

Unit 8: Student Lead Lessons **Lesson Plan and Analysis**

### **Sophomore Portfolio**