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| **English 118E: Introduction to the Literary Experience (4 Credits)** | **Instructor:** Stephanie Morrison |
| **School Year:** 2015-2016 | **Website:** SJMorrison.weebly.com |
|  | **Email:** Stephanie.Morrison@ppsd.org |

**Course Description**:

This course provides students with a rich experience of literature from a variety of periods and genres, exploring the questions of what literature is and how texts make meaning.

**Required Text**: *Perrine’s Literature Structure, Sound and Sense, 10th Edition*. Thomas R. Arp and Greg Johnson. Wadsworth Cengage Learning.2009. (Also, various novels and plays as indicated in units below)

**Course Requirements:** This course is rigorous and intellectually demanding, requiring consistent effort and putting emphasis upon developing independence of thought and critical thinking. Active participation in classroom discussion is necessary and allows students to develop and test their ideas. There will be a wide variety of discussion formats, ranging from Socratic Seminars and small groups to large, whole class discussions. Frequent written assignments, short and long-term, formal and informal, will be essential components of the course. Students will practice writing to understand, explain, interpret and evaluate in a variety of exploratory, analytical and argumentative essays. Students are required to complete all written assignments in electronic format and use the Turnitin.com website.

**Grading Policy**:

End of Unit Projects and Essays 40%

Quizzes and Short Writings 20%

Collaboration and Discussion 20%

Homework and Class work 20%

*Late assignments will be penalized 5 points for each day late.*

There will be a Mid-term Exam in January (middle to end of Unit 4). The Final Exam is the Anthology presentation in May.

# UNIT I: (one to two weeks)

### Topic: Introduction to Literary Analysis

### Essential Questions: Why do we look into literature so deeply? How does Literature reveal universal themes and ideas?

### Using their guide to literary criticism, students will examine universal literary concepts such as: the quest, biblical allusions and Christ imagery, the potential meaning of the seasons and weather, eating and communion, mythological allusion, symbols and irony.

### Texts: In addition to *How to Read Literature Like a Professor* by Thomas C. Foster

### Students will choose from the following list:

* *Interpreter of Maladies* by Jhumpa Lahiri
* *The Snows of Kilimanjaro* by Ernest Hemingway
* *Song of Solomon* by Toni Morrison
* *Going After Cacciato* by Tim O’Brien
* *The Road* by Cormac McCarthy
* *The Tortilla Curtain* by T. Coraghessan Boyle

### Assessment:

* Critical Analysis Essay

# UNIT II: (two weeks)

### Topic: Introduction to College Level Writing

### Essential Question: What makes writing good or bad? What do writers do?

### In this unit, students will learn about the essentials for college level writing- reflective/narrative, analytical and informational. Students will practice peer-editing and revising, as well as review basic citation and formatting. Students will also have a crash course in grammar and conventions.

### Assessment:

* Reflective Essay
* Analytical Essay
* Informative Essay

# UNIT III: (Eight weeks)

### Topic: The Short Story

### Essential Questions: How is identity shaped by relationships and experiences? How do our choices affect others and ourselves?

### Texts: In addition to *How to Read Literature Like a Professor* by Thomas C. Foster, students will read the following short stories from *Perrine’s:*

* “The Most Dangerous Game” by Richard Connell
* “The Destructors” by Graham Greene
* “The Interpreter of Maladies” by Jhumpa Lahiri
* “Everyday Use” by Alice Walker
* “Miss Brill” by Katherine Mansfield
* “Welding with Children” by Time Gautreaux
* “A Worn Path” by Eudora Welty
* “Once Upon a Time” by Nadine Gordimer
* “The Lottery” by Shirley Jackson
* “Hills Like White Elephants” by Ernest Hemingway
* “The Rocking-Horse Winner” by D.H. Lawrence
* “Young Goodman Brown” by Nathaniel Hawthorne
* “The Drunkard” by Frank O’Connor
* Plus, at least 2 more stories chosen by students for literary criticism

### Assessment:

* Character analysis essay
* Setting analysis essay
* Review of literary criticism presentation
* Short Story Teaching Presentation

# UNIT IV: (Eight to Nine Weeks)

### Topic: The Novel

### Essential Question: Why do we treat people who are different, differently?

### Texts:

* *The Bluest Eye*, by Toni Morrison
* *Wuthering Heights*, by Emily Dickinson
* *Ceremony*, by Leslie Marmon Silko
* *The Brief Wondrous Life of Oscar Wao,* by Junot Diaz

### Students will also read two other novels (independently) chosen from the following:

* *All the Pretty Horses,* by Cormac McCarthy
* *Chronicle of a Death Foretold,* by Gabriel Garcia Marquez
* *Invisible Man,* by Ralph Ellison
* *The Scarlet Letter,* by Nathaniel Hawthorne
* *The Color Purple,* by Alice Walker
* *Frankenstein,* by Mary Shelley
* *Their Eyes Were Watching God,* by Zora Neale Hurston
* *Jane Eyre,* by Charlotte Bronte
* *Great Expectations,* by Charles Dickens

### Assessment:

* Author Presentation
* Analysis of author’s style essay
* Analysis of theme essay
* Novel Study

# UNIT V: (Nine to ten weeks)

### Topic: Poetry

### Essential Questions: What is Love, Death, and the Natural World?

### Texts: Students will read many poems from the poetry section of *Perrine’s Literature: Structure, Sound and Sense*, ninth edition.

### The following poets will be studied in depth:

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| * Alfred, Lord Tennyson | * William Shakespeare | * John Keats |
| * Emily Dickinson | * John Donne | * Dylan Thomas |
| * Sylvia Plath | * William Blake | * Claude McKay |
| * Langston Hughes | * Robert Frost | * Robert Browning |
| * Elizabeth Bishop | * Sharon Olds | * William Butler Yates |
| * William Carlos Williams | * Seamus Heaney | * T.S. Eliot |
| * Wallace Stevens | * Maya Angelou | * e.e. cummings |
| * Billy Collins | * Walt Whitman | * Marge Piercy |

### Assessment:

* Poem explication essay
* Argument essay
* Sonnet Memorization
* Poetry Presentation

# UNIT VI: (Six weeks)

### Topic: Drama

### Essential Question: Who am I? What is my place in the world?

### Texts:

* *Death of a Salesman* by Arthur Miller
* *A Doll’s House* by Henrik Ibsen
* *Hamlet* by William Shakespeare

### Assessment:

* Dramatic Monologue Performance
* Objective Test on each play

# UNIT VI: (Two weeks)

### Topic: Literary Anthology

### Essential Questions: TBD by student

### Assignment: This is a culminating project that documents a student’s literary influences, inclinations, creations, and interests. The student will use technology, if appropriate, to document and create the work. The student will present this project to the class.