



HONORS ENGLISH 11/12 SYLLABUS

Location: Sangren 4520

Time: Wednesdays, 1:20-3:50pm

Instructor: Dr. Monty Ernst

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Course Description

English 11/12 focuses on the continued development of advanced compositional skills in expository, argumentative, and creative writing. The goals of the class are to foster critical thinking and increasingly sophisticated reading skills, literary and rhetorical analysis, and to promote greater artistic self-awareness. Cooperative learning ventures including workshops, peer review, collaborative writing, presentations, public speaking, and extensive discussion comprise the heart of classroom activities. Over the year, students will compose formal critical essays, creative writing, a research paper, and other projects and/or presentations. The readings include fiction, poetry, drama and nonfiction, and represent many different styles, time periods, and traditions. Readings include works by William Shakespeare, Oscar Wilde, Sophocles, Mary Shelley, James Joyce, Franz Kafka, Emily Dickinson, Raymond Carver, Alice Munro, Tillie Olsen, John Beecher, Jimmy Santiago Baca, William Faulkner, Alice Walker, Karen Russell, Jewelle Gomez, Muriel Rukeyser, Ruth Eisenberg, William Wordsworth, Samuel Taylor Coleridge, John Keats, Percy Bysshe Shelley, Nathaniel Hawthorne, Edgar Allan Poe, Henry David Thoreau, Walt Whitman, T.S. Eliot, Tim O'Brien, and many more.

Required Texts and Materials

- *The Norton Introduction to Literature* (ATYP will provide)
- Mary Shelley, *Frankenstein* (1818 text, second semester)
- Art Spiegelman, *Maus Vol. I* (second semester)
- Dedicated ATYP notebook
- 3-ring binder for your portfolio!
- Folder for other handouts, printouts, and readings

Course Objectives

- To critically analyze ideas and techniques used in a variety of written works
- To write critically, competently, and confidently about life and literature
- To develop an effective writing process that can be used across disciplines and genres
- To evaluate written work for effectiveness, clarity and flow, appropriate academic conventions, and cohesive, creative inquiry
- To develop revision skills alongside a robust writing and rewriting process
- To develop a strong scholarly eye, sense of academic inquiry, and ability to contribute vigorously and intentionally to class discussions
- To function as a productive, helpful, and engaged member of a writing community
- To identify, appreciate, and practice wielding the power of the written word

Tentative Schedule		
Unit 1		
Week 1	September 8	Summer Homework and Paradigms
Week 2	September 15	
Week 3	September 22	
Week 4	September 29	
Unit 2		
Week 7	October 6	Critical Lenses
Week 8	October 13	
Week 9	October 20	
Week 10	October 27	
Unit 3		
Week 11	November 3	Comedy and Tragedy
Week 12	November 10	
Week 13	November 17	
Week 14	December 1	
Unit 4		
Week 13	December 8	<i>Hamlet</i>
Week 14	December 15	
Week 15	January 5	
Week 16	January 12	
Week 17	January 19	
Unit 5		
Week 18	January 26	Conspiracy Theories
Week 19	February 2	
Week 20	February 9	
Week 21	February 16	
Unit 6		
Week 22	February 23	Romanticism to Modernism
Week 23	March 2	
Week 24	March 9	
Week 25	March 16	
Week 26	March 23	
Unit 7		
Week 27	April 13	<i>Frankenstein and Gothic</i>
Week 28	April 20	
Week 29	April 27	
Week 30	May 4	
Unit 8		
Week 31	May 11	<i>Maus</i>
Week 32	May 18	
Week 33	May 25	
Week 34	June 1	

Policies and Requirements

I refer you to the standard Rules and Responsibilities memo that was mailed to you. Please review “Avoiding Digital Distractions” and “Organizing for ATYP English.”

Homework is due at the beginning of class. Use proper header format: **Name, Week Number, Assignment in upper left/right corner, interesting title centered below.** **Late work is not acceptable!** I will contact you and copy your parents (nooooo!) when you miss work. I reserve the right to cap chronically late work at a check (i.e., chronically late work may not be eligible for a check-plus). I am more likely to be amenable to extensions or late work if you let me know beforehand that you may be unable turn work in on time.

Turn in work via eLearning: Please upload your papers to the proper Dropbox folder in eLearning each week by 10 p.m. the night before class. I will check this; it is an excellent habit and will help you avoid BIG CRISIS MOMENTS. Throughout the week, make sure also to keep up with your notebook assignments. This will ensure that you stay on top of the homework, develop good time management skills, and avoid procrastination-based anxiety. **To be clear, except for Notebook Rocket Fuel assignments, you still need to bring physical copies to class each week to hand in to me.**

Engagement and Professionalism: This is your willingness to participate in class activities, keep notes, help others, arrive on time, stow electronics, compose professional correspondence, and contribute to the positive community of the class.

Electronics Policy: Cell phones and laptops are, for better or worse, part of our modern lives. You are allowed to use your laptop in class **for taking notes, pulling up readings, researching discussion questions, and looking up author info**, but I want the cell phones stowed away while class is in session. This same rule applies to me too.

Student Expectations

- Thoughtful, thorough, and timely completion of all assignments
- Close, careful reading of all the material
- Energetic participation and respectful attentiveness during class
- Conduct in keeping with university surroundings
- Articulation of ideas, beliefs, and opinions AND respect for those of others
- Communication! If something is affecting your class performance, please let me know and we can work on it together.

Course Expectations

The expectations are greater, and so are the rewards. I will not assign busywork—classes and assignments are carefully planned and consistent with the course objectives. I will provide written comments on your essays and require revisions. **You can expect roughly 6-8 hours of homework each week;** most will be closer to six, though. You must manage your time wisely when it comes to completing ATYP assignments. It is easy to tell which assignments have been completed at the last minute. Falling behind and then catching up is both very difficult and stressful. It is my hope that you find the homework challenging, instructive, engaging, and fun.

Assignments

Weekly Writings: Generally, a 2-4 page piece of analytical writing that requires formal essay structure and textual evidence. These will be graded on the check system explained below. These assignments will be typed, **1.5 spaced**, 12 pt Times New Roman font with 1” margins, and reflect roughly 2-3 hours of work.

Journals: Some will be more directed and others freeform or creative. Each should reflect at least 45-60 minutes of work, at least 1 page in length, **single-spaced**, usual format, etc. Label each and keep ‘em organized. Journals are for experimenting and thinking out loud; I encourage you to take risks and try out ideas in these ones.

Essays: At the conclusion of **Units 1, 2, 5 and 7**, you will hand in a formal essay related to the topic. The essays will be longer (~4-6 pages) and more polished than the weekly writings. You will peer edit/workshop these essays and revise them. These essays will receive a letter grade and written comments. Essays must be typed, **double-spaced**, 12 pt TNR, 1” margins. Depending on the nature of the essay, plan on 4-6 hours of work.

Vocabulary: Some weeks, there will be some kind of integrated vocabulary assignment, asking you to copy down definitions, find examples in texts, and actively use vocab (both literary terms and analytical language) in your written work. Note that these are always mandatory and **that missing this step can result in an automatic √-**.

Notebooks: You will have a dedicated notebook for this ATYP class (if this is a hardship for you, please let me know privately) that you will a) **bring to class every day**, b) **use exclusively FOR this class** (no Spanish or social studies notes in there!), and c) **be graded on regularly throughout the year**. See handout for further details!

Portfolio: All assignments, drafts, and revisions will eventually be collected and turned in as a portfolio. I will collect portfolios each semester and at key points along the way.

Grading/Written Comments: You can expect me to comment on nearly all of your written work. This will include praise as well as critique; I want to give you a clear idea of what and how you should revise. **All work that does not receive a √+ on the first go-round must be revised for the portfolio checks & finals.**

General Grading Scale:

√- = You missed the mark. Potential issues include not answering the prompt or accepting its premise; no/not enough text examples; obvious lack of effort; length.

√ = Solid work. You nailed the analysis but had a mediocre execution, or had fabulous writing and weak analysis, or did pretty good on both. You’re on the right track.

√+ = Great work! You had a strong concept, pursued it with examples, and executed it well. Maybe a weak spot or two, nothing distracting. Tell your parents to buy you ice cream.

Grade Calculation: Essays (30%), Weekly writings and journals (35%), Portfolios (15%), Notebook, Engagement, and Professionalism (20%).

This all probably sounds like a lot of work. It is! But I can promise you too that we are going to have fun and ridiculousness in here too as we work hard and dig into some pretty heavy literature. There is so much to explore, uncover, analyze, criticize, poke holes, and be inspired by in the world of literature, and my hope this year is that you realize just how much literature has to offer. Ask questions, try out some strange ideas, take risks, and push yourself. I think we’re gonna have a great time. Let’s do this.