



ATYP HONORS ENGLISH 11 & 12 SYLLABUS

Location: 4520 Sangren Hall
Time: Tuesdays 1:20-3:50pm
Instructor: Laura Citino
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“A classic is a book that has never finished saying what it has to say.”
- Italo Calvino



Course Description

ATYP Honors English 11/12 (Year 2) continues the development of the advanced compositional skills learned in English 9/10. Specifically, we focus on mastering skills in literary analysis, critical thinking, cultural awareness, and sophisticated reading. Students will be introduced to critical literary lenses that they will explore through a variety of diverse texts both contemporary and canonical, including 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 others. Class time consists largely of cooperative learning ventures including extensive discussion, workshops, presentations, collaborative writing, and peer review, as well as instructor lectures and guest speakers. Writing assignments, primarily analytical in nature, include formal essays, research papers, creative writing, and presentations. In other words, we read a lot, write a lot, and talk a lot about what we've read and written!

Required Texts and Materials:

- *The Norton Introduction to Literature* (ATYP will provide)
- Mary Shelley, *Frankenstein* 1818 text (second semester)
 - ISBN: 978-0143131847
- Art Spiegelman, *Maus Vol. I* (second semester; Vol. II not required, but recommended)
 - ISBN: 978-0394747231
- Dedicated ATYP notebook
- Folder for organizing handouts, printouts, and readings
- 3-ring binder for portfolio
- Access to a printer (we'll chat about this in class)

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

Units	Themes	# of Weeks
Unit 1:	Summer Reading/Paradigm Shifts	4 weeks
Unit 2:	Critical Lenses	4 weeks
Unit 3:	Comedy and Tragedy	4 weeks
Unit 4:	<i>Hamlet</i>	5 weeks
Unit 5:	Research Paper/Conspiracy Theories	4 weeks
Unit 6:	Romanticism to Modernism	5 weeks
Unit 7:	<i>Frankenstein</i>	4 weeks
Unit 8:	<i>Maus</i> /Visual Media	4 weeks

Policies and Requirements

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

Homework: Due twice!

- **First**, via the Dropbox on eLearning by 10:00pm Monday, the night before class meets, unless otherwise specified.
- **Second**, you will also turn in printed copies of all homework at the beginning of each class period (again, unless otherwise specified). Graded work will then be returned you to within reasonable timeframes. This includes all work EXCEPT Notebook Rocket Fuel.
- **Bonus Third Point**, a reminder to keep all your graded homework organized. Putting it right into your binder once you get it back is a great way to ensure portfolio time is smooth sailing. More specifics on homework below.

Digital Organization: You should use Google Drive or another file folder organization system of your choosing. Create folders for each week of class, organize by semester, and keep your files properly labeled. You have access to Google apps through WMU: wmich.edu/google.

Late/missing work: Should be avoided at all costs! I will contact you and copy your adults (noooooo) when you miss a due date. I reserve the right to cap chronically/egregiously late work at a check (i.e., chronically late work may not be eligible for a check-plus) or not accept it at all. I am more likely to be amenable to extensions if you let me know beforehand about potential conflicts.

Missing all/part of class, arriving late, or leaving early: Requires an email from an adult in your life OR an email from you with an adult copied in it explaining the absence. Repeated absences will require further discussion between me, you, and your adults.

Electronics Policy: Cell phones and laptops are, for better or worse, part of our modern lives, and after this year we might be even more attached to them than usual. So, let's aim for brief and utilitarian use of technology while in class. **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 assigned material
- Energetic participation and respectful attentiveness during class
- Conduct in keeping with university environment
- Professionalism and engagement, i.e. willingness to participate in class activities, keep notes, help others, arrive on time, be professional in correspondence, and contribute to the positive community of the class.
- Frequent and consistent checking of and participation in communication with me and the class: email, eLearning, Teams when appropriate, etc.
- Articulation of ideas, beliefs, and opinions AND demonstrated respect for those of other writers/thinkers we encounter, as well as your fellow classmates (and me!)
- **Overall, your success in this class is your primary responsibility, with me providing collaborative support.** Communicate difficulties with your coursework (or of any sort) with me ahead of time, or in as timely a manner as possible.

Course Expectations

ATYP is basically the best thing. 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.** 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

There will be a lot of them, of many different kinds! All homework will be labeled with Name, Week Number, and Assignment, single-spaced, with a clever and interesting title centered one space above paper body. All file names for Dropbox will follow this format: Student Name - Week # and Assignment Type - REV (if applicable).

Weekly Writings: A 2-4 page piece of analytical writing requiring formal essay structure and textual evidence. Typed, **1.5 spaced**, 12 pt Times New Roman font, 1" margins. Graded on the check system (below). **Expect ~2-3 hours of work.**

Journals: A minimum one page response; some will be more directed and others freeform or creative. Typed, **single-spaced**, 12 pt Times New Roman font, 1" margins. Journals are for experimenting and thinking out loud; I encourage you to take risks and try out ideas. To that end, they do NOT require a formal essay structure (intro, conclusion, etc.) of weekly writings, though literary responses still require quotes and textual evidence. Graded on the check system. **Expect ~45-60 minutes of work.**

Unit Essays and Projects: For Units 1, 2, 5, and 7, you will complete a ~4-6 page formal essay. Prewriting and/or drafting will be assigned; you will also peer edit AND revise them. Typed, **double-spaced**, 12 pt Times New Roman, 1" margins. The remaining unit projects will be creative in nature. All are graded on letter grade system. **Expect 4-6 hours of work.**

Vocabulary and Grammar: Some weeks will include an integrated vocabulary assignment and/or grammar challenge. You might copy down definitions, find examples in texts, and/or actively use certain grammar tools in your written work. These are mandatory! **Skipping these challenges can result in an automatic √- on the assignment.**

Notebooks: A dedicated ATYP notebook will be a) brought TO and actively used IN class every week, b) used extensively OUTSIDE of class for reading notes, prewriting, etc., and c) used exclusively FOR this class. Additional prompts AKA Notebook Rocket Fuel will get you thinking outside the box. Notebook work is neither optional nor an afterthought; see separate rubric for more details. Graded on check system at midterms and finals.

Engagement and Professionalism: See above Student Expectations and separate rubric for more details. Graded on check system, twice a semester (midterm and final).

Revision and Portfolio: All assignments that do not receive an initial √+/A will be revised unless otherwise specified. I recommend that you build revision into your regular homework routine, and it will also be dictated into some weeks' homework. You will turn in revisions, labeled as such with changes highlighted, to both the same Dropbox folder as the initial assignment and physically printed to me. Note that "revisions" almost always mean "rewriting," not just "editing." **I expect that by Year 2 you are able to accomplish the kind of substantial revision that both deserves a grade bump AND demonstrates progress in your writing and thinking abilities.** If not, we'll get you there!

Course Evaluation

My grading philosophy is that I expect each and every one of you to excel in this course. An “A” is assumed from the get-go and you’ll prove all year that it’s the grade you deserve. That special ATYP amalgamation of hard work and dedication, revisions and perseverance, engagement and creativity matter a lot more than individual points on individual assignments. Focus on the work, and the grade will come!

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 your work. Kind requests for deciphering my proud lefty handwriting accepted, as well as other clarifications within reason.

Grading Scale for Weekly Homework:

√− = 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. Be very proud of yourself!

Each semester, you will receive a letter grade based on the following calculation:

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

Obligatory Pep Talk & Final Thoughts

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 in, and be inspired by in the world of literature, and my hope this year is that you realize just how much it has to offer. Ask questions, try out some strange ideas, take risks, and push yourself. I think we’re going to have a great time. Let’s do this.



“Every year I manage to live on this earth I collect more questions than answers.”
– Fatimah Asghar, *If They Come for Us*

