



HONORS ENGLISH 11/12 SYLLABUS

Location: Sangren 4530
Instructor: Dr. Monty Ernst

Time: Wednesdays or Thursdays, 1:20-3:50pm
Contact: monty.ernst@wmich.edu

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 Ray Bradbury, Eve L. Ewing, Kao Kalia Yang, Mary Oliver, Percy Bysshe Shelley, W.H. Auden, Tim O'Brien, Jimmy Santiago Baca, Judith Ortiz Cofer, Phillis Wheatley, Karen Russell, John Beecher, Franz Kafka, Robert Louis Stevenson, Edgar Allen Poe, Marge Piercy, Emily Dickinson, Amy Lowell, H.D., Victoria Redel, Alice Munro, Kitty Tsui, D.A. Powell, Arthur Miller, William Wordsworth, Ralph Waldo Emerson, Walt Whitman, Maya Angelou, William Shakespeare, Edith Wharton, Anton Chekhov, Kazuo Ishiguro, Yann Martel, Lucy Tan, Lisa Tuttle, Lawrence Ferlinghetti, William E. Stafford, Juliana Spahr, and Jo Harjo.

Required Texts and Materials

- *The Norton Introduction to Literature* (ATYP will provide)
- Robert Louis Stevenson, *The Strange Case of Dr. Jekyll and Mr. Hyde* (Norton, 2nd edition)
- Arthur Miller, *The Crucible*
- Edith Wharton, *The House of Mirth* (Norton, 2nd edition)
- Kazuo Ishiguro, *Never Let Me Go*
- 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

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 if you miss work consistently. 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 assignments 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. Work that is not uploaded the night before will automatically be downgraded one level (e.g., from a check-plus to a check). 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.** Yes, I agree that this is environmentally wasteful and seems totally old school (as are my two spaces after each period—ha), but this is the best way for me to give you constructive feedback.

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 5-7 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

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**, 12 pt Times New Roman (TNR), 1" margins. 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: The essays will be longer (~4-6 pages) and more polished than the weekly journals. 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%), 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.

Tentative Schedule		
Unit 1		
Week 1	September 6 (W), September 7 (Th)	Summer Homework and Critical Lenses
Week 2	September 13 (W), September 14 (Th)	
Week 3	September 20 (W), September 21 (Th)	
Week 4	September 27 (W), September 28 (Th)	
Week 5	October 4 (W), October 5 (Th)	
Unit 2		
Week 6	October 11 (W), October 12 (Th)	Transformations and More Lenses
Week 7	October 18 (W), October 19 (Th)	
Week 8	October 25 (W), October 26 (Th)	
Week 9	November 1 (W), November 2 (Th)	
Week 10	November 8 (W), November 9 (Th)	
Unit 3		
Week 11	November 15 (W), November 16 (Th)	<i>The Crucible and “Conspiracies”</i>
THANKSGIVING BREAK		
Week 12	November 29 (W), November 30 (Th)	
Week 13	December 6 (W), December 7 (Th)	
Week 14	December 13 (W), December 14 (Th)	
Week 15	December 20 (W), December 21 (Th)	
CHRISTMAS BREAK		
Week 16	January 10 (W), January 11 (Th)	
Week 17	January 17 (W), January 18 (Th)	
Unit 4		
Week 18	January 24 (W), January 25 (Th)	<i>Hamlet and Delays</i>
Week 19	January 31 (W), February 1 (Th)	
Week 20	February 7 (W), February 8 (Th)	
Week 21	February 14 (W), February 15 (Th)	
Week 22	February 21 (W), February 22 (Th)	
Unit 5		
Week 23	February 28 (W), February 29 (Th)	<i>The House of Mirth and Conspicuous Consumption</i>
Week 24	March 6 (W), March 7 (Th)	
Week 25	March 13 (W), March 14 (Th)	
Week 26	March 20 (W), March 21 (Th)	
SPRING BREAK		
Week 27	April 10 (W), April 11 (Th)	
Week 28	April 17 (W), April 18 (Th)	
Unit 6		
Week 29	April 24 (W), April 25 (Th)	<i>Never Let Me Go And Dystopias</i>
Week 30	May 1 (W), May 2 (Th)	
Week 31	May 8 (W), May 9 (Th)	
Week 32	May 15 (W), May 16 (Th)	
Week 33	May 22 (W), May 23 (Th)	
Week 34	May 29 (W), May 30 (Th)	