

ENG 104: Introduction to Literature

Mrs. Julie Rohrer

Room F103

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Availability: By appointment hours 2 and 8; Trucker Time

This UW-GB College Credit in High School class explores the content, structure, and techniques of literary genres, the terminology of literature, and the elements of literary interpretation. As a college course, it strives to exercise students' reading and analytical skills far beyond the basics so that they become more mature, purposeful, independent, and insightful readers.

This class will rely heavily on discussion; this means students must prepare to contribute by thinking, questioning, analyzing, and really putting effort into the *study* of literature as they read.

This dual-credit course offering ½ high school credit and 3 transcribed college credits stresses self-motivation, critical thinking, peer interaction, and willingness to dig deeply.

COURSE OBJECTIVES

By the end of the semester, students will:

1. Experience a wide range of styles and themes in literature that reflect a range of perspectives
2. Develop academic writing skills to prepare for the rigors of university course work
3. Formulate sound critical judgments supported by quality evidence and sophisticated reasoning
4. Develop proficiency in the terminology and discourse of literature
6. Consider the role the humanities play in the quest for truth, the confrontation of social issues, and the understanding of the human condition
7. Work cooperatively in small and large groups

TEXT

Meyer, Michael. *The Compact Bedford Introduction to Literature*. 11th edition.

Other texts will be made available through the CHS IMC.

GRADING

Formative Assignments (discussion questions, in-class writing, quizzes, reading responses, etc). 20%

Active Discussion Skills: 10%

Essay One (close reading fiction): 10%

Essay Two (poetry explication): 15%

Essay Three (Collaborative Essay - Drama): 15%

Essay Four (Author study): 15%

Open Book Novel Exam: 15%

UW-GB GRADING SCALE

A	92%+	BC	79-81%	D	59-68%
AB	89-91%	C	72-78%	F	Below 59%
B	82-88%	CD	69-71%		

GUIDELINES FOR CLASS

Writing Assignments: Unless indicated, all assignments should be typed, proofread, printed and ready to be turned in at the beginning of class. Be sure to use MLA format.

All students will turn in an assignment on the due date, complete or not. If you have not started, you will turn in a blank document with your name on it.

When the assignment is completed after the due date, it will be scored as follows:

1 day late = - 5 points from earned score

Each successive day late is an additional 10-point deduction (Saturdays and Sundays count towards the days late since all assignments are turned in electronically.)

An assignment over 10 days late will receive 0 points; however, all major assignments must be completed and submitted in order to potentially earn a passing grade in the class.

Because the goal of completing writing assignments is to improve, students will have the opportunity to revise for a higher grade if all of the following are in place:

- All steps leading to the final product were completed on time
- Student met with prior to the due date (meeting cannot take place on the same day the assignment is due)
- A complete assignment was submitted on time

Attendance: Regular attendance is expected. If you do happen to miss class, it is your responsibility to contact me or another classmate to find out what material was covered in class; assignments due that day must be turned in whether you are physically in the class or not.

(Typically, in an on-campus class, 5 or more missed classes results in a failing grade.)

Participation: Come to class prepared to participate in discussion, group work, writing exercises and peer review. You will receive a daily participation grade. (See attached rubric)

Decorum and Inclusivity: You are expected to be respectful and courteous to all members of this class at all times. This means refraining from any behavior that might infringe on someone else's learning experience. Coming to class late, leaving early, holding side conversations, leaving your cell phone on, texting, refusal to sit or work with a classmate, dominating discussion are all examples of disrespectful behavior that should be avoided.

Each member of the class, including the instructor, is expected to treat one another with tolerance for ideas discussed from a variety of perspectives. Discrimination against anyone based on religion, disability, ethnic origin, race, gender, or sexual orientation will not be tolerated.

Reading: It is essential that you stay up to date with the readings. Expect quizzes. Bring the material we'll be discussing to class. As you read, write in the margins or take reading notes to help you stay focused and to help you remember what you've read. Some of the longer reading assignments might be a challenge, so you may prefer to break it into segments, but this requires some planning ahead.

Quizzes: Quizzes can come in a variety of forms: annotation quizzes (take pictures of annotations that demonstrate active, insightful reading), quote quizzes that ask you write about a given passage, reading quizzes that test your knowledge of significant details, and "Monte Carlo" quizzes. Monte Carlo quizzes involve rolling the dice to determine the type of response required. Depending on the roll, you will be asked to address any of the following:

1. Knowledge, 2. Comparison, 3. Application, 4. Critique, 5. Emotional Response, 6. Student Choice.

*For more detailed explanation of the Monte Carlo quiz, see attachment at the end the syllabus

Late Work: Unless otherwise stated, assignments are due by the beginning of class on the due date. If there are extenuating circumstances, extensions may be granted. **All students will turn in an assignment on the due date, complete or not. If you have not started, you will turn in a blank document with your name on it.**

When an assignment is completed after the due date, it will be scored as follows:

1 day late = - 5 points from earned score

Each successive day late is an additional 10-point deduction (Saturdays and Sundays count towards the days late since all assignments are turned in electronically.)

An assignment over 10 days late will receive 0 points; however, all major assignments must be completed in order to potentially earn a passing grade in the class.

Academic Integrity/Plagiarism: Plagiarism is accidental or intentional use of someone else's work as your own. The term also applies when work submitted for a grade in one class is also submitted to a different class—even if that work is your own. Be hyper-diligent about sources and documentation. This is a serious offense and comes with some equally serious consequences that could affect your overall record at this school. If you're unsure about sources, ask. You can also consult this page from the Writing Center:

<http://www.uwgb.edu/writing-center/handouts/plagiarism2006.pdf>.

MONTE CARLO QUIZZES EXPLAINED

At a certain point in each class period a student must roll a standard six-sided die to find out which of the six pre-assigned questions the students will have to answer.

Fernald uses the same six questions, derived from Bloom's taxonomy of learning objectives, throughout the term:

1. *Knowledge*: Describe the major thesis, the central idea or set of ideas, in the reading. . . .
2. *Comparison*: Identify two concepts or principles presented in the chapter or article and, when you first mention each, underline and define it. Then, show how the concepts or principles in some way(s) are both similar to and different from one another. . . .
3. *Application*: Select a concept or principle in the chapter or article, clearly define or describe it, and then indicate how it applies to you or someone you know. Provide sufficient details to justify convincingly that the concept or principle indeed applies as you suggest.
4. *Critique*: Write a critical perspective on some aspect of the chapter or article, citing evidence that prompts you to agree or disagree with the author's perspective.
5. *Passion*: Citing page number(s), quote verbatim a statement or brief passage that elicits in you some type of emotional response . . . Then identify your emotional response, describe the meaning(s) that the statement or passage has for you, and provide actual or possible reasons for your response.
6. *Student's Choice*: Answer any of the above five questions.

Source: "Use Monte Carlo Quizzes To Promote Student Engagement." *Pedagogy Unbound*. N. p., 2014. Web. 23 Jan. 2018. (This idea came to me from Dr. Sarah Schuetze, which prompted me to look for additional information.)

Honors English Criteria and Contract

Qualifying

In order to qualify for admittance to an honors-level class a student must meet at least three of the following criteria:

- Recommendation from previous year's ELA teacher
- Scoring advanced (or equivalent) on the previous year's Forward Exam, ACT Aspire, MAPs or current state-mandated test in at least two literacy sections (reading, writing, or language)
- A grade of C+ or better in previous year's honors English class or a grade of A in previous year's grade-level English class
- Cumulative GPA of 3.25 or higher

Note: UW-GB sets admission requirements for Introduction to Literature and College Composition (Senior Honors English courses)

English Composition 100

- 17 or greater on ACT English test and Cum GPA of 3.0 or higher

English 104: Introduction to Literature

- Cumulative GPA of 3.0 or higher
- 1 of the following: 23 or greater on ACT English, 23 or greater on ACT Reading, 7 or greater on ACT writing

Continuing

In order to remain in an honors-level class, a student must

- Earn a passing grade each quarter.
- Earn a C+ or better each semester.
- Be willing to work with any member of the class
- Actively participate in all small and whole-group discussions
- Consistently complete homework/readings on time

One last note to parents:

This is a college class, so I try to treat students as they would be treated on campus. However, they are also earning high school credit, so their grades will be posted in Skyward, and you will be able to access them as you always have. I also utilize Google Classroom extensively. If you would like to receive weekly updates, follow the instructions on this link: <https://t.ly/NEvJO>

PLEASE DETACH, SIGN AND RETURN THIS PAGE (SIGNATURE ON BACK)

That was a long one, Mrs. Rohrer, but I did read through your syllabus. I have also read and understand the criteria for admission to and continuing in an honors-level English class at Clintonville High School. I understand that each student's status will be reassessed at the end of each semester and any necessary schedule adjustments will be made.

Parent Name(s) printed

Parent Signature

Student Name printed

Student Signature