Course Description:
This UW-GB College Credit in High School Class further 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, to become more mature, purposeful, independent, and insightful, readers. Students should learn to recognize the significance of the literature and express how each piece of literature tells the story of humanity.

This class will rely more heavily on discussion than lecture; this means you all have to work to contribute to the class by preparing, thinking, discussing, questioning, and putting effort into your study of literature.

This dual-credit course offers students the opportunity to earn 3 college credits through UW-Green Bay and .75 credits through Two Rivers High School. Students who do not enroll in the UW-GB course will only earn .5 high school credits.

Course Objectives:
Through the analysis and interpretation of numerous literary selections including those of various racial, ethnic, historical, and religious backgrounds, students will...

- Experience a wide range of styles and themes in literature as well as recognize varying and differing perspectives of life
- Continue to improve written expression, argumentation, clarity, and mechanics
- Formulate sound critical judgments supported by quality evidence and sophisticated reasoning
- Develop a personal path toward an appreciation and understanding of literature
- Demonstrate proficiency in the discourse of the discipline
- Articulate the role of the arts and humanities in the quest for truth and understanding the human condition
- Develop an understanding of style and voice in literature
- Consider the context of a selection in understanding key themes and issues
- Work cooperatively to add to the discussion and share the experience of the exploration of literature

Required Texts Provided By Instructor:
Miller, Arthur. *Death of a Salesman* film, directed by Volker Schlondorff, 1985
One of the following classical dystopian novels: (Student choice)
Orwell, George. *1984*
Atwood, Margaret. *The Handmaid’s Tale*
Required Texts to be purchased by students

Grading:
TRHS Grading Scale

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UW-Green Bay grading scale:

A: 92-100      AB: 89-91      B: 82-88      BC: 79-81      C: 72-78      CD: 69-71
D: 59-68       F: below 59

Semester grades will be calculated according to the following categories:

Response to Literature: 55%
- Out-of-Class Essays 100 points each
- In-Class Essays 50 points each
- Projects and Presentations 100 points each
- Reader Response “Journal” 25 points each

Knowledge of Literature and Writing: 20%
- Quizzes, Tests highly variable point values

Discussion Skills: 10%
Final Exam/Semester Project 15%

Units of Study:
- The Language of Literature ongoing
- Focus on Fiction--Short Stories
• Focus on Fiction--Contemporary Novel
• Classic Dystopia as Contemporary Commentary
• Drama and the Family
• Experiencing Poetry
• Shakespearean Drama

**Weeks 1 through 3: Focus on Fiction--Short Stories**
• How and why we read
• Literary terms
• Set-up for author investigations--common themes and style
• Reader Response online discussions (discussion skills)
• James Baldwin, Sonny’s Blues
• John Cheever, Reunion
• Louise Erdrich, The Red Convertible
• John Updike, The Happiest I’ve Been
• Ernest Hemingway, Hills Like White Elephants
• Bobbie Ann Mason, Shiloh
• William Faulkner, A Rose for Emily
• Tahiri Naqvi, Brave We Are
• Amy Tan, Two Kinds
• Toni Cade Bambara, The Lesson
• Liliana Hecker, The Stolen Party
• Flannery O’Connor, Everything that Rises Must Converge
• Raymond Carver, Cathedral
• Joyce Carol Oates, Where are You Going, Where Have You Been?
• John Steinbeck, The Chrysanthemums
• Kate Chopin, Desiree’s Baby
• Introduce Short Story Essay

**Weeks 4 and 5: Focus on Fiction: Short Story Assessment**
• Author Investigations Presentations
• Short Story Out-of-Class Essay
• Short Story and Terms Test

**Weeks 6 through 9: Focus on Fiction--Contemporary Novel**
• Setup for quarter project-- “radio broadcasts”
• Literary Terms
• *Where the Crawdads Sing*
• Reader Response “Journals”
• In-class discussion (discussion skills)
• In-class Essay

**Week 10: Mid-term Assessments**
• Novel and Terms Test
• “Radio Broadcasts” Presented
• Introduce Classic Dystopian Novels

**Weeks 11 through 13: Experiencing Poetry**
• Poetry Terms
• Set-up for author investigations--common themes and motivation
• Introduce Poetry Recitation
• Reader Response online discussion (discussion skills)
• William Wordsworth, The World is Too Much With Us
• William Blake, London
• Margaret Atwood, Siren Song
• Adreinne Rich, Diving Into the Wreck
• Maya Angelou, Phenomenal Woman
• Elizabeth Barrett Browning, How Do I Love Thee?
• Nikki Giovanni, Woman
• Edna St. Vincent Millay, What Lips My Lips Have Kissed, and Where, and Why
• Paul Laurence Dunbar, We Wear the Mask
• T.S. Eliot, The Love Song of J. Alfred Prufrock
• Sherman Alexie, On the Amtrak from Boston to New York City
• Gwendolyn Brooks, We Real Cool
• e.e. Cummings, Anyone lived in a pretty how town
• Marge Piercy, To Be of Use
• John Donne, A Valediction Forbidding Mourning
• A.E. Housman, To an Athlete Dying Young
• John Keats, When I Have Fears That I May Cease to Be
• Dylan Thomas, Do Not Go Gentle into that Good Night
• Thomas Hardy, The Man He Killed
• Carl Sandburg, Grass
• Billy Collins, The Names
• Brian Doyle, Leap
• Mark Doty, Brilliance
• D.H. Lawrence, Healing
• Robert Frost, Nothing Gold Can Stay
• Rumi, That Journeys are Good
• Emily Dickinson, Much Madness is Divinest Sense
• Poetry Terms quiz
• Reading Dystopian Novels
• Online Discussions of Dystopian Novels

Weeks 14 and 15
• Author Investigation Presentations
• Explication Essay--Out of Class
• Reading Dystopian Novels
• In-Class Discussion of Dystopian Novels

Weeks 16 and 17
• “Tragedy and the Common Man”
• Death of a Salesman (read the film)
• Finish reading dystopian novels during winter break
• The Stonemason
• Reader Response “Journal”
• In-Class Discussion of Dystopian Novels
Weeks 18 and 19 (Exam Week)

- Essay for Dystopian Novels
- Theme Development
- Semester Exam: Forensics-Style Performances