English 104—Introduction to Literature
The Individual and Society
Mr. Diedrich 2018-19
Albany, Juda & Monticello High Schools
University of Wisconsin—Green Bay
peter.diedrich@albany.k12.wi.us

Class Goals

- Develop close reading skills by analyzing, evaluating, interpreting, and discussing fiction and non-fiction writing
- Develop critical thinking skills by logically analyzing a variety of topics
- Develop a range of academic writing skills to prepare all students for the rigors of university course work
- Develop collaborative skills through group interaction, discussion and peer revision
- Develop oral presentation skills through a variety of informal and formal presentations
- Empower students with the tools to be successful in this class, the university setting, and the world of work.

Class Materials

- Teacher generated handouts
- pbworks.com
    - Class WIKI:
      http:// http://contemplit12.pbworks.com/w/page/99287451/FrontPage
- Laptop computers
- Notebook
- Note cards
- Small sticky notes for annotating

Grading

Albany High School

A+ 100-97	B+ 89.9-87	C+ 79.9-77	D+ 69.9-67	F <60
A 96.9-83	B 86.9-83	C 76.9-73	D 66.9-63	
A- 92.9-90	B- 82.9-80	C- 72.9-70	D- 62.9-60	

UW-Green Bay

A 90-100	B 80-89	C 70-89	D 60-69	F < 60

Signature writing assignments	40%
Presentations	15%
Content quizzes	20%
Daily work/formative tasks	10%
Exams	15%

- Participation in class discussions, peer reviews and online conversations are important elements of the class and will be graded. These interactions are expected to be professional and academically based in order to benefit all participants.
- Daily reading will be expected. Content quizzes will allow you to exhibit expertise of the material.
- Writing assignments will range from academic responses, reactions, and reflections (which may or may not be graded) to formal academic writing.
- All assignments are due at 11:59 pm on the due date unless otherwise specified. Assignments should be submitted electronically via email. Please attach the file and copy the text to the body of the email. Save your work.
- Revisions must be submitted via hard copy including the original graded copy. Late work will not be accepted and will void your chance to receive a revised grade.
- Late work will be deducted 10% per day. I understand that life happens, so I will allow you to take a 24 hour no-questions-asked extension once during the year on formal written assignments.
- Because writing should be a process, students are allowed to revise and rewrite all formal essays and turn back in for a better grade. Submissions must exhibit revision rather than simply correct errors. Essay may only be revised once, unless arrangements have been made with the instructor.
- Plagiarism is a serious offense. All work must be your original creation with credit given to materials that are not of your creation. Plagiarized work in part or whole will be graded "F" for the assignment and students will receive a disciplinary referral.

Units of Study

- Developing a Common Vocabulary—Literary Terms
- The College Application Process (First semester only)
    - Common Application
    - UW-Madison
    - Private schools
    - Personal statement
- Good things come in small packages—short stories
    - Cinderella test
        - Bloom's Taxonomy—levels of questioning
    - *The House*, anon.
    - Learning to close read, Schlib and Clifford chapter 2
        - pp 22-26
        - pp 41-42 & 44-48
        - *Summer Solstice, New York City*, Olds
        - *Death of a Window Washer,* Kennedy
        - *Execution,* Hirsch
        - *Night Waitress,* Hull

        - *Nighthawks at the Diner,* Hopper
    - Arguments about literature, Schlib and Clifford chapter 3
        - *Orientation*, Orozco
        - *Girl,* Kincaid
        - *Identities*, Valgardson
            - Pre-writing: What is identity? How is it shaped? Multiple identities?
    - Writing About Stories, Schlib and Clifford chapter 5
    - Statements of theme—reacting with others
        - *The Use of Force*, Williams
        - *The Man in the Well,* Sher
            - *Thesis practice*
    - Statements of theme—understanding who we are
        - *Short Happy Life of Francis Macomber,* Hemingway
            - *Thesis and support development*
        - *The Things They Carried*, O'Brien
        - *Packing for the Ineffable*
    - Statements of theme—devotion to others
    - *A Worn Path*, Welty
        - Related literary criticism
    - Statements of theme—Searching for Freedom
        - *The Story of an Hour*, Chopin
        - *A Rose for Emily*, Faulkner
        - *The Yellow Wallpaper*, Perkins-Gilman
            - Essay writing prompt
- The perfect words in the perfect order…
    - How to Write About Poems, Schlib and Clifford chapter 6
    - Preparing for the AP Poetry Exam
    - Wide range of poetry will be analyzed throughout the year
- I think, therefore I am…
    - *Harrison Bergeron*, Vonnegut
    - *Twilight Zone: Number Twelve Looks Just Like You*
    - *Anthem*, Rand
        - Objectivism
        - Individual's place in society
- I am not who you thought I was…
    - *Flowers for Algernon*, Keyes
    - Related articles
        - Essay writing prompt

- *Devotion...*
    - *Of Mice and Men,* Steinbeck
- Surviving life's obstacles…
    - *First They Came for the Jews,* Niemoller
    - *Dawn*, Wiesel
    - *Life is Beautiful* (video)
    - *Maus, Spiegelman (Graphic novel)*
    - *Group project*
- Getting ready to earn more credit… (o-going)
    - AP multiple choice
    - AP essay
    - AP Free Response
    - Timed Writing
- Poetry (on-going)
- Book Talk Presentations on choice books
    - *The Great Gatsby.* Fitzgerald
    - *Brave New World,* Huxley
    - *Things Fall Apart,* Achebe
    - *Catcher in the Rye,* Salinger
    - *Native Son,* Wright
    - *The Joy Luck Club,* Tan
    - *The Handmaid's Tale,* Atwood
    - *A Man Called Ove*, Bachman
    - *The Street, Petry*
- Big Brother is watching you…
    - *1984*, Orwell
- Sacrifice...
    - *One Flew Over the Cuckoo's Nest,* Kesey
- Final exam