

English 104—Introduction to Literature

Finding My Way into the Story...

Mr. Rob Henseler

Two Rivers High School

University of Wisconsin—Green Bay

Monday through Friday, 7th period (1:39 to 2:28) September 4 2018 to January 17 2019

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. Finally, students should learn to recognize and express how each piece of literature tells the story of humanity and their own role within it.

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:

Doerr, Anthony. *All the Light We Cannot See*. Scribner, 2014.

Madden, Frank. *Exploring Literature: Writing and Thinking about Fiction, Poetry, Drama and the Essay*. 2nd Edition, Pearson Longman, 2004.

McCarthy, Cormac. *The Stonemason*. Vintage International, 1994.

Shakespeare, William. *Othello*. Folger Shakespeare Library, 1993.

Required Texts (continued)

One of the following classical dystopian novels:

Orwell, George. *1984*

Huxley, Aldous. *Brave New World*

Dick, Philip K. *Do Androids Dream of Electric Sheep?*

Grading:

TRHS Grading Scale

Grade Mark	Description	Normal Set: Grade mark	Percentage
A	A	4	100-93.00
A-	A-	3.7	92.9-90.00
B+	B+	3.4	89.9-87.00
B	B	3	86.9-83.00
B-	B-	2.7	82.9-80.00
C+	C+	2.4	79.9-77.00
C	C	2	76.9-73.00
C-	C-	1.7	72.9-70.00
D+	D+	1.4	69.9-67.00
D	D	1	66.9-63.00
D-	D-	0.7	62.9-60.00
F	F	0	59.9- 0.00
P	Pass	0	
PNC	Pass No Cred	0	
INC	INCOMPLETE	0	
MED	MEDICAL	0	
W	WITHDRAWN	0	
LAT	LATE	0	

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 25 points each

Knowledge of Literature and Writing: 20%

- Quizzes, Tests highly variable point values

Discussion Skills: 10%

Final Exam: 15%

Units of Study:

- The Language of Literature ongoing
- MUG (mechanics, usage, and grammar) ongoing
- Focus on Short Fiction
- Focus on Fiction--the Novel
- Classic Dystopia as a Contemporary Commentary
- Drama and the Family
- The Impact of Poetry
- Shakespearean Drama

Weeks 1 through 3: Focus on Short Fiction

- How and why we read
- Literary terms
- Set-up for author investigations--common themes and style
- Reader Response Journal
- 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 the 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
- Short Story In-Class Essay
- Literary Terms Test

Week 4: Focus on Short Fiction

- Author Investigations Presentations

Weeks 5-9: Focus on Fiction--the Novel

- Literary Terms
- *All the Light We Cannot See*
- Historical context
- Setup for quarter project-- "radio broadcasts"
- Reader Responses
- In-class Essay
- Out-of-Class Essay

Week 9: Mid-term Assessments

- Terms Test
- "Radio Broadcasts" Presented
- Introduce Classic Dystopian Novels

Weeks 10 and 11

- Drama Terms
- "Tragedy and the Common Man"
- *Death of a Salesman* (read the film)
- *The Stonemason*
- Out-of-Class Essay
- Drama Terms Test

Weeks 14 and 15

- Poetry Terms
- Set-up for author investigations--common themes and motivation
- Reader Responses
- William Wordsworth, The World is Too Much With Us
- William Blake, London
- Margaret Atwood, Siren Song
- Adrienne 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 Test
- Early discussions of dystopian novels
- Finish reading dystopian novels during winter break

Week 16

- Author Investigation Presentations
- Explication Essay--Out of Class
- Dystopian Responses

Weeks 17 and 18

- *Othello*
- Out-of-Class Essay

Week 19 (Exam Week)

- Theme Development
- Forensics-Style Performances