Introduction to American Literature I: English 216
University of Wisconsin – Green Bay
M - F 11:37-12:22   Fall 2014

Instructor: Julie A. Rohrer     Room F103, Clintonville High School
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Description and Goals
This is an introductory survey of American Literature taught at Clintonville High School in conjunction with UW-Green Bay. This class will do the following:
- Move chronologically from the Puritan Age through the Civil War
- Examine literature’s role in reflecting and shaping the (perceived?) identity of America and an American
- Analyze the lasting effects of America’s founding and development
- Analyze literary strategies such as point of view, diction, and style and their effect(s) on the purpose of the work

Although this is a literature course, the class will include the following:
- Analytical and creative writings revolving around class readings including impromptu essay exams, style imitations, literary analyses, and reactions to the texts.
- In-depth class discussions of assigned readings

Students are expected to be actively involved in all aspects of examining assignments.

Expectations for daily readings
- Stay up to date in the interactive notebook (see handout)
- Complete and take notes on author background (This is an automatic expectation and will not be listed separately on the syllabus.)
- Annotate the text (see handouts)

Make-up work:
- Quizzes and Tests will be placed in your study hall unless other arrangements have been made. After the number of days you were absent plus one, the grade will be reduced according to the grading policy.
- If you were aware of an assignment before being absent, you are expected to have it completed upon your return.
- Anticipated Absence: If you have a scheduled field trip or family trip, please see me in advance for assignments. Scheduled due dates will apply unless otherwise discussed and agreed upon.
- Late essays will be reduced 5% for every day late (including weekends) or 50% of the earned grade, whichever is higher.

GRADING
See attached rubrics for detailed information

Passage Response Rubric
10 Exceptional response. Concise topic sentence that states the significance of the passage followed by support that is linked directly to the passage. College-level vocabulary, grammar, and punctuation. No extraneous details.
9 Response captures the significance of the passage but does not possess the sophisticated presentation (i.e. grammar, organization, punctuation, vocabulary) of a 10 response.
8 Response misses part of the significance of the passage, is vague in its support, contains several instances of weak writing, or contains extraneous details.
7 Response is vague, does not reflect a clear understanding of the significance of the passage, and/or does not relate directly to the passage. The response may also reflect weak writing. Paraphrases or summarizes rather than analyzing.
6 Passage is attributed to the correct author and work, but is misinterpreted. The organization and/or conventions or the writing get in the way of understanding the ideas presented.
5 or less The passage is misidentified and misinterpreted: the lower the score, the greater the discrepancy between the correct author and the one given. For example, confusing Winthrop and Bradford is understandable; however, confusing Byrd and Edwards is not.
Grading for Formal Essays
A Paper reveals a strong, sophisticated point, in-depth analysis and development, a clear sense of purpose and audience, a well-defined focus, solid organization, and sentence-level polish and style. Also meets all requirements for the specific assignment.
AB Paper meets most of the above criteria but falls short in one area, such as needing paragraph development, organization, or more developed introduction or conclusion. Paper meets most of the requirements for the specific assignment.
B Paper still needs work in more than one area. For example, ideas need to be more fully developed, and prose need to be more polished for grammatical correctness and easy reading. The paper still needs work in the requirements for the specific assignment.
BC Paper has potential, but is clearly in “draft stage”. It needs substantial revision in terms of one of the following major areas: thesis, organization, analysis, and focus. The paper needs substantial revision for one of the requirements for specific assignment.
C Paper falls short in some or all of the above areas and demonstrates consistent problems at the sentence and paragraph level.
D Work falls short in many of the above areas.
F Work falls short in all of the above areas and/or does not resemble the assignment given.

Grading for impromptu essays
A Offers sophisticated ideas within an organizational framework that is clear and appropriate for the topic. The supporting statements are particularly effective because of their substance, specificity, or illustrative quality. Ideas may well be expressed in an original, interesting, or imaginative way. Sentence structure is appropriately varied, and word choice indicates superior facility with the English language. While there may be an occasional lapse from the conventions of Standard English, such lapses are rare and minor.
AB Is clearly organized, with ideas and connections between ideas clearly developed. While the AB offers substantive ideas, it generally lacks the sophistication of content or the stylistic fluency of the six paper. Although there may be a few errors, the conventions of Standard English are consistently under control.
B Is organized around a clear thesis. Ideas are supported with adequate reasons, examples, and/or details, although without the sophistication and fluency found in higher-rated papers. The errors present are not severe enough to interfere significantly with the writer’s communicative purpose.
C Has a discernible thesis, but has easily noticeable problems in one or more areas. The paper may lack originality, merely stating the obvious; the central points may be inadequately developed, perhaps through a lack of specific reasons, examples, or details; or the paper may show problems with unity or with organization. Lapses from Standard English may be rather frequent, although the writer generally still has control over such basic elements as sentence boundaries, standard verb forms, and expected syntax.
D Is seriously flawed. Although there has been a noticeable attempt to develop a thesis, the thesis may not be entirely clear. Ideas may be stated but not developed, or development may be only rudimentary. Clear lapses in unity may be present. Sentence structure may be extremely simple and monotonous, and word choice may be imprecise or incorrect. Lapses from Standard English may be frequent or may included problems in such basic areas as sentence, boundaries, standard verb forms, or expected syntax.
F May display a severe lack of control of structure, with material presented in almost random order and no apparent attempt to establish a thesis; or the lapses from Standard English may be so frequent and so severe that readers might be expected to notice the errors far more than any message the writer is trying to get across; or the paper may be extremely undeveloped—no more than a few sentences.
<table>
<thead>
<tr>
<th>Grading Policy</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The only things that will be used for determining a final grade will be unit/chapter summative assessments and the semester final exam.</td>
<td>We want our grading system to accurately reflect a student’s acquired knowledge in a course. We will not include any “practice” work in the final grade nor will we include attendance, participation, effort, etc. in the final grade for any course. Although many of the so called soft skills are important (being on time, attending, meeting deadlines, etc.), these have the ability to mask the grade which should reflect the true learning and understanding in a course. In addition, no extra credit will be allowed for a course.</td>
</tr>
</tbody>
</table>

### Formative Assessment

Formative assessment will not be included in the calculation for a final grade.

**Formative Assessment** – Formative work is “practice” work that a teacher will use as a diagnostic tool to inform instruction. This may take many forms in a class. This could include in-class work, study guides, ungraded quizzes, rough drafts, notebooks, class notes, exit cards, bell ringers, and many other activities. The formative work should be a tool to provide feedback to students so they have a measure of where they are at and can inform them as to their level of understanding, acquired knowledge, and development of abilities and skills in a particular unit and/or course. This feedback should be in the form of comments about suggestions for improvement and inform the student as to their next steps in learning.

### Summative Assessment

Summative assessments will count 80% for calculation for a final semester grade.

**Summative Assessments** – These should take many forms in a class. Summative assessments are the end product that helps a teacher determine if the required learning has taken place. Summative assessments include things such as graded quizzes, tests, projects, research papers, presentation demonstrations, labs, oral assessments/presentation, essays, reports, etc. that can be used by a teacher to make judgment about a student’s achievement level and mastery of content.

All students may complete a retake/redo, but any student who has not met the minimum standard on a summative assessment MUST complete a retake/redo in an attempt to meet the minimum standard. Students will be given no more than two opportunities for a retake/redo of each summative assessment. The date by which a redo/retake must be completed will be determined by the teacher. All retakes/redos must be complete prior to the last day of the given semester.

In order for a student to complete a retake/redo he/she must complete and submit the Summative Assessment Retake/Redo Study Plan form to the teacher.

**Summative Assessment Retakes**

Any student may retake any exam as long as they submit the Summative Assessment Retake Study Plan.

Any student that does not meet the minimum standard (70% of score possible) on assessment MUST retake the exam. A student will be given the opportunity to retake an exam up to two additional times (for a total of three attempts at the exam). If after the third attempt the student has still not achieved the 70% proficiency, the percentage earned on the third attempt will be entered into the grade book. **Note:** The retake opportunity would not apply to things such as long-term projects or research papers/essays. The reason for this is the fact that students have numerous opportunities for feedback and corrections during the process through rough drafts and rewrites.

**Scoring Summative Assessment Retakes**

If a student retakes a summative assessment, the grade the student earns on the retake will replace the grade on the original summative assessment.

**Summative Assessment Retake/Redo Study Plan**

Any student wishing to retake/redo a summative assessment must complete the Summative Assessment Retake/Redo Study Plan. This plan contains several suggestions about things that should/can be done prior to retaking/redoing and assessment. A mandatory requirement for a student wishing to complete a retake/redo is to meet at least once with the teacher.

**Unless there is a major change in the curriculum, there should not be a change in the end of semester assessments.**

**Semester Assessments** - The semester summative assessments should be based on essential knowledge and the benchmarks that are determined at the start of the course. Students must be expected to learn those benchmarks and demonstrate understanding of the essential learning at the end of a semester. The assessments should be common from year-to-year and should also be common for the same course taught by different instructors.

**End-of-Semester Assessments will be counted as 20% of the overall final grade.**
Semester Letter Grade Calculation

The grade for the semester will be based on the percentage earned in each term of the semester and the final exam/assessment.

Semester Grade Calculation Formula:

1st Term of Semester x 40% + 2nd Term of Semester x 40% = Final Exam x 20% = Semester Grade

General Information

A student may be given an incomplete for a grading period for summative assessment(s) that have not been taken or for not meeting the standard on the summative assessment(s)

Incompletes- A student who has an incomplete for any missing summative assessment(s) that led to the incomplete must have all missing work turned in prior to the semester exam. If on the date of the semester exam, a student still has missing summative assessment(s); the grade for the semester will revert to a failing grade. However, if the teacher feels the student is making sufficient progress and simply needs additional time, an extension can be requested by the teacher and granted by administration. This extension request is at the sole discretion of the teacher.

“Zeros” will only be entered in the grade book if a student refuses to complete a redo on a summative assessment.

A “zero” will be entered into the grade book if a student refuses to complete a redo of a summative assessment that did not meet the minimum standard. The zero will be replaced in the grade book if the student completes the redo and meets the minimum standard.

The same grading scale must be used by every teacher.

Grading Scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Scale Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-95</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
</tbody>
</table>

Work that has not met the minimum standard even after three (3) attempts. Enter the percent that was earned on the final attempt.

Missing work or work that has been submitted, but does not meet the minimum standard. 0

NOTE: All teachers will use this scale for grading formative work and summative assessments. The 100 point scale will be used to determine a percentage on an assignment.
<table>
<thead>
<tr>
<th>Skills for Learning and Life</th>
<th>Skills for Learning and Life</th>
<th>There is some concern that if we do not give points for things such as attendance, behavior, participation, etc. the students will not see them as important factors toward their success at school or after school. Certainly no one would argue that these are not important skills for success, but these should not be included in a grade that is intended to reflect a student’s acquired knowledge and learning. Students do not attend, behave, or participate because they earn points. They do these things because of other factors and possible consequences. We already have systems in place for many of these things through our school rules for attendance and behavior. As for participation, that can be achieved through engaging classroom activities and discussions. Remember, participation may not always be raising one’s hand and giving an answer; it may be writing an exit card, completing a bell-ringer journal entry, being involved in peer-to-peer instruction, etc. Certainly it can be argued that some students participate because they get points, but those students are most likely the students that would participate anyway. Engaging students through the planned activities is how students should be participating. These Skills for Learning and Life may eventually be reflected on a student’s final transcript. The reporting of these learning skills will be done using criteria as listed below. When reporting these “scores” and when discussing student progress with a parent, the discussion will revolve around the academic skills learned as well as the Skills for Learning and Life. This leads to a much better discussion about what the student knows and what the student does without blurring the lines between both.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>T</strong> = <strong>Typically</strong> = Student consistently demonstrates success in the Skills for Learning and Life</td>
<td><strong>O</strong> = <strong>Occasionally</strong> = Student sometimes/inconsistently demonstrates success in the Skills for Learning and Life</td>
<td><strong>R</strong> = <strong>Rarely</strong> = Student rarely demonstrates success in the Skills for Learning and Life</td>
</tr>
<tr>
<td><strong>Skills for Learning and Life</strong>- Completes assignments on time, Produces quality work, Is on time for class, Is prepared for class, Is attentive in class, Participates constructively and positively in class activities, Makes up missed work in a timely manner, Follows the rules and directions of the teacher and school</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COURSE CONTENT**
The following is a tentative list of authors and works we will cover during the fall semester. You will receive detailed syllabi that correspond with the material on each of the three tests.

**Columbus**  
Letter Describing His First Voyage

**Smith**  
from A Description of New England

**Winthrop**  
A Model of Christian Charity  
The Journal

**Bradstreet**  
The Flesh and the Spirit  
Before the Birth of One of Her Children  
Upon the Burning of Our House  
The Author to Her Book

**Taylor**  
Upon a Spider Catching a Fly  
Meditations

**C. Mather**  
The Wonders of the Invisible World

**Rowlandson**  
Captivity Narrative: intro. 1st, 2nd, 3rd, 8th, 13th remove; p 243 "Our Family . . ." to the end
<table>
<thead>
<tr>
<th>Author</th>
<th>Title/Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edwards</td>
<td>Sinners in the Hands of an Angry God</td>
</tr>
<tr>
<td>Henry</td>
<td>Speech in the Virginia Convention</td>
</tr>
<tr>
<td>Jefferson</td>
<td>Declaration of Independence</td>
</tr>
<tr>
<td>Franklin</td>
<td>from The Autobiography (377 &quot;It was about...&quot; - 383 &quot;James II, 15&amp;16&quot;)</td>
</tr>
<tr>
<td>Franklin</td>
<td>from Rules by Which a Great Empire May be Reduced to a Small One</td>
</tr>
<tr>
<td>Pain</td>
<td>from Age of Reason</td>
</tr>
<tr>
<td>Pain</td>
<td>from Common Sense</td>
</tr>
<tr>
<td>De Crevecour</td>
<td>Letter III and IX</td>
</tr>
<tr>
<td>Equiano</td>
<td>Autobiography chapters 1 &amp; 2</td>
</tr>
<tr>
<td>Wheatley</td>
<td>On Virtue</td>
</tr>
<tr>
<td>Wheatley</td>
<td>To the University of Cambridge, in New England</td>
</tr>
<tr>
<td>Wheatley</td>
<td>On Being Brought from Africa to America</td>
</tr>
<tr>
<td>Freneau</td>
<td>To Sir Toby</td>
</tr>
<tr>
<td>Native American Voices II</td>
<td>Orations</td>
</tr>
<tr>
<td>Irving</td>
<td>Rip Van Winkle</td>
</tr>
<tr>
<td>Irving</td>
<td>The Devil and Tom Walker</td>
</tr>
<tr>
<td>Cooper</td>
<td>from The Deerslayer</td>
</tr>
<tr>
<td>Cooper</td>
<td>from The Pioneers</td>
</tr>
<tr>
<td>Hawthorne</td>
<td>The Birthmark</td>
</tr>
<tr>
<td>Hawthorne</td>
<td>Young Goodman Brown</td>
</tr>
<tr>
<td>Melville</td>
<td>Shiloh</td>
</tr>
<tr>
<td>Melville</td>
<td>Malvern Hill</td>
</tr>
<tr>
<td>Melville</td>
<td>The College Colonel</td>
</tr>
<tr>
<td>Melville</td>
<td>Bartleby, the Scrivener</td>
</tr>
<tr>
<td>Bryant</td>
<td>Thanatopsis</td>
</tr>
<tr>
<td>Bryant</td>
<td>The Yellow Violet</td>
</tr>
<tr>
<td>Bryant</td>
<td>To a Waterfowl</td>
</tr>
<tr>
<td>Bryant</td>
<td>A Forest Hymn</td>
</tr>
<tr>
<td>Bryant</td>
<td>To the Fringed Gentian</td>
</tr>
<tr>
<td>Emerson</td>
<td>Self-Reliance</td>
</tr>
<tr>
<td>Thoreau</td>
<td>Civil Disobedience</td>
</tr>
<tr>
<td>Thoreau</td>
<td>Walden 1, 2, 24</td>
</tr>
<tr>
<td>Douglas</td>
<td>The Narrative of the Life of Frederick Douglass</td>
</tr>
<tr>
<td>Whitman</td>
<td>selected poems</td>
</tr>
</tbody>
</table>

Audio / Video
- “Bartleby, the Scrivener” analysis
- The tortured Genius of Edgar Allen Poe (Engle)

**Writings**
- In-class paragraphs
- Explication of Bradstreet Poem
- Edwards or Franklin Imitation
- Personal declaration of independence
- Descriptive / Narrative Essay
- Emerson and Thoreau cause and effect essay
3 exams per semester each consisting of identification and explanation of 10 passages and one impromptu essay

Interactive Notebooks[1]
The interactive notebook serves you, the student of literature and language, as a library, a laboratory, and a journal. Like a library, the interactive notebook serves as a storehouse of accumulated knowledge; like a laboratory, it serves as a means to pose meaningful, authentic questions and to seek their answers; like a journal, it serves as a medium both for personalizing knowledge and for reflection and as a means to foster intellectual and social growth and to develop excellent habits of mind.

The interactive notebook will prove an invaluable tool in your quest to meet the goals of the course.

**How and why does the interactive notebook work?**

- Because it requires you to use both the left and right brain hemispheres of your brain, the notebook fosters the creation of neural networks.
- Because it requires you to record and respond to information in a manner that is organized, systematic, personal, and intentional, the notebook enables you to refer to that information more quickly and to apply it more effectively.
- Because it provides a structure in which there is room for creative variation and requires thoughtful, self-directed interaction with course content, the notebook provides opportunities for you to use multiple intelligences\(^2\) and learning styles\(^3\), to improve all four language skills\(^4\), to develop attributes of intelligent behavior\(^5\), to identify and respond to academic and cognitive strengths and weaknesses, to practice and develop critical, creative and goal-oriented thinking skills, to develop academic vocabulary, to articulate and work toward personal goals, and to be surprised.

In short, the interactive notebook serves as a means to become an active and independent thinker and learner, to become, in fact, the best active and independent thinker and learner you can be.

**Materials**

1. A spiral-bound, one-subject notebook, preferably college-ruled
2. Glue stick
3. Scissors
4. Pens with blue or black ink
5. Highlighters
6. Colored pencils or pens

**Organizing Your Interactive Notebook**

1. Affix the label I provide to the front cover of your notebook. Print neatly and legibly:
   - your first and last names;
   - my name and classroom number ("Mrs. Rohrer, F103", just in case your notebook is misplaced!);
   - the name of the course ("English Seminar in American Literature: American Lit 316"), the semester ("Semester One" or "Semester Two");
   - the academic year ("2013-2014");
   - and the period your class meets ("Period 5A").

2. Neatly number the pages of your interactive notebook in the upper, exterior corner of each page. Number the pages on the left even and the pages on the right odd. Use a bright-colored pen (not blue or black) to number the pages.

3. Count five lines from the bottom on every odd-numbered page (every page on the right). Neatly trace the fifth line from the bottom with the same bright-colored pen you used to number the pages. You will reserve the space below this line for vocabulary words that you learn during the course of class discussion, i.e. those words that are not necessarily intended to be part of the lesson but that make their way unexpectedly into our discussion.

4. Cut out and affix the interactive notebook rubric to the inside of the notebook’s front cover. Refer frequently to the rubric to remind yourself of expectations for the interactive notebook and to monitor your progress.

5. Cut out and affix each part of the table of contents to the final pages of your notebook. The first part should be affixed to the final page of the notebook, the second part to the second-to-last page, the third part to the third-to-last page, etc. It is imperative that you update the table of contents after every class meeting and every time you complete an activity in the notebook. Use a pen with blue or
black ink for the table of contents. Be systematic, precise, and clear when you enter new information in your table of contents. For example:

A. For those pages upon which you have recorded notes from class discussion, enter “TC: [Topic or Title], Notes.”
B. For silent writing activities, enter “Silent Writing: [Topic or Title].”
C. For assignments, enter “Assignment: [Topic or Title].”
D. For reflection, enter “Reflection: [Topic or Title].”

6. Head each page with the title or topic of the activity recorded or completed there and with the date. This information should be written at the top of the page. Begin notes for each class meeting on a clean, odd-numbered (right side) page.

Professionalism and the Interactive Notebook
Although its benefits are uniquely yours, the interactive notebook is in fact a public document, for it will be collected and graded, and should be treated as such. Certain practices significantly both increase the benefits of the notebook and convey the sophistication of your mind. Professionalism in the maintenance and presentation of the notebook is imperative.

1. Your handwriting must be neat and legible.
2. Respect both the left and right margins of each page. Reserve the left margin for notation and the right margin for comments.
3. Do not doodle or scribble in your interactive notebook. (Relevant and thoughtful artwork, diagrams, etc. are encouraged; meaningless marks are forbidden.)
4. All writing is practice: follow the rules of grammar, mechanics, punctuation, etc. in your notebook.
5. You must have your interactive notebook in class every day.
6. You may not use the notebook for other courses.
7. Be clear and consistent in all your efforts.

Right-Side, Left-Side, and Continuous Activities
The right-side or odd-numbered pages of your notebook serve as your library, i.e. your storehouse of accumulated knowledge. There you will record what is called passive learning, receptive learning, or input, i.e. information you receive from lecture, discussion, seminar, books, criticism, magazines, video, or any other external source.
The left-side or even-numbered pages serve as your laboratory, i.e. a means to pose meaningful, authentic questions and to seek their answers, and as your journal, i.e. both a medium for personalizing knowledge and for reflection and as a means to foster intellectual and social growth and to develop excellent habits of mind. There you will record what is called active learning, productive learning, or output, i.e. your active, personal, creative, and self-directed interaction with, manipulation of, and response to information that comes from external sources.

Guidelines for Right-Side Activities
The most important right-side activity is note-taking during lecture, class discussion, small-group discussion, and seminar. Note-taking is a vital skill that requires time and practice to acquire and develop. I can certainly guide your practice, but you and you alone are ultimately responsible for the acquisition and development of this skill, to wit:

1. Include the daily goals, objectives, or agenda your teacher posts on the board.
2. You must not depend upon your teacher to write everything you need to know on the board. Note-taking is essentially a listening and writing activity, not a reading and writing activity. You should certainly copy what your teacher writes, but you must also write what he or she says. Listen for repetition, enumeration, changes in tone or pitch in his or her voice, and overt verbal indicators (e.g. “This is important,” “Here’s the crux of the matter,” “Write this down,”) in order to determine what is important. Unless he or she tells you otherwise, do not attempt to record verbatim your teacher’s words; rather, paraphrase his or her words, taking care to preserve his or her ideas intact. Do not be afraid to ask questions of clarification, i.e. questions that seek more information. Do not rush to ask for repetition, for your teacher is very likely to repeat important ideas without solicitation, but if repetition is necessary but not forthcoming, ask for it. No teacher is perfect. If your teacher is given to circuitous speech, be prepared to adjust your listening and note-taking.
3. Incorporate visual devices, e.g. graphic organizers and diagrams, in your written notes.

4. Include white space and geometric figures (e.g. boxes, circles) around texts for better visual organization of information.

5. Revisit, review, and summarize your daily notes as soon after class as possible. The sooner you return to your notes, the more useful they will be, and the better able you will be to clarify and make corrections to your notes.

6. Record questions posed by your teacher and classmates, attributing each to the person who poses it.

7. When appropriate and possible, outline or enumerate ideas in relation to one another.

8. Develop a system of personalized system of notation, including abbreviations and symbols, and use it consistently throughout your notes. Make notations in the left margin of the page. Refer to the chart below for a few suggested abbreviations and symbols. You should add to and refine this list of suggestions to fit your needs and as dictated by the content of the class.

9. Remember to include page numbers for the passages and quotations from the literature we study that are discussed in class.

<table>
<thead>
<tr>
<th>?</th>
<th>Question posed in class</th>
<th>*</th>
<th>Particularly important information</th>
</tr>
</thead>
<tbody>
<tr>
<td>!</td>
<td>Surprising or intriguing information</td>
<td>EG</td>
<td>Example</td>
</tr>
<tr>
<td>Ref</td>
<td>Reference to the text, including page, act and scene, or line number</td>
<td>V</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>Cf</td>
<td>Cross reference</td>
<td>App</td>
<td>Application to “real life” or another academic discipline</td>
</tr>
<tr>
<td>IE</td>
<td>“That is,” renaming, in other words</td>
<td>Meta</td>
<td>Metacognitive strategy</td>
</tr>
<tr>
<td>Para</td>
<td>Paraphrase</td>
<td>Sum</td>
<td>Summary</td>
</tr>
<tr>
<td>Ana</td>
<td>Analogy</td>
<td>A</td>
<td>Assignment</td>
</tr>
</tbody>
</table>

In addition to notes, you should include on right-side pages the content of any guided study activities. You will complete these activities on left-side pages. If more than one left-side page is required to complete the activity, be sure that the input on the right side corresponds to output on the left. For example, if you receive a list of study questions, affix or copy the questions to a right-side page, and answer them on the left. If you answer three of seven questions on a single left-side page, make sure that you’ve affixed only questions one-three on the corresponding right side OR highlight the questions that are covered and rewrite the remaining questions on the next page. Remember to adhere strictly to guidelines for organization and professionalism.

**Guidelines for Left-Side Activities**

Because they are active, personal, creative, and self-directed, there is a vast array of left-side activities that are appropriate for the interactive notebook. Perhaps most important among these activities are articulating and answering questions, original analysis and interpretation, application, summary, and reflection.

1. Articulate and answer insightful and authentic factual, interpretive/analytical, and evaluative questions about the texts we study in class.

2. Articulate and answer insightful and authentic questions of clarification, questions of evidence, and devil’s advocate questions in response to the ideas you, your teacher, and your classmates share in class.

3. Articulate original analysis and interpretation of the texts we read, analysis and interpretation that supports, refutes, qualifies, or extends that which we have shared in class.
4. Apply the ideas we discuss in class to another circumstance, or demonstrate by application a principle of grammar, composition, textual analysis and interpretation, critical thinking, or metacognition that we have discussed in class.

5. Summarize the content of class discussion, take it upon yourself to do so on your own. Remember that an effective, accurate, and precise summary restates, often in paraphrase, all main ideas without illustration (i.e. examples that illustrate), elaboration, or evaluation that is beside the point.

6. Reflect upon the personal meaning and value of the literature and ideas we discuss in class. (Please refer to "Meaningful, Authentic, and Articulate Reflection" for guidelines for reflective writing.)

Other, generalized activities include:

- brainstorming
- discovery headlines
- character biographies and biography posters
- imaginative character interviews
- plot timelines
- informative illustrations of setting
- point of view flowcharts
- informative illustrations of characters
- conflict charts
- illustrations of scenes from works of prose and drama
- diagrams blocking scenes from dramatic works
- tonal flowcharts
- cause and effect flowcharts
- motif flowcharts
- cartoons
- poetry, original or borrowed, that is relevant to other texts, along with reflection
- song lyrics
- original metaphors and analogies
- graphic organizers and diagrams that you generate or borrow
- mnemonic devices
- pictures
- significant statements
- exploration of important quotations
- concept maps
- original or borrowed art, along with reflection
- original essay prompts
- anticipation of the teacher’s questions
- “What if . . . ?” questions
- critical thinking activities that you construct and complete

Remember:
1. Adhere strictly to guidelines for organization and professionalism.
2. Always use color, for it helps the brain acquire and organize information.
3. When you receive a graded essay, essay or short answer test, or project, complete a left-side activity as a means to process and reflect upon your evaluation.
4. Under no circumstances are you to submit perfunctory, desultory, slapdash, or sloppy work.
5. Revisit the first page of this assignment frequently to be sure that you are making the most of this assignment and that you are making the progress necessary to earn your desired grade.
6. Because this is an English class, the majority of your left-side activities should include writing. For students in AP English Literature, that is the vast majority. Remember, all writing is practice: sloppy practice makes for bad habits.
7. Most importantly, you must complete a left-side after every class meeting during which discussion took place, and no left-side page may be left blank!

**Continuous Assignments**

Certain assignments, such as essay planning, close-reading notebook entries, and longer reflective writing assignments, may be completed on both left- and right-side pages. I will identify those assignments as they are made.
The Reflection
As we near each test, you will be asked to revisit and review the content of your interactive notebook and to reflect in writing upon your work.

Reflect upon your mastery of the content of the unit.
1 Thoughtfully and carefully select three ideas, skills, assignments, and/or interactive notebook entries that, taken together, represent the range of the quality of your work. In other words, select four ideas, skills, and/or assignments that demonstrate great success, moderate success, and little or no success in your endeavor to master content and skills and to meet state, course, and personal goals. Clearly delineate each of your three selections.
On paper: a list of three selections
2 In one well-developed and articulate paragraph per idea, skill, assignment, or entry, specify the quality of work of each selection, explain in very specific and detailed terms your reasons for having evaluated the selection as such, and delineate your habits, strengths, and weaknesses as a student of literature and language as they are suggested by each selection.
On paper: three paragraphs, one per idea, skill, assignment, or entry.

Reflect upon your completion of the interactive notebook itself.
3 Review in detail the rubric for the interactive notebook. Evaluate your interactive notebook against the rubric, and propose a score of 1-9.
On paper: a score of 1-9
4 In two well-developed and articulate paragraphs, justify the rating you have chosen. In the first paragraph, provide an assessment of the notebook’s strengths, and in the second, an assessment of its weaknesses. Be very specific and detailed, including examples from the notebook from the beginning of the unit to its end.
On paper: two paragraphs

Reflect upon your organizational and study skills.
5 In two well-developed and articulate paragraphs, identify and explain those organizational and study skills that you have practiced to be successful in this course.
On paper: two paragraphs

Reflect upon the delivery of course content.
6 Choose a single idea, skill, or assignment that was confusing for you. In one well-developed and articulate paragraph, explain in very specific terms why it was confusing, and explain how you yourself would teach it to make it more easily and fully comprehensible.
On paper: one paragraph

Reflect upon and establish goals.
7 In two well-developed and articulate paragraphs, identify goals you believe yourself to have met, goals you believe yourself to have failed to meet, and goals for improvement. List and explain specific areas in which you feel you need to improve or in which you believe you need more help to improve.
On paper: two paragraphs

Summary Table
Be sure to identify by number and topic each of the seven activities you complete as part of the reflection. Refer to the summary table below to ensure that you have done so.

<table>
<thead>
<tr>
<th>Number</th>
<th>Topic</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Content Mastery</td>
<td>List of four selections</td>
</tr>
<tr>
<td>2</td>
<td>Content Mastery</td>
<td>Four paragraphs, one per selection</td>
</tr>
<tr>
<td>3</td>
<td>Interactive Notebook</td>
<td>Score of 1-9</td>
</tr>
<tr>
<td>4</td>
<td>Interactive Notebook</td>
<td>Two paragraphs</td>
</tr>
<tr>
<td>5</td>
<td>Organizational and Study Skills</td>
<td>Two paragraphs</td>
</tr>
</tbody>
</table>
**Meaningful, Authentic, and Articulate Reflection**

Meaningful, authentic, and articulate reflection includes consideration of your work in many or all of the following terms:
1. what you learned;
2. how you learned;
3. which aspects of the work were high quality;
4. which aspects of the work were not high quality;
5. what you would do differently in the future and why;
6. what makes you proud of your work;
7. the extent to which and why the work was worthwhile for you;
8. the extent to which, why, and how the work has made an impact upon your understanding of view of the world.

It also includes an account of your growth as a student in general and as a student of literature and language. It may consider your growth in terms of multiple intelligences, learning styles, language skills, and attributes of intelligent behavior[7].

Meaningful, authentic, and articulate reflection is never perfunctory, desultory, slapdash, or sloppy. As you compose your reflection, adhere strictly to guidelines for organization and professionalism.

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[1] I am greatly indebted to Melissa Hero for inspiration and the excellent model she provided for this assignment.
[2] Spatial, linguistic, logical-mathematical, bodily-kinesthetic, musical, interpersonal, intrapersonal, naturalistic, existential (see Howard Gardner)
[3] Visual, auditory, reading-writing, kinesthetic or tactile (see Neil Fleming); concrete experience vs. abstract conceptualization and reflective observation vs. active experimentation, converger, diverger, assimilator, accommodator (see David Kolb)
[4] Listening, speaking, reading, and writing
[5] Persistence; decreased impulsivity; listening to others with understanding and empathy; coöperative thinking; flexibility of thinking, metacognition; striving for accuracy and precision; a sense of humor; questioning and problem posing; drawing on past knowledge and applying it to new situations; taking risks; using all the senses; a sense of efficacy as a thinker, i.e. ingenuity, originality, insightfulness, and creativity; wonderment, inquisitiveness, curiosity, and the enjoyment of problem solving (see Art Costa)
[6] "TC" = "Today's Class."