

# Literature and Composition 1

Tuesdays, 9:00-10:30, 2018-2019

Instructor: Lori Peters

## Course Overview and Objective

This yearlong course aligns with the recommended curriculum for Golden Valley **9<sup>th</sup> graders\***, but is open to 8<sup>th</sup>-12<sup>th</sup> graders who are proficient in foundational English skills (composition and grammar) and can read proficiently at or above an 8<sup>th</sup> grade level. Over the year, students will complete five classic novels, as well as several classic short stories, poetry, relevant articles and/or speeches. All reading will be accompanied by in-class reflection, discussion, note taking, critical analysis, and historical and cultural connections. At least two essays per session will be completed and assessed; lessons in composition skills will be included.

**\*Note for GVCS (and Inspire) students:** This course will fulfill most of the core reading/writing requirements. Grammar practice (outside of composition editing), some study guide activities, and GVCS required text-based lessons are **not** part of this course.

## Course Expectations:

- Attend all classes, or follow up with a peer if absent.
- **Check in on Edmodo weekly.** Work can be submitted to Edmodo by the due date (Google Docs or Word format) BUT hard copies must be brought to class when requested for peer editing/revision in class.
- Arrive on time and prepared.
- **All required reading MUST be done prior to participating in the group discussion.** If you have not completed the reading, plan to arrive early on Tuesday (8:30 AM) and read for 30 minutes. Please read only what is required, no more, no less. If you read ahead, do not share “spoilers” with the group.
- **Materials needed each week:**
  - Spiral notebook, folder, pencils/pens, **required reading** (short story/novel), and completed assignments

## Reading list:

If purchasing books in advance, please hold onto them until assigned. **Students should NOT start books** until preparatory activities have been introduced. A shared experience is best for all. Most of the selected texts (books, selected short stories, poetry and speeches) chronicle societal behavior, quests for power, cultural norms, and material desires. Together, we will ponder deep questions about humanity and our role in its web.

- *Fahrenheit 451*, Ray Bradbury (1953). Please get the 60<sup>th</sup> anniversary edition, as it has additional notes.
- *The Outsiders*, S.E. Hinton (1967)
- *Animal Farm*, George Orwell (1945)
- *Lord of the Flies*, William Golding (1954)
- *To Kill a Mockingbird*, Harper Lee (1960)

**GVCS (Golden Valley Charter School) Requirements are listed at the end of the syllabus.**

**Syllabus:** Syllabus is subject to change dependent on student pace. In addition to literary analysis and composition (direct instruction in writing the following essay genre: summary, response to literature, and argument), relevant vocabulary from each text will also be discussed.

## *Session 1*

**8/28:** Introduction to class. Short story #1 (“The Scarlet Ibis” by James Hurst) introduced and discussed. Outline key ideas.

- Homework: rough draft summary of short story #1.

**9/4:** Literary devices, summary skills, collaborative review of last week's summary. Short story #1 discussed: theme, connections, and characterization.

- Homework: **Final draft summary** of short story #1.

**9/11:** Introduce short Story #2 ("The Most Dangerous Game" by Richard Connell). Introduce checklist for literary response essay. Outline key ideas, writing to a thesis.

- Homework: rough draft essay on short story #2.

**9/18:** Discuss short story #2 and its literary devices. Clarify literary concepts in essays. Peer review.

- Homework: summary draft #2 on short story #2.

**9/25:** Discuss short story #2 and its literary devices. Clarify literary concepts in essays. Peer review.

- Homework: **Final draft essay** on short story #2.
- Make sure to have novel #1, *Fahrenheit 451*, by next week. Do not start reading!

**10/2:** Introduce novel #1, *Fahrenheit 451*. We will begin reading in class, and then discuss clues to novel's plot, theme, and message.

- Homework: Read novel #1, **chapter 1 only**, and prepare reading notes.

**10/19:** Discussion of novel #1, chapter 1 analysis. Discuss major themes presented.

- Homework: Read novel #1, chapters 2, and prepare reading notes for chapter, including passage and vocabulary. (No class on 10/17). Due 10/23.

## **Session 2**

**10/23:** Discussion of novel #1, chapter 2 analysis. Discuss major themes presented.

- Homework: Read chapter 3, and prepare reading notes for chapter, including passage and vocabulary.

**10/30:** Discussion of novel #1, chapter 3 and closure, including major themes and literary devices. Outline key ideas for a literary essay, and develop a strong thesis in class.

- Homework: **rough draft literary response essay** of novel #1.

**11/6:** Review rough draft essays in class, with revision.

- Homework: 2nd draft (final?) of literary essay on *Fahrenheit 451*. Students may be asked to revise the essay again, if needed.

**11/13:** Short story #3 ("The Necklace" by Guy de Maupassant). Discuss applicable literary devices. Outline key ideas. Discussion of major themes presented, author's purpose, and context. Peer review of essays and revision.

- Homework: **literary questions for** short story #3. (No class 11/20). Due 11/27.
- Make sure to have novel #2, *The Outsiders*, on 11/27. Do not start reading!

**11/27:** Introduce novel #2, *The Outsiders*. Begin reading in class, and then discuss clues to novel's plot, theme, and message.

- Homework: Reading novel #2, chapters TBA, and prepare reading notes.

**12/4:** Discussion of novel #2- major themes presented, culture, context, and connection.

- Homework: Reading novel #2, chapters TBA, and prepare reading notes. **Select passage to share.**

**12/11:** Discussion of novel #2: major themes presented, author's purpose, and context. Select a possible literary focus for essay. Discuss/predict outcomes. Outline key ideas.

- Homework: Reading novel #2, chapters TBA, and prepare reading notes. Select passage to share.

**12/18:** Discussion of novel #2: major themes presented, author's purpose, and context. Develop thesis in class.

- Finish reading *The Outsiders*, and prepare reading notes.

### **Session 3**

**1/15:** Discussion of novel #2: major themes presented, author's purpose, and context. Develop thesis in class.

- Homework: rough draft essay for novel #2.

**1/22:** Share essays, reflections and peer review/editing.

- **Final draft essay** for novel #2
- Make sure to have novel #3, *Animal Farm* by 1/29 Do not start reading!

**1/29:** Introduce novel #3, *Animal Farm*. Begin reading in class, and then discuss clues to novel's plot, theme, and message. Discussion of historical context.

- Homework: Reading novel #3, chapters 1-3, and prepare reading notes. Focus on characters and plot development.

**2/5:** Discussion of novel #3: more focus on historic context, author's purpose, voice and style. Read, write, and connect key ideas to real events.

- Homework: Reading novel #3, chapters 4-7, and prepare reading notes.

**2/12:** Discussion of novel #3: historic context, author's purpose, voice and style. Read, write, and connect key ideas to real events.

- Homework: Finish novel #3, chapters 8-10, and prepare reading notes.

**2/19:** Discussion of novel #3. Reflection on novel's historic context, and author's purpose, voice and style. Select a possible literary focus for essay. Outline key ideas.

- Homework: rough draft of essay on novel #3.

**2/26:** Share rough draft essays and discuss core ideas from novel, including symbols and social challenges brought forth by author ("Orwellian").

- Homework: **Final draft of essay** on novel #3.
- Make sure to have novel #4, *Lord of the Flies*, by 3/12. Do not start reading!

**3/5:** Introduce novel #4 *Lord of the Flies*. Begin reading in class, and then discuss clues to novel's plot, theme, and message.

- Homework: Reading and questions on novel #4

**3/12:** Discussion of novel #4: Characters, conflict, author's purpose, voice and style. Read, write, and connect key ideas to real events.

- Homework: Reading and questions on novel #4

No class 3/19

### **Session 4**

**3/26:** Discussion of novel #4: Characters, conflict, author's purpose, voice and style. Read, write, and connect key ideas to real events. Discuss possible focus for literary analysis.

- Homework: Finish reading novel #4

**4/2:** Discuss core ideas from novel, including symbols and social challenges brought forth by author. Develop possible thesis directions in class.

- Homework: Rough draft literary response essay on novel #4.

**4/9:** Concluding discussion of novel #4. Discuss core ideas from novel, including symbols and social challenges brought forth by author. Review rough draft essays.

- Homework: Final draft for literary response essay on novel #4.
- Make sure to have novel #5, *To Kill a Mockingbird*, by 4/30. Do not start reading

(Mid-session Spring Break. No class on 4/16 and 4/23.)

**4/30:** Context of Civil War/slavery. Introduce novel #5, *To Kill a Mockingbird*.

- Homework: Reading novel #5 and questions.

**5/7:** Discussion of novel #5: Point of view, historical context, and cultural/gender norms.

- Homework: Reading novel #5 and questions.

**5/14:** Discussion of novel #5: Point of view, historical context, and cultural/gender norms.

- Homework: Reading novel #5 and questions.

**5/21:** Discussion of novel #5: Trial sequence, fairness, and judgment.

- Homework: Finish reading novel #5 and **reflection essay**.

**5/28:** Final class. Compare and contrast common themes we've tackled, and share viewpoints on the impact of various literature.

### **GVCS Requirements for Reading and Composition**

#### **Reading:**

- 4-6 classic novels (four essays required)
- 2 dramas *or* 1 drama and 1 epic poem (one essay based on a drama or epic poem)
- 4-6 short stories (at least one essay)
- 4-6 poems (at least one analyzed either orally or in writing)
- 2-3 essays, articles or speeches (at least two to identify and discuss author's purpose, audience, and tone)
- 1 persuasive speech

#### **Writing:**

- Follow approved study guide (Spark notes recommended)
  - Know all background information on author, context, and important literary devices
  - Answer all study questions in writing
  - Complete all quizzes and tests
- Study key vocabulary from each text (choose one method)
  - Select 5-15 unfamiliar words. Define, write them in sentences, and participate in oral and/or written quizzes related to meaning.
  - OR, use an approved vocabulary workbook.
- Essays
  - Five paragraph minimum, which follows writing process steps (outline and rough draft(s) may be required for turn in)
  - Each essay must address a key concept in literary response and analysis, such as characterization, theme, voice/style, author's purpose, etc. Use the study guide for approved questions/topics. The essays should be compare/contrast, analytical, reflective, persuasive, and/or expository.
  - Essays will be graded with a GVCS rubric (9<sup>th</sup>/10<sup>th</sup> grade, either argument or informative/explanatory).