**The University of Connecticut (UCONN) ECE Course Syllabus**

**English 1011: Seminar in Writing Through Literature: The Humanities from 1850 to 1990**

This course is given in cooperation with the Early College Experience Program at the University of Connecticut, [ece@uconn.edu](mailto:ece@uconn.edu), 860-486-1045

**2016-2017: Periods 1 and 6**

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**Torrington High School**

**Torrington, CT 06790**

**Disclaimer:** This syllabus may be revised at any time at the discretion of the instructor.

**UConn Course Description: ENGL 1011: Seminar in Writing Through Literature**

**Course Description:**

Four credits. Instruction in academic writing through literary reading. Assignments emphasize interpretation, argumentation, and reflection with revision of formal assignments and instruction on grammar, mechanics and style. See also the UCONN FYW website ([fyw.uconn.edu](http://fyw.uconn.edu))

**Compatibility Statement**

ENGL 1011 at Torrington High School meets the requirements of UConn’s four-credit First Year Writing courses. This course is designed to engage students in the thoughtful reading of a variety of literary works in order to elevate their awareness of an author’s craft and the context in which the piece was written. By examining text structure, language, themes, character, literary devices, and rhetoric, students will develop critical standards that they can apply to literature. The goal is to create independent, self-directed learners who are able to research, analyze, synthesize, collaborate, and evaluate literature orally and through writing.

Both the University of Connecticut and Torrington High School course descriptions emphasize writing through literature. While Torrington High School senior year curriculum focuses on the humanities from 1850 to 1990, the overall aim for the students is to connect writing to literature. Students are encouraged to interpret, discuss, and reflect on literature in order to create cogent arguments that discuss author’s purpose, context, and literary elements. Students should be highly motivated independent learners who gain from instruction on close and critical reading and skillful writing using appropriate mechanics, grammar, and style. Writing research papers based on literature and isms will provide a student with extensive context in order to better understand the author’s work and purpose. Students will write to prompts and explore literature through research, but eventually they will create their own writing topics through the use of proposals. Peer revision is a primary tool used in the course, and teacher conferencing is required.

Information Literacy, or “the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand” (GEOC Program Plan for Information Literacy) is also crucial for students to master. Students will be required to use UCONN resources and databases for exploring and transmitting information necessary to research and explore topics while adhering to ethical and legal practices.

**Texts**

Fiero, Gloria K. *The Humanistic Tradition*. 5th ed. Vol. 5 and 6. Boston: McGraw Hill, 2006. Print. (HT)

Shostak, Jerome. *Vocabulary Workshop*. New York, NY: Sadlier-Oxford, 2005. Print. Level H. (Vocabulary is self-study throughout the school year)

Various plays and novels as described in the **Course Calendar/Reading Lists** section of the syllabus.

**Course Components: Policies and Procedures**

To insure that all students have the opportunity to learn and participate in class, students are expected to be respectful of others and the property around them. If students do not adhere to classroom and school rules, I will notify parents or guardians of the issue and students will be required to remedy the situation. This is a college course; thus, students will be prepared for class with the required materials, books and completed assignments. **Attendance is expected and tardiness is unacceptable. All cell phones and electronic devices must be turned off and out of sight at all times.** The only materials allowed on student desks are books, paper, pens and pencils. **All backpacks, purses and bags are to be placed on the floor.**

Assignments: All readings will include works of fiction, nonfiction, essays, plays, poetry. Active participation is required and graded and based on readings prepared prior to class. Students are required to bring all relevant texts to class. **All assignments are due on the date instructed. Late work will not be accepted.** In the event of an absence, the student is required to submit the work on the due date. The student is responsible for missed assignments or any date changes expressed during a student absence. Because discussions cannot be replicated, students will receive a zero for discussion day absences. Excessive absences and tardiness will negatively impact participation grades.

Students will receive college credit for this class; therefore, the class will be conducted as a college class. Students must be prepared for class at all times and participate actively and appropriately. The goal is for students to become self-directed, self-motivated, independent learners; thus, they need to be responsible for the education and manage their workloads. A syllabus is provided to students so that they have an overview of the course and manage their time appropriately. Exact due dates will be provided during class. Students are encouraged to **self-advocate** and contact the instructor if questions arise.

**Plagiarism/Academic Misconduct**

Students are required to adhere to all academic and MLA standards and submit research papers to Turnitin.com. Student writing should be original or properly cited at all times. Submitted papers should be the sole work of the student and in final draft format. Any evidence of plagiarism of any kind will result in the student receiving a zero for the submitted paper, parental contact, and any school ramifications resulting from the offense. Class time will be devoted to proper citation and further discussion of plagiarism using UCONN”s “Freshman English Program Statement on Plagiarism,” the “English 1010/1011 Discussion Activity,” and the “Plagiarism Awareness Contract.” Please see both the UCONN and THS policies on plagiarism. Any form of academic misconduct, such as copying the work of other students, cheating, or relaying any sort of assessment information to another student prior to the assessment will result in similar consequences for plagiarism.

**Course Grading and Evaluation**

For summer reading, students were required to read four books or plays from the attached list and be prepared for a discussion of ideas, themes, motifs, symbols, etc. Students will write essays in the form of a timed test and answer prompts about the depth of their reading. This examination will count as a test grade.

The overall course grade will be weighted as follows:

*Written Responses 25%*: Responses are to a prompt in the beginning of the year based on the literature assigned. As the year progresses, students will be responsible for their own topics. Each response is two pages in length in MLA format and must use textual evidence to support a thesis.

*Projects and Essays 25%*: Usually longer papers or projects, such as oral presentations as a culminating activity.

*Participation 25%*: Discussions, note taking, classroom activities.

*Tests 25%*: Chapter tests including essays on *The Humanistic Tradition* or other tests.

Throughout the year, students will write to timed literature based prompts. They are required to take notes on all texts and literature assigned in class. Also, students must take the midterm examination.

**UCONN vs. High School Grade**

The grade for the University of Connecticut and the grade for Torrington High School may differ. The UCONN grade is a letter grade which will consist of written responses, projects and essays, participation, and tests; however, some of those grade may be excluded depending on the type of assignment. For example, vocabulary tests will be excluded from the UCONN grade, but tests on *The Humanistic Tradition* will be included. Similarly, other assignments may also be excluded at the instructor’s discretion. The THS grade will be a numeric grade consisting of all graded assignments. Please review the THS Student Handbook for grading policies.

**Guidelines for Writing and Reflective Writing**

Throughout the year, students are instructed in MLA, research techniques, and plagiarism in order to perform the ongoing assignments. For each book or play, students are required to write literary responses for each prompt that are at least two pages using textual evidence to support a thesis. The prompts may explore but are not limited to author’s purpose, rhetoric, themes, or literary style. Students must think critically about their writing and responses. Responses should synthesize knowledge of text, but more importantly, understanding of sub-text and context. Students should then synthesize and analyze information, both within the text, sub-text, context, and personal frame-of-reference in order to make meaning about a text or ism.

Students will be responsible for longer research based papers in which they explore various literary aspects of a text or texts using the University of Connecticut library resources. Students will adhere to MLA standards for writing. Research papers are a substantial component of the Project/Essay Grade. A list of potential assignments can be found in the Course Calendar section of this syllabus. The final examination will consist of a 10 page research paper on the impact of an ism on the themes in literature from 1850 through modern day. This research paper allows students to achieve clarity and increase their understanding about their topic and the course. This paper is a culminating project accompanied by a PowerPoint, Prezi, or other visually enhancing presentation method of their papers to the class for discussion.

Revision is an important step in the writing process, yet sometimes the most difficult for students to grasp. Students should strive to become self-disciplined in revision techniques. Time management is vital in order to correctly revise and not just proofread a paper; therefore, completing drafts well in advance of the due date is crucial. Toobaloos and reading aloud are revision tools that will initiate student independence. Students are encouraged to read their thesis statements, topic sentences, and concluding sentences only to determine if their papers are focused. Students are encouraged to peer and teacher conference. Student will focus attention on proving thesis statements, understanding audience, concluding versus summarizing, and a variety of writing musts in order to practice and formalize writing.

Guidelines for writing are set forth in the school wide rubrics for writing. Depending on the assignment, additional guidelines or rubric will be provided. Because writing is a process, students will be asked to practice elements of writing to better prove their thesis statements. Responding to prompts, creating introductions, informative paragraphs, substantiating points, and concluding areas of emphasis. Furthermore, reflection is an important part of writing. For longer assignments, students will be asked to reflect in writing as to how they performed, what they might do better, and what they learned. Reflective writing is crucial for student understanding about the processes they use and need to hone as they review. Reflections allow students to evaluate their own processes and writing in order to gain self-knowledge.

**Guidelines for Participation**

100%: Always prepared, has thought about the assigned readings, frequently asks questions, starts class discussions, interacts with classmates professionally, comments show preparation and active listening. Discussion is on topic, relevant, and insightful. On time for class and is present for discussion.

80%: Prepared and thought about the assigned readings, seldom starts class discussions, interacts with classmates professionally, comments show preparation and active listening. Discussion is mostly on topic, relevant, and thoughtful. On time for class and is present for discussion.

60%: Some preparation and thought about the assigned readings, rarely contributes to class discussion, interacts with classmates professionally, comments show some preparation and active listening. Discussion is sometimes on topic, relevant, and thoughtful. Sometimes late for class or discussion.

0%: Rarely prepared, avoids attempts to contribute. Discussion is rarely on topic, relevant, or thoughtful. Does not participate. Late or absent for discussion.

**Essential Questions for the Course**

How do literature and art (music, film, painting, sculpture, etc.) reflect their time periods?

What transcendent truths and questions regarding human experience emerge in the literature of various cultures and time periods?

How are the isms and ideas of a culture connected?

How do writers of poetry and prose employ language and style to create and reinforce meaning?

**Course Calendar/Reading Lists 2017-2018**

**(Subject to change at the discretion of the instructor)**

9/5 - Course Requirements and Expectations. Essential Questions and Themes – Expectations for discussion, projects, literary responses, grading, etc.

9/11 & 9/18 - What are the requirements for the UCONN ECE course and what is their relationship to THS? How do we read texts critically? What is prose, fiction, poetry, drama? Fiction in the forms of novel and short pieces, poetry, and drama will be used in each unit. Students will be introduced to the skills and knowledge necessary for literary and critical analysis and academic writing. Students will prepare for college by learning note taking skills, plagiarism avoidance, editing and revising techniques, presentation skills, and MLA expectations with a focus on annotating text and taking notes. Students will be able to distinguish among text, subtext, and context.

Summer Reading Test

HT: Chapter 30 - Industry, Empire, and the Realist Style

Ibsen’s *A Doll’s House* and responses (3)

Kipling’s “The White Man’s Burden”

Realism in the arts

Mill’s The Subjection of Women (excerpts)

Colonialism, Imperialism, Realism

Note-taking techniques including highlighting, outlines, Cornell Method, etc.

9/25 & 10/2 - How do authors use characters and dialog to create tone, mood, and themes? What is point of view? Are narrators reliable? Can we differentiate between the author and the speaker? Are author’s trying to say something through their speakers and characters? Students will recognize an author’s uses of major and minor characters and their relationships.

HT: Chapter 31- The Move Toward Modernism (Test Chaps. 30 and 31)

Ibsen’s *Hedda Gabbler*

Chopin’s “The Story of an Hour”

Excerpts from Marx’s *The Communist Manifesto*

Lin Zexu’s “Letter of Advice to Queen Victoria”

Nietzsche excerpt selections

Mallarme’s “Afternoon of a Faun”

Impressionism, Pointillism, Post Impressionism

College Essays

**Research Assignment: What is Ibsen’s opinion of women, and how does this opinion correspond to the time period in which he wrote? (3-4 pages in length)**

10/10 - 11/7 - How does the structure of a story work toward author’s purpose? How does setting reinforce an author’s theme, tone, or mood? Students will discuss various pieces in which structure and setting are showcased.

HT: Chapters 32 & 33 – The Modernist Assault and The Freudian Revolution (Test)

Kafka’s *The Metamorphosis* and responses (2-3)

Joyce’s *Dubliners* and responses (7)

Selected pieces by Freud

Frost’s “The Road Not Taken”

Selected works from e.e. cummings including “She being Brand”

Freudianism, Expressionism, and Surrealism

Artist Presentation – Isms and artists

**Research Assignment: Which ism best fits Kafka’s The Metamorphosis?**

**Literary Analysis: How does Joyce view Dublin? Explain how the overarching themes of epiphanies and routine reinforce the stories. (Each paper is 4-5 pages in length).**

11/13 – 12/18 How does an author use symbolism, rhetoric, and figurative language to create themes and motifs? Students will be able to identify and evaluate and author’s use of symbols in various genres. Students will be able to recognize an author’s use of basic rhetoric and figurative language.

HT: Chapter 34 – Total War and Totalitarianism (Test)

Fitzgerald’s *The Great Gatsby* and responses (5)

Hurston’s *Their Eyes Were Watching God* and responses (4)

Riefenstahl’s *The Triumph of the Will*

Owen’s “Dulce and Decorum Est”

Hughes’s *Soul Gone Home*

Hurston’s *Color Struck*

Social Realism

**Research presentations about the 1920’s and 1940’s: PowerPoint, Prezi, or any other visually enhancing media.**

**Research Assignment: Based on your reading of The Great Gatsby, by Fitzgerald, and Their Eyes Were Watching God, by Hurston, discuss a common theme in terms of the language each author uses to portray that theme. (4-5 pages in length)**

Midterms

1/16 - 3/5 How does an author use character, setting, symbols, and other literary techniques to reinforce themes and motifs? Students will be able to state and evaluate themes, universal themes, and author’s purpose.

HT: Chapter 35 – A Quest for Meaning (Test)

Shakespeare’s *Hamlet* and responses (5)

Beckett’s *Waiting for Godot*

Stoppard’s *Rosencrantz and Guildenstern are Dead* and response with Godot (2)

Camus’ “The Myth of Sissyphus”

Sartre’s Existentialism (excerpts)

Thomas’ “Do Not Go Gentle Into That Good Night”

Eliot’s “The Love Song of J. Alfred Prufrock”

Theater of the Absurd

Film Noir

Existentialism, Dadaism, Abstract Expressionism

**Research** **Assignment: 7 page research paper on a literary aspect of Hamlet.**

3/12- 4/2 What is drama? How does drama differ from prose, fiction, and poetry? How does an author use dialog to create character, setting, theme, mood, and tone? Students will be able to read and annotate various 20th century plays to synthesize context, subtext, and text.

HT: Chapter 36 – Liberation and Equality (Test)

A selection of plays including Miller, O’Neill, Williams, and Albee

Wilson’s Fences and responses (5)

Excerpts from Wright’s *The Ethics of Living Jim Crow*, Ellison’s *Invisible Man*

Walker’s “Elethia”

Neruda’s “United Fruit Co.”

Poems by Hughes, Sexton, Rich

Jazz

Feminist Art and art dealing with Gender Identity

**Assignment: Group presentations with various writing prompts.**

4/9 – 6/4 Why do literature and art endure? What is the function of literature and art in a global society?

HT: Chapters 37 & 38 - The Information Age; Image and Sound in the Information Age.

(Test)

Salinger’s *Catcher in the Rye* and responses (Journal response)

Allende’s “Two Words”

Achebe’s “Dead Men’s Path”

Magic Realism

Postmodernism

**Research** **Assignment: 10 page research paper and PowerPoint on an ism’s or movement’s literature. Students must choose two novels or plays, (outside of ones read in the course) poetry, and essays within an ism and construct a research paper with an original thesis.**