

Introduction to Literature

ENG157CE

2010

Dual Credit Course Syllabus

Instructor: Mr. Weiss
Room: 235

Course Description: This one semester course is designed to introduce students to a variety of forms of literature including prose, poetry and drama. Special attention is given to literary forms and terminology. Emphasis is also placed on developing skills in critical reading and the aptitude needed for understanding and enjoying literature read. In addition to literature study, students will continue the practice of composition skills, information literacy and independent reading.

Instruction Philosophy: Because this is a dual credit course, students will be expected to take on more responsibilities as students. This means completing reading assignments, meeting deadlines, and using class time productively. There will be no distinction in the expectations of students taking the course for dual credit and students not taking the course as dual credit. Students will be expected to read outside of class and come prepared to discuss the reading assignments.

Course Goals:

1. Develop and Apply skills and strategies to the reading process
2. Develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures and times.
3. Compose well-developed text using standard English conventions.
4. Develop and apply effective speaking skills and strategies for various audiences and purposes

Benchmark Objectives:

Mastery of all objectives is required with a minimum of 80%

3rd Quarter

- Given a piece of short fiction, the student will choose an appropriate reading strategy and explain how the strategy helps him or her to comprehend the piece of fiction.
- Given a piece of short fiction, the student will apply post-reading skill to comprehend and interpret text and the world by analyzing and evaluating the relationship between literature and its historical period and culture.
- Given a piece of short fiction, the student will analyze and evaluate the author's use of figurative language, imagery and/or sound devices.
- Given a piece of short fiction, the student will use details from the text to analyze the author's development of character, plot, setting, point of view, and development of theme.
- The student will effectively write a multi-paragraph book review that evaluates a piece of literature, uses specific rhetorical devices and, uses relevant evidence to defend a position. (Assessed through portfolio)

4th Quarter

- Given a piece of poetry, the student will choose an appropriate reading strategy and explain how the strategy helps him or her to comprehend the piece of literature.
- Given a piece of short fiction, the student will apply post-reading skill to comprehend and interpret text and the world by analyzing and evaluating the relationship between literature and its historical period and culture.
- Given a piece of poetry, the student will analyze and evaluate the poet's use of figurative language, imagery and/or sound devices.
- Given a piece of drama, the student will use details from the text to analyze the author's development of character, plot, setting, point of view, and development of theme.
- The student will effectively write a multi-paragraph literary that evaluates a piece of literature, uses specific rhetorical devices and, uses relevant evidence to defend a position. (Assessed through portfolio)

Introduction to Literature

ENG157CE

2010

Dual Credit
Course Syllabus

Major Course Assignments and Projects:

Project #1: Class reading assignments and discussions

Students will be assigned several pieces of literature from the text to read as homework. Students will be expected to be able to actively discuss the reading assignments during classroom discussions. This will be a major project that will take place throughout the semester. Students will be quizzed over literature assigned.

Project #2: Writing to learn

Students will conduct some type of writing to learn activity daily. The purpose of writing to learn activities is to help students reflect on what has been learned and what may still be confusing. Some types may include: learning logs, entrance slips, exit slips, journaling etc...

Project #3: Active Reading Strategies

To understand what one is reading, the reader sometimes must first realize that they don't understand. It is then the reader can apply reading strategies to help better comprehend. Many of us do this automatically, and some of us choose not to bother. By recognizing where become confused, we are able to apply the appropriate strategy that may help our comprehension.

Project #4 Independent Reading

In addition to literature assigned to read to the entire class, students will be expected to read independently as well. Students will continue logging pages read at home to meet their reading goal, 6 books (1200 pages), this semester. Although assigned reading may count on reading logs, students must read literature independently throughout the semester. Students will be given one day a week for silent sustained reading.

Project #5: Literary Elements and Terms Review

Students will begin each class period with a basic review of literary elements and terms. Once a week students will be tested on concepts covered each week.

Project #6: Literary Analysis

Students will be expected to show their understanding of literature, elements and terms studied through composing literary analyses. There will be four assigned throughout the semester.

Project #7: Group Presentations

Students will work within small groups to communicate comprehension of literature, develop presentations that show the groups' understanding, evaluation and/or analysis of the literature read. This will take place throughout the semester.

Required/Recommended Readings:

See projects # 1 and 4

Assessment Plan:

Compositions	40%
Daily Work (class participation and discussions, journaling, reading and writing workshops, etc...)	15%
Homework/ Presentations (active reading strategies, reading assignments, speeches etc...)	15%
Tests/Quizzes	10%
Quarter final	20%

Semester grading

First Quarter	45%
Second Quarter	45%
Portfolio	5%
Reading Log	5%

Plagiarism:

Plagiarism occurs when students copy someone else's work or ideas and pass them off as their own, and it is a form of cheating. Work lifted from another person or another source will result in a zero for that assignment with no chance of revision, and in keeping with MAC's dishonesty policy, the student may receive an F for the course.

Introduction to Literature

ENG157CE

2010

Dual Credit

Course Syllabus

Classroom Expectations:

1. Be in your seat and quiet when the bell sounds.
2. Be attentive.
3. Be quiet when the teacher or another student is speaking or when a performance is taking place.
4. Be sure to raise your hand when you wish to speak.
5. Be informed—pay close attention to lectures and assignment/project directions.
6. Be sure to place all materials and resources (textbooks, dictionaries, etc...) neatly back on the shelves.
7. Be sure to throw away all trash at the end of the hour. (Don't leave trash on floor, on/in desk.)
8. Be sure to leave when I dismiss you—not when the bell rings.
9. **No food, candy, or drinks allowed in class.**

Supplies and Materials needed:

1. A note book
2. A CD-RW or jump drive
3. An ink pen(black or blue)
4. One package of sticky notes.

Mineral Area College “Policy of Non-Discrimination”:

Mineral Area College does not discriminate on the basis race, color, national origin, gender, disability, age, religion, creed, or marital or parental status. For more information, call the Title VI, Title IX, Sec. 504 and ADA coordinator at (573) 431-4593 or U.S. Dept. of Education, Office of Civil Rights.

Extra Help:

Mondays and Tuesdays after school until 3:30 PM

Time and Place to be reached by Parent:

Planning period: 6th

School Phone # 431-2616 ext: 4163

School Email jweiss@centralr3.org

Please sign and return by _____

Parent(s)/Guardian(s) _____

Student _____