

NOVELS

Course Syllabus

Course Description: Novels is a class that is designed to expand student's existing knowledge of fiction and non-fiction through the reading of nine novels. This course includes the reading of each novel, as well as interpretation, critical analysis, and comparison of the different books. Comparisons will also be made between the written novel and the movie versions of each work. Writing, research, and critical thinking skills are further developed through essays, research projects, journal writing, small and large group Socratic Seminars, and presentations.

Instructional Philosophy: Students will be assigned writing, speaking, and research projects based upon the reading of the novels in this class. Assignments will be challenging, requiring reasoning, logic, research, writing, speaking, listening, and organizational skills. The reading material will be of the highest order, and students will be challenged to interpret the assigned texts and connect them to their own experiences. Furthermore, the reading in this class and the projects, essays, presentations, etc. that result will require that students think critically and examine their own beliefs and viewpoints in relation to that of the writers whose works they will be studying. Socratic Seminars will be used frequently to stimulate discussion of text and to examine opinions, beliefs, points of view, and perspectives in contrast or in agreement with the writers, as well as to others within the class. There will be reading and writing daily, and from this will come challenging work, as well as thought-provoking discussion and debate.

Course Goals:

1. Demonstrate an understanding, and the unique literary style, of the novel.
2. Analyze, critique, and demonstrate an understanding of theme.
3. Analyze, critique, and demonstrate an understanding of story elements.
4. Analyze, critique, and demonstrate an understanding of literary devices.
5. Demonstrate an understanding of each novel by relating to self, setting, subject, and the author's life.
6. Compose quality critiques and evaluations of each novel and its elements.
7. Demonstrate the ability to read, listen, and view with an open mind to determine or confirm individual goals and beliefs.
8. Demonstrate the ability to take stances based upon readings.

Benchmarks By Quarter:

First Quarter

1. Apply pre-reading strategies to aid comprehension by accessing prior knowledge, previewing, predicting, and setting a purpose for reading.
2. During reading utilize strategies to infer, visualize, predict, and check.
3. Apply post reading skills to comprehend and interpret text by questioning reflecting, analyzing, drawing conclusions, summarizing, and paraphrasing.
4. Compare, contrast, analyze, and evaluate connections between text, ideas, own experiences, and the world by analyzing and evaluating the relationship between literature and its historic period and culture.
5. Use details from text to analyze character, plot, setting, point of view, and development of theme.
6. Use details from text to evaluate the effect of author's style and complex literary devices.
7. Analyze and evaluate author's use of figurative language and imagery.
8. Follow a writing process to independently create graphic organizers and to write effectively in various forms and types of writing.

9. In composing text use a variety of sentence structures, cohesive devices, and active voice.

Second Quarter

10. Apply pre-reading strategies to aid comprehension by accessing prior knowledge, previewing, predicting, and setting a purpose for reading.
11. During reading utilize strategies to infer, visualize, predict, and check.
12. Apply post reading skills to comprehend and interpret text by questioning reflecting, analyzing, drawing conclusions, summarizing, and paraphrasing.
13. Compare, contrast, analyze, and evaluate connections between text, ideas, own experiences, and the world by analyzing and evaluating the relationship between literature and its historic period and culture.
14. Use details from text to analyze character, plot, setting, point of view, and development of theme.
15. Use details from text to evaluate the effect of author's style and complex literary devices.
16. Analyze and evaluate author's use of figurative language and imagery.
17. Follow a writing process to independently create graphic organizers and to write effectively in various forms and types of writing.
18. In composing text use a variety of sentence structures, cohesive devices, and active voice.

Third Quarter

19. Apply pre-reading strategies to aid comprehension by accessing prior knowledge, previewing, predicting, and setting a purpose for reading.
20. During reading utilize strategies to infer, visualize, predict, and check.
21. Apply post reading skills to comprehend and interpret text by questioning reflecting, analyzing, drawing conclusions, summarizing, and paraphrasing.
22. Compare, contrast, analyze, and evaluate connections between text, ideas, own experiences, and the world by analyzing and evaluating the relationship between literature and its historic period and culture.
23. Use details from text to analyze character, plot, setting, point of view, and development of theme.
24. Use details from text to evaluate the effect of author's style and complex literary devices.
25. Analyze and evaluate author's use of figurative language and imagery.
26. Follow a writing process to independently create graphic organizers and to write effectively in various forms and types of writing.
27. In composing text use a variety of sentence structures, cohesive devices, and active voice.

Fourth Quarter

28. Apply pre-reading strategies to aid comprehension by accessing prior knowledge, previewing, predicting, and setting a purpose for reading.
29. During reading utilize strategies to infer, visualize, predict, and check.
30. Apply post reading skills to comprehend and interpret text by questioning reflecting, analyzing, drawing conclusions, summarizing, and paraphrasing.
31. Compare, contrast, analyze, and evaluate connections between text, ideas, own experiences, and the world by analyzing and evaluating the relationship between literature and its historic period and culture.
32. Use details from text to analyze character, plot, setting, point of view, and development of theme.
33. Use details from text to evaluate the effect of author's style and complex literary devices.
34. Analyze and evaluate author's use of figurative language and imagery.
35. Follow a writing process to independently create graphic organizers and to write effectively in various forms and types of writing.
36. In composing text use a variety of sentence structures, cohesive devices, and active voice.

The following benchmarks will be assessed independent of the quarter tests:

1. Complete research papers/projects that develop and thesis, contain information from multiple sources, and conform to MLA style. (1st and 3rd)
2. Develop an appropriate research plan to guide investigation and research of focus questions. (1st and 3rd)
3. Locate and use multiple primary secondary sources to select relevant and credible information, evaluate reliability of information, and evaluate reliability of sources. (1st and 3rd)
4. Document sources of information using a standard citation format. (1st and 3rd)

5. Compose texts for various audiences and purposes, selecting and applying appropriate format, style, tone, and point of view. (1st and 3rd)
6. Create concise presentations on a variety of topics, incorporate appropriate media/technology, respond to feedback, defend ideas, and demonstrate poise and self control. (1st and 3rd)
7. Analyze, describe, and evaluate the elements of messages projected in various media. (1st and 3rd)

Major Course Assignments and Projects:

Two examples of projects for Novels follows:

1. Fahrenheit Project

This project is the culminating activity for the novel *Fahrenheit 451*. This project is designed to help students to see the value of books, both the ideas contained in them and the writers who are responsible for their creation. This project will require a great deal of research and a class presentation. Students will be placed in teams of 3-4 for this project.

2. My History

This project is one that completes the novel *The Giver*. Students will review their own lives within the context of memory presented in the novel, focusing on the important people, places, and events that have shaped them. There will be a product as well as a written portion with this project. Students will complete this assessment independently.

Course Assessment Plan (by quarter):

<i>Daily assignments/reading</i>	30%
<i>Projects</i>	50%
<i>Quizzes</i>	10%
<i>Quarter Final</i>	10%

Students will always be required to demonstrate what they know in this class. Sometimes it will be through traditional means such as test, papers, questions, etc. Students will also demonstrate learning through other means such as projects, presentations, research, and answering open ended constructed response questions. In this class it will be demanded of each student to do quality work reflective of a strong understanding of the material and how to apply it to the world we live in, as well as to their own lives.

Classroom Expectations:

1. Be *in the classroom* when the bell rings.
2. Follow all directions in a timely fashion.
3. Have all necessary materials every day.
4. Raise your hand and be recognized before speaking.
5. Do not leave class before I dismiss you.

6. No cell phones...period! If I *see* a cell phone in my room for any reason, it will be confiscated until the end of the day. If a student is using a cell phone or if one goes off in class, an office referral will result.
7. **Be respectful of everyone in class at all times!!!**

There will be consequences for breaking these rules. I do not believe that any of these rules are too restrictive to allow each student to express himself/herself in an appropriate manner, and the rules listed are in place to keep order and to facilitate the highest possible degree of learning in the best possible environment. While there are a limited number of rules, the ones listed are extremely important and will be observed in this classroom.

Supplies and Materials Needed: 1 folder, a small journal notebook, a separate notebook for work other than that done in the journal, highlighters, box of tissues (store for the class)

Homework Policy and Grading Scale: Please refer to the Student Handbook in your planner for the homework policy (pp.18-20) and the district grading scale (p.25).

Extra Help: If you ever need additional help on class projects, assignments, reading material, concepts studied in class, or any other issue I will be available after school during the P.A.S.S. Program on Tuesdays. Once football is over (late October), I will have P.A.S.S. two to three days per week. I will also be available **any time** assistance is needed, before or after school, for any student who wants to make an appointment with me. I strongly encourage you to ask for help any time that you need it.

Time and Place To Be Reached By Parents: I can be reached through the office at 431-2616 Ext. 4154. I can also be reached by email at [gnoble@centralr3.org](mailto:g noble@centralr3.org). My planning time is 6th hour (12:57-1:47).

How To Get Assignments When Absent: Students can always check with a reliable classmate to get any assignments missed due to an absence. However, students/parents can also log onto the internet and visit www.centralr3.org. Once there, simply choose "Campuses" from the menu on the left side of the page and then click on "Central High School". Next click on "Central High School" and choose "Departments and Staff" from the list on the left side, and then find my name under the Language Arts subject area. This will take you directly to my schoolnotes page which will have daily and weekly assignments and activities in my classroom.

If you do not understand the assignment given, please feel free to email me or call the school to get clarification.