

ACE/AP English (English 106) Spring 2003

Course Objectives

English 106 extends and continues the goals you worked toward in English 105. By the end of the semester, you will be a more confident, more accomplished writer and a more insightful, more sophisticated reader. You will have reviewed characteristics of certain literary genres, and you will further have developed your ability to think critically and analyze carefully.

Reading and Writing Assignments

Reading and writing assignments are due by the date assigned. You will want to use your editors' supporting materials as you read the literary texts; class discussion will assume that you have read the supporting materials.

Timely papers earn full credit, and late papers will be docked, unless you have made specific arrangements for an extension. Papers should be typed and double-spaced, with one inch margins. Label them in the top left corner of the first page with your name and the date; on the top right hand corner with *ACE/AP English*, and the assignment (John Donne Paper, for example). Give your papers a thoughtful title, and use the MLA method of parenthetical citation to refer to specific passages in a text. We will review citations in class.

Papers should be emailed to <englishteacher@eznet.net>, preferably as an attachment in Microsoft Word version 6. If you cannot get access to a computer (even on campus), please let me know, so that we can develop a workaround.

We will grade essays by the grading rubric distributed to you.

Attendance

This is an intensive, discussion-based course. We need your voice. If you are not here, we will miss your voice, and you will miss out. Come to class.

Remember that DCS has an attendance policy that may affect your grade. You will also want to know that CCC requires attendance of at least 86% for its students to get credit for a class (no more than 6 absences out of 45 hours).

Lesson Plans

Plans are available on the classroom door and by going on the Internet to <<http://docushare.edutech.org>>, clicking on the EduTech School Districts folder, then on the Dundee Central School folder, next on the Junior-Senior High School folder, and finally on the folder for our plans.

Please contact me whenever you have need. You can reach me

through the high school office at 607-243-5534,
by voice mail at 607-243-5536, extension 106
or by email to <englishteacher@eznet.net>.

Schedule of Readings and Essays

Prose Fiction: Short Stories

Jan 27–Feb 01 (early dismissal 02/01) : Intro to Formalist Criticism (read 2168-2172) and to Mythological Criticism (read 2189-2192); Review of Plot

Read "Godfather Death," on 8-10; read also 11.

Read "Appointment in Samarra," on 4

Read "A & P," on 14-18

Read "Writing Critically," 381

Write essay: "Writing Assignment," on 21: "Summarize the plot. . . ."

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Feb 03–07: Psychological Criticism and Review of Narrative Point of View (2185-2189)

“Tell-Tale Heart,” 35-39; 75

“Rose for Emily,” 28-35

Feb 10–14: Review of Characterization

“Everyday Use,” 88-95

“Gimpel the Fool,” 95-106; 106-108

Essay: Is Gimpel a fool?

Feb 16–23: break

Feb 23–28: Review of Setting

“The Storm,” 112-116; 152

“Greasy Lake,” 128-136

Writing Assignment: follow one of the “Further Suggestions for Writing,” 153

Mar 03–07: Review of Irony

“The Necklace,” 177-183; 175-176

“Saboteur,” 184-192

Mar 10–14: Review of Tone

“A Clean, Well-Lighted Place,” 158-161

“Barn Burning,” 162-175; 193-194

Essay: “Writing Assignment,” 194, “Consider a short story. . . .”

Mar 17–20 (early dismissal 03/20; conf day 03/21; grade book closes for quarter 3) Review of Theme

“Open Boat,” 197-215; 241

“Harrison Bergeron,” 233-239

Mar 23–28:

Sociological and Gender Criticism; Review of Symbol

“Chrysanthemums,” 245-253; 274-277

“The Lottery,” 254-261

Essay: “Further Suggestions for Writing,” 278, either #1 or #2 (at teacher assignment)

Prose Fiction: A Short Novel

Mar 31–Apr 4 and Apr 7–11: Metamorphosis (345-379)

Apr 12–20: break

Drama:

Recommended for background—Oedipus Rex (1382-1423)

Guide: using as many critical approaches as help you, answer 1424 #10

April 28–May 23: Hamlet (1568-1681)

Essay: limiting yourself to one or two characters, answer 1681, #4;

and Death of a Salesman (1877-1950)

Essay: after reading Miller's own comments on his play (1948-1951), explain how his creation, Willy Loman, shows his "indestructible will . . . to achieve his humanity." (1950);

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May 26: no school

Closed and Open Forms of Poetry

May 27–Jun 10:, as assigned by teacher

Jun 11–13: final exams

Jun 16–end of year

You will notice that this schedule leaves very little time for flexibility. For that reason, and because each assignment builds on the preceding, you need to turn in your work on time.

About grades— your evaluation will depend on demonstration of critical thinking in writing, primarily, but we may develop other procedures. I will reserve the obligation to include quiz grades in calculating the quarter grades if that becomes necessary.

You can calculate your quarter grade roughly by averaging your composition grades (weighted as 90% of the report card) and any tests (weighted as 10% of the report card grade).

A	93 and higher	4.0	C	75-77	2.0
A-	90-92	3.7	C-	72-74	1.7
B+	87-89	3.3	D+	69-71	1.3
B	84-86	3.0	D	66-68	1.0
B-	81-83	2.7	D-	63-65	0.7
C+	78-80	2.3	F	62 and below	0.0

We are bound, by honor and by the Dundee discipline code, to attribute others' ideas, information, and phrasing to those others. Any assignment violating this requirement will earn a zero. Read the Student Handbook for other consequences. If you have doubts or questions about what you're doing, see your teacher.



Please sign and return the bottom of this page.

I have read the course syllabus for ACE/AP English (English 106)

(Signed)

student

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date

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