

# Mark Scher ACE/AP English (English 1020) Spring 2005

## **Course Objectives**

English 1020 extends and continues the goals you worked toward in English 1010.

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.

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## **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.*** We are using Kennedy and Gioia, *Literature: an Introduction*, eighth edition.

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 have reviewed citations in class. You will find models in our text at 2147 and at [http://owl.english.purdue.edu/handouts/research/r\\_mla.html](http://owl.english.purdue.edu/handouts/research/r_mla.html).

**Generally, you should provide completely original essays; this course intends to develop your skills to analyze text, not your skill at reporting what others have reported. That is, unless your instructor specifically recommends research, you will provide totally independent thinking and writing.**

Papers should be emailed to [scher@corning-cc.edu](mailto:scher@corning-cc.edu), preferably as an attachment in Microsoft Word version 6. You should almost certainly save your file with a "save as" in "Word 6" or "Word 7" format. If you cannot provide a copy by email, you may provide the file on a disk. If you cannot get access to a computer (even on campus), please let me know, so that we can develop a workaround. You will earn the first twenty points on each assignment written out of class by submitting work this way.

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For some assignments, we will also need a printed version.

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  
by voice mail at 607-243-5533, extension  
7219  
or by email to [scher@corning-cc.edu](mailto:scher@corning-cc.edu).

## Schedule of Readings and Essays

### **Prose Fiction: Short Stories**

Jan 31–Feb 04: Intro to Formalist Criticism (read 2168-2172, 2116-2128, 2135-2143) and to Mythological Criticism (read 2189-2194); Review of Plot (11-12)  
Read “Godfather Death,” on 8-10; read also 11.  
Read “Appointment in Samarra,” on 4  
Read “A & P,” on 14-18  
Read “Young Goodman Brown,” on 606-616  
Read “Writing Critically,” 381

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Write essay: "Writing Assignment," on 21: "Summarize the plot. . . ."  
In the assignment on that page, substitute for the word "some" the number "3."

Feb 07–11: Psychological Criticism and Review of Narrative Point of View (2185-2189; 22-27)

"Tell-Tale Heart," 35-39; 75

"Rose for Emily," 28-35

"Paul's Case," 535-550

Feb 14–18: Review of Characterization (77-80)

"Everyday Use," 88-95

"Gimpel the Fool," 95-106; 106-108

Write essay: Look at p. 95, question 7: respond in your essay to the question, "How much truth is there in Dee's accusation. . . ." You must provide at least six (6) quotations or examples from throughout the story in your essay.

Feb 21-25: Break

Feb 28–Mar 04: Review of Setting (109-111)

"The Storm," 112-116; 152

"Greasy Lake," 128-136

"Araby," 639-643

Write essay: your editors ask on p. 153 that you "analyze how the dirty, remote lake (in . . . "Greasy Lake") brings out behavior that the characters would not demonstrate elsewhere." Let's look at bit deeper: is it the lake that brings out that behavior? Or, what is it about that lake that Boyle uses? You must provide at least six (6) quotations or examples from throughout the story in your essay.

Mar 07–11: Review of Irony (175-176)

"The Necklace," 177-183; 175-176

"Saboteur," 184-192

Mar 14–18: Review of Tone (150-157)

"A Clean, Well-Lighted Place," 158-161

"Barn Burning," 162-175; 193-194

"First Confession," 719-725

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Write essay: "Writing Assignment," 194, "Consider a short story. . . ."  
I suggest that you use "First Confession." You must provide at least six (6) quotations or examples from throughout the story in your essay.

Mar 21–24: Review of Theme (195-197) (Q3 ends 04/08; gradebook closes 04/01):  
"Babylon Revisited," 216-233  
"Harrison Bergeron," 233-239

Mar 28–Apr 01: Sociological and Gender Criticism; Review of Symbol (243-245)  
"Chrysanthemums," 245-253; 274-277  
"The Lottery," 254-261

Write essay: "Further Suggestions for Writing," 278, either #1 or #2  
(at teacher assignment). You must provide at least six (6) quotations or  
examples from throughout the story in your essay.

## Prose Fiction: A Short Novel

Apr 04–Apr 08 and Apr 11–15: read *Metamorphosis* (345-379) in its entirety  
before class, focusing particularly on issues of power. Bring other critical  
approaches to bear also.

Write essay: explore the theme of personal change in the novella. Focus primarily  
on a single character in depth. You must provide at least six (6) quotations or  
examples from throughout the story in your essay.

Apr 18–22: break

## Tragic Drama (1380-1381):

Apr 25–Apr 29: read *Oedipus Rex* (1382-1423)

Guide: using as many critical approaches as help you, answer orally  
1424, #9;

May 02-May 06:

(at teacher assignment):

either *Hamlet* (1568-1681)

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Write essay: limiting yourself to one or two characters, answer 1681, "General Questions," #4 (You must provide at least six (6) quotations or examples from throughout the play in your essay.);

or *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) (You must provide at least six (6) quotations or examples from throughout the comments and play in your essay.).

## Poetry

May 09–Jun tba:

Students try to distinguish between prose, poetry, "the poetic," using Forche, "The Colonel," 986 and the reprinted excerpts from Thomas Mallon, *Two Moons*, NY: Pantheon, 2000 (in handout).

Then contrast open form with closed form of poetry.

Students apply these technical terms and earlier literary approaches as appropriate to:

Open Form: e.e. cummings, "Buffalo Bill's," 978; W.C. Williams, "Dance," 979; Crane, "Heart," 981; Gildner, "First Practice," 985; 991; 995.

Students define *rhyme, meter, foot, iamb, trochee, anapest, dactyl, spondee, alliteration, consonance, assonance, personification, simile, metaphor*; 901-924; 925-967.

Closed Form: Frost, "Nothing Gold Can Stay," 1016; McKay, "America," 1048; Yeats, "Sailing to Byzantium," 1094; Browning, "My Last Duchess," 751; *Hamlet*, II, ii, 476-533 (1612-1614).

Jun tba: final exams

Jun 16–23 Regents exams

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. Late papers will lose points.

About grades— your evaluation will depend on demonstration of critical thinking in writing, primarily, but we may develop other procedures. I will reserve the

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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

### Plagiarism

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 **AT ANY STAGE OF ANY DRAFT** will earn a zero, **IMMEDIATELY**. Read the Student Handbook for other consequences. If you have doubts or questions about what you are doing, see your teacher. See Kennedy and Gioia, 2100 ff. for support on documentation of sources.



Please sign and return the bottom of this page.

I have read the course syllabus for ACE/AP English (English 1020)

(Signed) \_\_\_\_\_ .. \_\_\_\_\_ date ..

student .. date

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(Signed)

parent

date