

Mythology-

Myth narrates not only the origins of the world, but the primordial events that shape man, thus providing a sense of society's historical, cultural, and ethical foundations. Mythology, a one semester course, intends to familiarize students with several mythological traditions. Greco-Roman mythology, Babylonian mythology, Norse mythology, Anglo-Saxon and Celtic mythology will be studied in this course.

Students will read primary sources, write journals and papers, take quizzes and tests, engage in discussions and group activities in order to become familiar with mythology and the power of myth within societies.

Text may include:

The Hesiod

The Metamorphosis

The Epic of Gilgamesh

Beowulf

Le Morte de Arthur

Students must complete all required work for this class in order to receive credit.

Intermediate Composition

Intermediate Composition is a required sophomore level course which places emphasis on the applied integration of the language arts. The primary focus of the course is to provide students with the opportunity to refine and expand writing skills. This will further prepare students for the successful application of writing in all curricular areas during the remainder of their high school careers. The primary focus and activity in this class is formal writing, however, some creative endeavors will also be pursued.

Texts:

The Ox-Bow Incident

Great Books Series 10 and 11

Points of View

Selected Essays

Materials:

Paper, writing utensil, and texts supplied to students.

English Language Arts

English language Arts is a year long, introductory English course required of all students for graduation. Major emphasis is placed on the applied integration of the language arts elements. The primary focus of this class shall be to assist students in their language use development to enhance successful completion of freshman course work. It shall also prepare students for a meaningful learning experience during their sophomore and upperclassmen years. As a designated **Significant Writing Program**, every effort shall be made to adhere to and, if possible, surpass the minimal writing standards established by this program. **Five** strands are integrated into the Language Arts Program: literature, composition, thinking, speaking and listening. Although each of these areas is intertwined with the other elements of English Language Arts, an examination of the goals of each follows:

Literature

In this area students will:

Read to develop an awareness of various authors, time periods, genres, and cultures

Students will read from varied time periods, including the contemporary era, as well as at least one other time period. Selections may be taken

from, but not limited to: novels, essays, short stories, plays, and poetry.

Read to attain a mythological sense:

Myth narrates not only the origins of the world, but the primordial events which shape man, thus providing a sense of society's historical, cultural, and ethical foundations. As such, it is important that students gain exposure to myth.

Read for understanding of self and world:

Students will begin to recognize themselves and their roles in the world through reflection and thoughtful analysis of literature.

Potential Activities: Class reading assignments, class discussions, class projects, individual/group presentations, writing assignments, dramatic presentations, video presentations...

Materials: See attached list of works studied.

Composition/ Writing:

In this area students will :

Understand the stages of the writing process

Writing involves various stages including prewriting activities, drafts, and critiques.

Write for varied purposes:

To express oneself—Students will more fully develop the ability to articulate ideas, feelings, and opinions.

To conceptualize—Students will form or understand ideas, abstractions in written form

To analyze—Students will explore in writing, parts of the whole, or to divide the whole into components in order to discover the truer nature of an issue.

To create—Students will produce written works through imaginative skill or bring into existence written work that is original.

To research: Student will be instructed in the rudiments of research in that it may enhance their powers of expression, analysis, conceptualization, and creative endeavors.

Increase structural competency in writing

Students will develop more fully the technical elements of writing relative to each student's individual level of achievement. (Most of these elements have already been introduced, but continued exposure is needed to assure mastery.)

Write with unity and coherence

Students will further develop the ability to write in a comprehensive manner in which all elements are a unified part of the whole.

Materials: Please see attached list of texts.

Potential Activities: Writing assignments (i.e. journaling, essays, narration, poetry...) critiques, individual conferencing, tutorials, peer editing, introduction to citation protocol.

Thinking:

Students will:

Develop logical thinking:

Students will attain a sense of definition, delineation, perspective, and some basic fundamentals in an effort to instill elements of logic as thinking tools.

Explore critical thinking:

Based on developed and developing thought processes, students will begin to objectively assess and evaluate the thinking of self and others.

Think independently

Students will increase the level of confidence in developing thought processes and in thinking abilities so as to encourage thinking, for oneself, both in one's own thought and writing, and in social groups.

Show tolerance and respect for the thinking process and ideas of others

Students will develop a respect for and acceptance of the thinking and ideas of others. This will be done in an atmosphere of mutual respect.

Activities: Meta-cognitive reflection, examination of various thought processes, inter/intra personal investigation.

Speaking

Students will:

Express ideas effectively

Vocabulary- Students will demonstrate appropriate language and control of Language skills, discussions, presentations, and conversations

Organization –Students will formulate thoughts orally in a clear and articulate Fashion

Purpose—Students will utilize appropriate modes of oral communication In which the oral translation is clear.

Increase confidence through oral presentation

Students will effectively express themselves whether in discussion, presentation, or conversation.

Develop the spoken word as an interpersonal tool:

Students will understand the power of words in everyday life. They will also

Utilize the appropriate form of communication to fit particular situations.

Activities: Discussions (Small/large groups), Introduction to techniques of Socratic Dialogue, Individual/group presentations.

Listening:

Listening: Along with speaking, focus will be placed on listening. Students will:

Listen actively

Objectively—Students will hear the facts and intended messages

Open-mindedly—Students will accept varying points of views from speakers.

Analytically—Students will process information in order to understand the components of the message.

Listen to prioritize information:

Students will process and organize information so that it is useful

Potential Activities: Students will develop techniques to enhance their listening abilities (i.e. note taking, summarizing...)

Contemporary World Literature

Contemporary World Literature is a one semester course open to Juniors and Seniors. In order that students might better understand current trends in literature, the course will begin with some examination of the nineteenth century which will give students exposure to various philosophical and literary movements (Romanticism, Existentialism...) Selected novels, as well as poetry, will be read, and emphasis will be placed upon the applied integration of language arts. The Class will focus upon further developing student abilities in literary analysis, exposure to some models of literary criticism to gain a more thorough sense of literature, as well as the examination of values, philosophies, and concerns reflected in the works themselves.

Advanced Composition

Advanced Composition focuses on advanced writing forms which are intended to prepare students for college level writing. Various types of essays with topics emerging from assigned reading and research are undertaken by students. It is expected that students who take this college preparatory course have the appropriate level of writing skills; therefore, rigor and high expectations are part of this class.

If students are to pass this class, all work must be submitted and in a timely manner.

Materials needed:

Text (supplied for students), writing utensil and paper

AP Literature and Composition Syllabus

“...*Our lessons come from the journey, not the destination.*” (Don Williams)

Course Description:

An AP English course is designed to be equivalent to the work done in a college level English course; therefore, the workload and level of assignments, as well as the quality of work presented must be consistent with that of an undergraduate level English course. In accordance with the high expectations outlined by the College Board, AP English Literature and Composition will provide sustained focus in the areas of: critical and analytical thinking and reading, interpretation of poetry and prose, stylistic analysis, forms of writing for various purposes with emphasis on the further development of expository prose.

Skills Taught:

Essentially, the goal of the course is to develop stronger writing and thinking abilities in students. As a means of accomplishing this, the course will seek to develop and refine student ability to write interpretations and analysis of literature based on:

- Structure, style, and themes
- Social, cultural, and historical values reflected in various works
- The use of figurative language, imagery, tone, symbolism
- Artistry and quality evident in the work

Frequent opportunities to write will be provided so that students may write to understand, explain, discover, and evaluate. Writing activities will include journals, formal essays and shorter prompts of an analytical, argumentative, reflective, or expository nature, as well as some creative writing. Timed writing exercises to prepare for the AP exam will also be featured on a weekly basis. The goal in all these writing activities is to enable students to communicate effectively through writing, and as a result write effective responses to the AP Literature and Composition exam. Regarding the frequency of writing, four to six formal papers, the final product being the result of revision, peer critique, as well as teacher input, will be assigned each quarter. Response to teacher devised assignments which approximate the AP writing prompts will be sought weekly. (Such responses also will be critiqued by the teacher, scored, then revised and refined in order that students understand what constitutes appropriate response.) Students will be given the ongoing opportunity to address those aspects of their writing needing further refinement (i.e. sentence structure, sentence variety, vocabulary usage, logical organization) through direct instruction, frequent teacher-peer critique, and ultimately revision.

Approach:

During the course of the academic year, the following themes will be focused upon: *Heroes, Good and Evil, The Nature of Man, The Spirit and Character of America/Montana, Star Crossed Lovers*. We will reflect on how the above themes are defined, examined, and valued in various historical periods and cultures. While the cultural emanations, philosophies, or “geist” emerging from various works and genres will be of primary concern, attention will also be given to literary techniques, analysis of structure and style including diction, tone, syntax, figurative language and symbolism.

Strategies:

Students will read across varying disciplines, complementing the study of literature with literary criticism and fiction from such sources as *The Atlantic*, *The Montana Quarterly*, *The New Yorker*. It is expected that students will read daily, both in and out of class. Summer reading will be assigned, and will be the basis of discussion and writing the first week of class. Each semester, in addition to core reading—novels, plays, poetry, literary criticism-- students will be expected to select three novels from a recommended reading list and write evaluative and analytical papers based on the respective works.

Writing in this course is literature based, and students will write about all that they read. Journals, personal reflections, formal papers which focus on analysis, both in terms of meaning and technique, as well as literary criticism and artistic evaluation will be undertaken by students. An example of a topic for a formal essay is as follows:

*In Mary Shelly's **Frankenstein**, the poem "The Rime of the Ancient Mariner" is alluded to by Frankenstein. Write an analysis of "The Rime of the Ancient Mariner," and explain why it is included in Shelly's work. Link the selected passage included in **Frankenstein** to the rest of the poem, as well as the novel. In your analysis, consider the following points: What is the result of Shelly's incorporation of this particular poem in the novel? How does the symbolism inherent in this poem relate to the novel? How does the inclusion of the poem add to the overall artistry of the novel? (Papers are to be a minimum of 1200 words.)*

Rubrics will be provided students in order to clarify expectations for each type of required writing, and all papers will receive verbal and written feedback. Feedback will include instruction in interpretation, logic, rhetoric to include tone and voice particular to audience, grammar, vocabulary, citation, sentence structures, wording. Students will use teacher comments to improve what they have written and guide them in revision and on future writing assignments. Peer editing will also occur; students will look for strength of analysis and support, accuracy of information, grammar, mechanics, rhetorical choices, and organization.

Students will also be expected to compile a poetry portfolio. For this portfolio, students will select a poet and write a series of papers which investigate the poet's themes, consider the historical, social, and cultural context of the works, analyze the poet's techniques, and ultimately reflect on the importance of this poet's work.

Discussion will be heavily emphasized as a means of learning, and will most generally follow the Socratic method, one of most powerful approaches to teaching and developing critical thinking skills. By removing pretenses of certainty, the method aims to provoke a deeper understanding free of bias and assumptions.

Homework:

Students should expect to spend between 60-90 minutes on homework per class meeting. Most homework will consist of reading complex literature, critiques, and preparing writing assignments. Depending on the level of student preparation, some students may need to spend additional time on class work. All written assignments are due at the beginning of the period, and late work will not be accepted unless there are extenuating circumstances.

Attendance:

Students need to attend class regularly. **This cannot be emphasized enough.** In the event of absence a student is responsible for securing notes, assignments, or whatever is need to make up work.

Honor Code: (Plagiarism/Cheating)

Plagiarism is the use of ideas or the words of another without proper acknowledgement. Cheating involves copying homework, tests, quizzes from another individual or from websites. Referring to *Spark Notes*, *Cliffs Notes*, and other sites dedicated to synopsis and analysis, rather than completing reading of primary sources and formulating one's own ideas, is considered cheating. Cheating and Plagiarism will not be tolerated in this class.

Texts (Readings will drawn from the following works):

Euripides I ("Hecuba" "The Trojan Women")

Euripides III (Medea)

The Illiad

Shakespeare: "MacBeth, "The Twelveth Night," "Romeo and Juliet"

Faust (Goethe)

The Platonic Dialogues

Nichomachean Ethics

Grimm's Fairy Tales

Wuthering Heights

Pride and Prejudice

This House of Sky

A River Runs Through It

Making Certain It Goes On (Poems by Richard Hugo)

The Prince

Schindler's List

The SunFlower

Go Down Moses

The Plague

Daisy Miller

Main Street

The Best Poems of the English Language (Harold Bloom)

Thus Spake Zarathustra

"Pygmalian" "Man and Superman"

Potential Course Outline: (32 weeks until the AP exam on 5/9/14)

Weeks 1-2 Course Introduction, Summer Reading, discussions, writing

Weeks 3-9 *Heroes* Focus on the Classical Hero, the Christian Hero, the modern hero...

Weeks 10-17 *Nature of Man* An examination of the philosophical perspectives and traditions regarding man's nature will ensue, followed by reading several literary works (novels, poetry, treatises) pertaining to man and his ethical systems.

Weeks 18-20 *Good and Evil* Perceptions of evil will be examined, with some focus on the Holocaust, Post Modernism, and Existentialism.

Weeks 21-24 *Star Crossed Lovers* (and others) Myths, folklore, drama, poetry, and literature have focused on star-crossed lovers. Literature from various eras—antiquity to present day—will be examined with the intent of understanding our fascination with these archetypal characters and their stories.

Weeks 25-29 *Spirit and Character of America* American and regional literature will be featured in this segment of the course with the intent of understanding the American character through the eyes of Americans themselves, as well as others (i.e. Europeans).

28-30 Poetry Workshop While poetry will be interwoven throughout all units, an intense focus on poetry will ensue with emphasis on TPCASTT method of analysis.

30-32 Review and intense preparation for the AP Exam

Final Thoughts:

As Gene Fowler said, "Writing is easy. All you do is stare at a blank sheet of paper until drops of blood form on your forehead." Despite this, I say hard work is worth all the discomfort incurred and defer to Plato who held that, "*The direction in which education starts a man will determine his future life.*"

Common Language and Terms for English Language Arts

Literary terms:

Allusion

Simile

Metaphor

Symbolism...

Writing terms:

Sentence (varied types)

Complete sentences / sentence fragments, run-on sentences

Punctuation:

Periods, question marks...

Commas

Comma splices

Semi-colons

Parenthesis

Quotation marks

Appropriate usage of language

Formal/ informal English