

Lit Analysis & Composition 2 2018-19 Course Guide

This year-long literature course integrates reading, writing, speaking, listening and research skills through an exploration of literature. Students read novels, short stories, poetry, drama and nonfiction selections, and create expository and creative writing products.

Goals Through this course, students

- Refine writing skills using a variety of forms.
- Enhance speaking and listening skills in both large and small group situations.
- Experience literature through critical analysis of theme, symbol, plot, character development and other literary techniques.
- Use critical thinking skills, specifically in problem solving and research strategies.
- Evaluate and synthesize nonfiction reading.
- Create quality written and oral products that show clear, organized and developed thinking.
- Expand vocabulary skills.

Content

Ongoing Curriculum Emphasis

Essay Writing and the Writing Process

Research Skills and MLA Format

Vocabulary

Analysis of Reading

Oral Presentations

Focused Curriculum

Throughout the year, students read a variety of both nonfiction and fiction literature. Although most units focus on a single work, supplemental materials are used to enhance develop student understanding of the units' concepts. Students may benefit from having their own copy of the texts that are bolded and shaded below.

1st Semester: Short Stories – Literary Analysis Review

Lord of the Flies by William Golding – Literary Analysis

Debate – Persuasion and Presentation Skills

Argumentative Essay Analysis

2nd Semester: **Tragedy of Macbeth** by William Shakespeare – Poetic Language and Literary Analysis

Night by Elie Wiesel – Research Skills & Writing and Nonfiction Reading

Twelve Angry Men by Reginald Rose – Synthesis Writing

Poetry – Analysis, Presentation and Creative Writing

Assessment Activities and Grading

A number of components make up the final grade, including participation in discussion activities, daily work, essays and other writing activities, group and individual presentations, vocabulary quizzes, literature-based activities, and projects. Students receive clear guidelines and rubrics in advance. These components are graded with point system, with point value being determined by the activity's scope and length of preparation time or work involved. While I am happy to discuss individual assessment, class time is only used to discuss general grading criteria and expectations. To discuss a grade, please make an appointment.

Writing – 45% - Essays and writing process steps

Assessments – 30% - Projects and comprehensive reading exams and assignments

Assignments - 10% - Homework, in-class discussion activities, reading questions, etc.

Vocabulary – 15% - Bi-weekly vocabulary tests, midterms and final exam

Student Expectations

In addition to the guidelines established by the School Code of Conduct and other school policies (including attendance and tardies), please keep the following student expectations in mind.

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- **Be respectful.** Be present in class, focused on the work we are doing. Use appropriate language and volume, particularly when working in small groups. Keep cell phones out of sight unless it is individual work time, or they are needed for the class activity.
- **Be responsible.** Be on time to class, bringing all of the supplies that you need to participate. Complete assignments on time, and ask for help when you get stuck. Keep the classroom clean, and properly dispose of any garbage. Be careful with school technology, and follow guidelines for technology responsible use.
- **Be empathetic.** Support and encourage your classmates, while being mindful of the fact that giving speeches in front of an audience is challenging and nerve wracking for most of us. Be an active (attentive) listener.
- **Be honest.** Own your work, and own your choices.

Academic Integrity

Demonstrating academic integrity is paramount to students' success in this course. Any form of cheating, including plagiarism, is an attempt by a student to show a level of skill that is not a true reflection of his/her own mental capacity. Plagiarism (using someone else's words or ideas without properly acknowledging one's source) of any type will not be tolerated. "Someone else's words or ideas" may come from a professional source, an electronic resource or another student. Students are strongly discouraged from using study guides like Spark Notes when analyzing literature because of the ease of unintentionally "borrowing" ideas. Only those assignments labeled as group or partner work may be completed cooperatively. Violations of academic integrity also include any unauthorized use or discussion of tests and answer keys or other methods of obtaining answers.

Students are required to turn in all final draft writing assignments to TurnItIn.com by the assignment's due date. Assignments not properly submitted to TurnItIn.com will not be graded.

Attendance and Late & Make-Up Work

All writing process steps and major projects will only be evaluated if they are submitted by the posted due date. Students who are absent are encouraged to email these assignments to the instructor so that they receive this feedback. An excused absence on the date that a process step is due or when the class is working on a writing assignment does not excuse the student from meeting the final draft's due date. Students with excused absences must turn in assignments the day they return. The time limit for making up daily homework due to an excused absence is equal to the number of days missed. Work will not be accepted if an absence is unexcused. Late work is accepted up to 5 school days after the due date, for a 10% point deduction. Work more than 5 school days late may be accepted, but only after a teacher conference has been held outside of class time to determine a make up plan. Students are encouraged to use provided unit overviews and the class website to stay up to date on class activities and due dates:

<http://issaquahhighkdean.weebly.com/>.