

Dual Enrollment Course Syllabus

English 101, English Composition/DE Eng. 11
Spring 2020

Instructor: Sinead Crandle

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BSCC 3 hours credit; MCPSS 1 hour Credit

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Course Description and Purpose:

The purpose of this course is to help students develop the skills and knowledge necessary for success in college. Upon successful completion of this course, the students will earn both a high school credit and 3 hours of college credit in English Composition 101 (Dual Enrollment credit). This course will help students develop critical reading, writing, and thinking skills in relation to literary interpretation and analysis. A variety of genres will be studied in this course including novels, short stories, poetry, and drama. The course is designed to teach entry-level college writing through the fundamentals of rhetorical theory as well as to teach students how to develop a display of products from various writing modes. Writing skills will be refined through writing workshops, peer/small group reviews, and a variety of short writing assignments as well as through individual conferences with the teacher. In addition, small group discussions and assignments through Literature Circles as well as Socratic style class discussions will be used to help students develop their analytical and interpretive reading skills.

Remember that this is a college level class, and it will be reflected as such on your transcript. Colleges will understand if you have a C or B as a high school student, but they will not like it if the low grade reflected is from a college level class; therefore, it is imperative that the course, and the course assignments, be taken very seriously. If at any time you feel that you will not be successful in this course, you need to notify me right away so that a determination can be made as to whether or not the course should be dropped. The course must be dropped by May 9, 2019, which is Bishop State's deadline to withdraw from a course.

Prerequisites/Co-requisites:

A minimum GPA of 3.0 with a score of 18 or better on the ACT (or a score of 500 on the SAT)

Textbook:

Literature, An Introduction to Reading and Writing by Edgar V. Roberts and Henry E. Jacobs 8th edition.

Additional Outside Texts: *Pocket Style Manual 8th Edition* by Diana Hacker. ISBN-13: 9788925598406 (**STUDENT MUST HAVE IN CLASS EVERYDAY**) *The Awakening* by Kate Chopin; *The Raisin in the Sun* by Lorraine Hansberry

Student Learning Outcomes and Area Competencies:

Students will engage in intense class discussions and online discussion posts to further their understanding of the literature. Through close readings of selected texts, students will deepen their understanding of the devices writers use to enhance the language to provide both meaning and enjoyment for their readers. Students will consider a work's structure, style, point of view, theme, diction, and tone as well as literary devices such as the use of figurative language, imagery, and symbolism. Students are encouraged to share their opinions in this college-level class; however, they may not say anything that would be offensive to others. Some of our reading material is of a mature nature, and it is important that students realize these boundaries. A good rule of thumb is to refrain from saying anything in class you would not want someone to say to your grandparent or that you would not say to your clergy. In addition, students will develop a writing portfolio in which they will develop and portray writing products from the various different writing modes such as narrative, descriptive, expository, and argumentative.

Upon completion of the course students will be able to:

- Analyze and interpret samples of good writing, identifying and explaining an author's use of literary and poetic devices and techniques;
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing/pre-writing, and reviewing
- Write thoughtfully about their own process of composition;
- Revise a work to make it suitable for a different audience;
- Develop a writing portfolio which reflects products from various writing modes and/or genres;
- Read and critically analyze imaginative literature;
- Understand a work's structure, style, and themes as well as figurative language, imagery, symbolism and tone;
- Study representative works from various genres and periods with extensive concentration on a few works for in-depth understanding and analysis of their complexity;
- Consider the social and historical values a work reflects;
- Conduct academic research to review critical articles/texts;
- Develop written critical article reviews and/or reflections
- Speak, listen, read, and write using the resources of language connotation, metaphor, irony, syntax, and tone.

Class activities will be focused to help students become stronger, more confident readers and writers. With this in mind, students will read and write extensively in class and at home.

- Students should be prepared to spend as much as four hours a week on homework and out of class reading.
- Students will engage in frequent writing assignments, both formal and informal, to strengthen their comfort and ease as writers.
- Students will utilize graphic organizers, critical article reviews, and response papers as needed.
- Students will periodically be given vocabulary and literary terms and tested on them.
- Students will be given unfamiliar texts for analysis to show application of developing skills.
- Students will be given pop reading quizzes as necessary.
- Students will be required to participate in class discussions daily.
- Students will be required to participate in group activities and discussions both online and in the classroom.
- Students will be given tests and writing assignments for all major literary works assigned.

Late work is not encouraged; work will be accepted one day late with a 20pt deduction. After one day, late work will not be accepted under any circumstances. Any work missed due to an excused absence must be made up according to the guidelines of the make-up policy. Work assigned on or due on the day of an unexcused absence will not be accepted. Work missed or assigned during a suspension will not be accepted. Refer to the section entitled "Make-up Work" for additional information.

It is the teacher's discretion to change assignments based on class performance. Sometimes the dynamics of a class require different techniques or strategies; as a result of the differences between classes, assignments for one particular class may vary from other similar classes.

Writing assignments will include both formal and informal essays. Informal essays will be exploratory in nature as students explain their thought processes while reading literature; this will include annotations, free writing, and reflections/response papers. Expository, analytical essays where students draw from the textual details of a piece of literature and write a well developed explanation/interpretation of the meanings of the text will also be required; this will include critical article reviews and argumentative essays where students make and explain their judgments about a work's artistry, quality, and social/cultural values. Student writing must contain a wide range of vocabulary, a variety of sentence structures, logical organization, a balance of generalization and specific details, as well as an effective use of rhetoric.

Grades will be based on points earned out of total points possible. Projects, presentations, papers, reflections, article reviews, tests, quizzes, homework, discussions, and participation are worth a range of points, based on their complexity.

There will be a major test on each literary work or unit studied. Test style will vary and may be comprised of quotes from the literature as well as discussion, short answer, and/or multiple choice questions. All tests will have an essay portion included. In addition to identifying key terms, identifying authors, and identifying characteristics of the literature, the student should be able to evaluate and discuss individual pieces of literature. Point range will vary. There will be quizzes on each reading assignment which will be worth anywhere from 25-50 points each depending upon the content and complexity. Socratic Seminars and group discussions (in class or online) will be worth up to 25 points.

Revised on: February 4, 2020

In order to maintain the integrity of Advanced/DE courses, limited extra credit will be given in this class, and grades will not be curved. Major assignment grades will be assigned according to specific rubrics and/or a specific set of criteria which will be provided in class. I recommend that students who earn a "D" or an "E" for the first semester be withdrawn from the course and placed in English 11 Honors or English 11 in order to avoid having a low course grade reflected on their college transcripts.

Make-up work will only be allowed for work missed during an excused absence. Not all graded activities can be made-up. For example, quizzes and in-class discussion may not be offered for make-up; it depends on the content and the circumstances, and the decision will be left up to the instructor's discretion. With this understanding, the lowest 25 point assignment for each quarter will be dropped, and in-class make-up days have been built into the schedule. These days will be used to complete make-up tests and/or in-class essays. If you do not make-up the assignment on those dates, you will receive a zero. In the event a quiz is missed and make-up is allowed, the work must be made-up on the first day of the student's return. Arrangements for make-up are the student's responsibility and staying after school may be necessary; however, after school make-up will be arranged based upon the instructor's availability. Missed Socratic Seminars can be made up by answering the questions generated for the discussion and citing textual evidence for the answer. This must be turned in with-in two class periods. Students are encouraged not to miss more days than they can make-up the work for in one class period.

Class Requirements:

1. **All at-home written assignments** must be turned in electronically by **11:59 pm on the due date (www.turnitin.com)**. Students **MUST** also submit a hard copy on the morning of the due date. Assignments are not to be emailed, they must go through turnitin. All assignments must be in MLA format with proper parenthetical citations. All at-home essays should be typed in Times New Roman, 12 point font, double-spaced (check the box that says "Do not add additional space"), and one inch margins all around. **Failure to use turnitin or to provide a hard copy will result in a 50% reduction in grade.**
2. **All in-class essays** should be written in blue or black ink on white, lined, regular-sized composition paper. Please write on every other line, front side only. These requirements also apply to in-class writing assignments.
3. The upper left corner of your essays should look like this: **(Remember when typing, the heading should be double spaced MLA)**

John Smith
Jan. 1, 2019
Eng. 101 Block 3 (or whatever block applies)
Ms. Crandle

Center your essay title
Skip a line after the title and begin the essay.

4. **Response papers and critical article reviews** will be a minimum of two pages, and they must be double spaced, Times New Roman, 12 point font, one inch margins, and they must be submitted to turnitin; a hard copy of the response papers must also be turned in. * **Misc. paper assignments will also be required to be in MLA format and to be submitted to turnitin.com**
5. **All work of more than one page should be stapled.** You are responsible for **stapling** your work. Do not submit papers in any kind of holder/folder. Do not submit a cover sheet. Come to class ready to turn in your work, not looking for a stapler, paper clip, or rushing to the computer lab to print it out. Your work is due when the tardy bell rings. If you are late, so is your work, and it will not be accepted without a penalty (Work submitted late within the first 30 minutes of class will incur a 10pt deduction; after 30 minutes, the work is considered a day late, which will result in a 20 pt. deduction as previously mentioned in regards to late work.)
6. Class attendance, participation, and interest in this class are considered when grades are calculated. If you miss a scheduled class discussion (Socratic seminar) you will be required to answer and provide textual citations for all the index card submissions for the discussion and turn in the assignment within 2 class meetings.

BSCC Academic Integrity Policy:

Bishop State Community College enthusiastically promotes academic integrity and professional ethics among all members of the Bishop State academic community. Violations of this policy are considered as serious misconduct and may result in disciplinary action and severe penalties.

Revised on: February 4, 2020

BSCC Plagiarism Policy:

Plagiarism is the act of taking and/or using the ideas, work, and/or writings of another person as one's own.

1. To avoid plagiarism, give written credit and acknowledgment to the source of thoughts, ideas, and/or words, whether you have used direct quotation, paraphrasing, or just a reference to a general idea.
2. If you directly quote works written by someone else, enclose the quotation with quotation marks and provide an appropriate citation (e.g. footnote, endnote, bibliographical reference).
3. Research, as well as the complete written paper, must be the work of the person seeking academic credit for the course. (Papers, book reports, projects, and/or other class assignments).

DISCIPLINE: FACULTY MEMBERS MAY RESPOND TO CASES OF PLAGIARISM IN ANY OF THE FOLLOWING WAYS:

1. Return the paper or other item for rewriting; the grade may be lowered.
2. Give a failing grade on the paper or other item - "F" if a letter grade is used or zero if a numerical grade is used.
3. Give the student who plagiarized a failing grade in the course.
4. Recommend sanctions, including disciplinary expulsion from the College.

Materials:

The texts listed below are needed for the class. Students will need to purchase their own copies so they may annotate. I will order the books for the class so that we can get them discounted and tax free. I will provide students with the total cost. However, if you would like to use a copy that you already own, please feel free to do so. I have the ISBN numbers available at your request if you'd rather purchase your own; however, I have shopped for the most affordable copies. I will also lend class copies when they are available.

- Hacker, Diana. *Pocket Style Manual 8th Edition* * **Students are required to purchase this on their own; ISBN number listed on pg. 1 of this syllabus**
- Chopin, Kate. *The Awakening*
- Hansberry, Lorraine. *The Raisin in the Sun*.

Students should also have access to a grammar handbook for reference at home, or you should become familiar with several reputable on-line grammar guides.

Students should come to class every day prepared to work with the following items:

- Plenty of lined white notebook paper.
- A notebook for taking notes and keeping materials.
- Post-it notes for annotating texts.
- Personal stapler with staples.
- Pens (black or dark blue only).
- No. 2 pencils for Scan-tron tests only.
- Highlighters.
- Index cards.
- Correction tape may be used, but liquid correction fluid may not.

Appropriate class conduct is based on the following:

- Being on time, alert, prepared, and ready to learn.
- Being respectful at all times in every aspect
- Raising your hand to ask questions or to be recognized.
- Keeping language clean and polite.

Consequences for inappropriate behavior include:

- Warning from the teacher
- Conference with student
- Conference with parents
- Detention
- Referral to office
- Removal from course

Note: If a student severely disrupts the learning of others, he/she will be sent directly to the office.

TENTATIVE CLASS SCHEDULE SPRING 2020

All bold items are to be done/read/annotated **BEFORE** the specified class date so that the student is prepared for any discussions/quizzes. What does not get completed in class **MUST** be done as homework. Reading quizzes are scheduled every day, but will only be used when it appears students are not doing the required reading.

Writing Workshop Wednesdays and Literature Circles (tentatively Fridays) will be included each week

Quarter 3

Lit. Focus

1 Tue. 1/7	Class overview; classroom Rules	
2 Wed. 1/8	Dual enrollment paperwork; Introductions	
3 Thur. 1/9	Six Elements of Style and Literary Terms; review of Socratic Seminars, Literary Circles, Misc. discussions; writing expectations;	
4 Fri. 1/10	Continue notes and discussion of the six elements of style	
5 Mon. 1/13	“Hills like White Elephants” by Hemingway (handout), quiz, discussion In class text annotation	<i>Style & POV</i>
6 Tue. 1/14	“Hills like White Elephants” by Hemingway continued Annotations, discussion, misc.	<i>Annotated text</i>
7 Wed. 1/15	<i>Writing Workshop: Writing Process, 6 Traits, and Reflections</i>	
8 Thur. 1/16	“A & P” by Updike p. 324, quiz, discussion Notecard, SOAPSTONE, DIDLS	<i>Style</i>
9 Fri. 1/17	“The Yellow Wallpaper” by Gilman p. 588; quiz; discussion Overview of relevant background information	<i>Theme, Style, POV</i>
Mon. 1/20	HOLIDAY	<i>HOLIDAY</i>
10 Tue. 1/21	“The Yellow Wallpaper” by Gilman p. 588 continued; discussion SOAPSTONE	<i>Theme, Style, POV</i>
11 Wed. 1/22	<i>Writing Workshop: Reflections & Critical Article Reviews; Academic Research TBD</i>	
12 Thur. 1/23	“Everyday Use” by Alice Walker p. 99; quiz; discussion SOAPSTONE; DIDLS	<i>Theme & Symbolism</i>

*Fri. 1/24	WRITING ASSIGN. 1: REFLECTION OF A SHORT STORY	REFLECTION
13 Fri. 1/24	Literary Circles: <i>The Awakening</i> by Kate Chopin Chapters 1-10; quiz TBD Decide Roles & Divide Group Project; Discussion	*EQT Project assigned
14 Mon. 1/27	TBD: In class make-up day or additional discussion	
15 Tue. 1/28	TEST: Short Stories Unit One w/ essay	TEST & ESSAY
16 Wed. 1/29	<i>Writing Workshop</i> : Objective Summary; in-class writing ***WRITING ASSIGNMENT 2 (In Class)	OBJECTIVE SUMMARY
17 Thur. 1/30	Emily Dickinson: "I Heard a Fly Buzz..." p. 1117; "Success is Counted Sweetest" p. 1122 Lucille Clifton: "Homage to My Hips" p. 840; "This Morning (...)" p. 1175; "The Poet" p. 1176; TPFASST;	Dickinson: Misc. focus Clifton: Tone & Misc. focus
**Fri. 1/31	WRITING ASSIGN. 3: CRITICAL ARTICLE REVIEW	CRITICAL ART.
18 Fri. 1/31	Literary Circles: <i>The Awakening</i> by Kate Chopin Chapters 11-20; quiz TBD Discussion guided by roles & assignment	*EQT Project
19 Mon. 2/3	Giovanni: "Nikki-Rosa" p. 942; "Woman" p.1192; TPFASST	Form & Misc. Focus
20 Tue. 2/4	Maya Angelou: "My Arkansas" p.1162; "Phenomenal Woman" (internet/handout); "Still I Rise" (internet/handout); TPFASST	Misc. Tone
21 Wed. 2/5	<i>Writing Workshop</i> : Memoir; creative writing; grammar mini-lesson	
22 Thur. 2/6	TBD: In class work day; writing projects	
**Fri. 2/7	WRITING ASSIGN. 4: CREATIVE WRITING PIECE Choice assignment	CREATIVE WRITING

23 Fri. 2/7	Literary Circles: <i>The Awakening</i> by Kate Chopin Chapters 21-29; quiz TBD Discussion guided by roles & assignment	<i>*EQT Project</i>
24 Mon. 2/10	TBD: In Class Review day	
25 Tue. 2/11	Frank O'Connor "First Confession" p.314; SOAPSTONE; DIDLS	<i>Memoir & Misc.</i>
26 Wed. 2/12	<i>Writing Workshop:</i> Memoir; grammar mini-lesson: parallel structure	
27 Thur. 2/13	Robert Frost: "Mending Wall" p. 1151; "Birches" p. 1152; "The Road Not Taken" p. 1153 TPFASTT	<i>Misc.</i>
**Fri. 2/14	WRITING ASSIGN. 5: MEMOIR	<i>MEMOIR</i>
28 Fri. 2/14	Literary Circles: <i>The Awakening</i> by Kate Chopin Chapters 30-39; quiz TBD Discussion guided by roles & assignment	<i>*EQT Project</i>
29 Mon. 2/17	Walt Whitman: "Beat! Beat! Drums!" p. 1250; "I Hear America Singing" p. 1252 TPFASTT	<i>Imagery/Rhythm</i>
30 Tue. 2/18	"The Story of an Hour" by Chopin p. 342; quiz; discussion SOAPSTONE; DIDLS; Question development & significant passage identification	<i>Tone & Theme</i>
31 Wed. 2/19	<i>Writing Workshop:</i> Correcting/editing Theses and supporting details Grammar mini-lesson: Titles – quotations vs underlining	
32 Thur. 2/20	"The Lottery" by Shirley Jackson p. 237; quiz; discussion SOAPSTONE; Questions from the textbook Question development & significant passage identification	<i>Point of View & Theme</i>
33 Fri. 2/21	Literary Circles: <i>The Awakening</i> by Kate Chopin Final Discussion guided by roles & assignment	<i>*EQT Project</i>
34 Mon. 3/2	"Araby" by James Joyce p. 269; discussion SOAPSTONE; DIDLS	<i>Setting & Author's Purpose</i>
	<i>See Next page</i>	

35 Tue. 3/3	<p>“A Rose for Emily” by William Faulkner p. 81; quiz; discussion</p> <p>SOAPSTONE; Questions from the textbook</p> <p>Question development & significant passage identification</p>	<i>6 Elements of Style</i>
36 Wed. 3/4	<p><i>Writing Workshop</i>: TBD</p> <p>TBD: In Class Review/Make-up day</p>	
37 Thur. 3/5	<p>“The Black Cat” by Edgar Allen Poe p. 522; discussion</p> <p>Question development & significant passage identification</p> <p>“The House on Mango Street” by Sandra Cisneros p. 263; discussion</p> <p>Question development & significant passage identification</p>	<p><i>POV & Tone</i></p> <p>*****</p> <p><i>Setting & Author’s purpose</i></p>
**Fri. 3/6	EQT Individual Project Due	PROJECT DUE
38 Fri. 3/6	TEST: Short Stories Unit Two w/ essay	TEST & ESSAY
39 Mon. 3/9	EQT Project Presentations on <i>The Awakening</i> by Kate Chopin; misc.	PRESENTATIONS
40 Tue. 3/10	EQT Project Presentations on <i>The Awakening</i> by Kate Chopin; misc.	PRESENTATIONS
41 Wed. 3/11	EQT Project Presentations on <i>The Awakening</i> by Kate Chopin; misc.	PRESENTATIONS
42 Thur. 3/12	Make-up Day	

Quarter 4

1 Mon. 3/16	Writing Conferences	
2 Tue. 3/17	Langston Hughes: “The Negro Speaks of Rivers” p. 1061; “Harlem” p. 805; “Negro” p. 1203 Henry David Thoreau: “Friendship” (internet/handout); TPFASTT	<i>Figurative devices</i> <i>&</i> <i>Symbolism</i>
3 Wed. 3/18	<i>Writing Workshop: Review of needed concepts evident in the writing conferences</i>	
4 Thur. 3/19	Robert Frost: “Stopping by Woods on a Snowy Evening” p.672 Robert Herrick: “Here a Pretty Baby Lies” p. 663 TPFASST	<i>Misc.</i>
5 Fri. 3/20	“The Fall of the House of Usher” by Edgar Allen Poe p. 507; discussion SOAPSTONE; DIDLS	<i>Misc.</i>
6 Mon. 3/23	“The Fox and the Grapes” by Aesop p. 385; discussion SOAPSTONE; DIDLS	<i>Symbolism</i> <i>&</i> <i>Allegory</i>
7 Tue. 3/24	“Young Goodman Brown” by Nathaniel Hawthorne p. 395; quiz; discussion SOAPSTONE; DIDLS	<i>Symbolism</i> <i>&</i> <i>Allegory</i>
8 Wed. 3/25	<i>Writing Workshop: Poetry explication; in-class writing</i> ***WRITING ASSIGNMENT 1 (In Class)	<i>POETRY</i> <i>EXPLICATION</i>
9 Thur. 3/26	“The Parable of the Prodigal Son” <i>St. Luke</i> p. 409; discussion SOAPSTONE; DIDLS	<i>Symbolism</i> <i>&</i> <i>Allegory</i>
10 Fri. 3/27	Literary Circles: A Raisin in the Sun by Lorraine Hansberry; read poem & intro Decide Roles & Divide Group Project; Discussion	<i>*EQT Project</i> <i>assigned</i>
11 Mon. 4/6	“A Jury of her Peers” by Susan Glaspell p. 172; quiz; discussion SOAPSTONE; DIDLS; Character analysis	<i>Characters</i>
12 Tue. 4/7	“A Worn Path” by Eudora Welty p. 138; quiz; discussion SOAPSTONE; DIDLS	<i>Structure</i>

13 Wed. 4/8	<i>Writing Workshop: Observation & Report</i>	
14 Thur. 4/9	“ What have I been doing Lately? ” by Jamaica Kincaid p.243; quiz; discussion SOAPSTONE; DIDLS; TBD	<i>POV</i>
15 Fri. 4/10	Literary Circles: <i>The Raisin in the Sun</i> by Lorraine Hansberry Act I, Scene i; quiz Discussion guided by roles & assignment	<i>*EQT Project</i>
**Fri. 4/10	WRITING ASSIGN. 2: REFLECTION OF A SHORT STORY	<i>REFLECTION</i>
16 Mon. 4/13	“ Two Kinds ” by Amy Tan p.194; discussion SOAPSTONE; DIDLS; Character analysis	<i>Characters</i>
17 Tue. 4/14	“ A Soldier’s Home ” by Ernest Hemingway p. 302; quiz; discussion SOAPSTONE; DIDLS; TBD	<i>Style</i>
18 Wed. 4/15	<i>Writing Workshop: Critical Article Review</i> Grammar mini-lesson: commas, semi-colons, parallel structure review	
19 Thur. 4/16	“ Before the Firing Squad ” by John Chioles p. 556; quiz; discussion SOAPSTONE; DIDLS; TBD	<i>Misc.</i>
20 Fri. 4/17	Literary Circles: <i>The Raisin in the Sun</i> by Lorraine Hansberry Act I, Scene ii; quiz Discussion guided by roles & assignment	<i>*EQT Project</i>
**Fri. 4/17	WRITING ASSIGN. 3: OBSERVATION/REPORT	<i>OBSERV/REPORT</i>
21 Mon. 4/20	“ The Battle Royal ” by Ralph Ellison p. 125; quiz; discussion SOAPSTONE; DIDLS; TBD	<i>Structure</i>
22 Tue. 4/21	“ The Lesson ” by Toni Cade Bambara p. 444; quiz; discussion SOAPSTONE; DIDLS; TBD	<i>Theme</i>
23 Wed. 4/22	<i>Writing Workshop: Correcting/editing Theses and supporting details</i>	
24 Thur. 4/23	“ The Sky is Gray ” by Ernest J. Gaines p. 459; quiz; discussion SOAPSTONE; DIDLS; TBD	<i>Theme</i>
25 Fri. 4/24	Literary Circles: <i>The Raisin in the Sun</i> by Lorraine Hansberry Act II, Scene i-ii; quiz Discussion guided by roles & assignment	<i>*EQT Project</i>
**Fri. 4/24	WRITING ASSIGN. 4: CRITICAL ARTICLE REVIEW	<i>CRITICAL ART.</i>

26 Mon. 4/27	“ The Curse ” by Andre Dubus p. 584; quiz; discussion SOAPSTONE; DIDLS; TBD	<i>Misc.</i>
27 Tue. 4/28	“ The Blue Hotel ” by Stephen Crane p. 560; quiz; discussion SOAPSTONE; DIDLS; TBD	<i>Misc.</i>
28 Wed. 4/29	<i>Writing Workshop: Correcting/editing Theses and supporting details</i> TBD	
29 Thur. 4/30	“ A Very Old Man with Enormous Wings ” by Gabriel Garcia Marquez p. 390 quiz; discussion; SOAPSTONE; DIDLS; TBD	<i>Symbolism & Allegory</i>
30 Fri. 5/1	Literary Circles: <i>The Raisin in the Sun</i> by Lorraine Hansberry Act II, Scene iii & Act III; quiz Discussion guided by roles & assignment	<i>*EQT Project</i>
**Fri. 5/1	WRITING ASSIGN. 5: CREATIVE WRITING PIECE Choice assignment	CREATIVE WRITING
31 Mon. 5/4	“ Unfinished Masterpieces ” by Anita Scott Coleman p. 388; quiz; discussion SOAPSTONE; DIDLS; TBD	<i>Symbolism & Allegory</i>
32 Tue. 5/5	“ The Myth of Atalanta ” – Anonymous p. 386; discussion SOAPSTONE; DIDLS; TBD	<i>Symbolism & Allegory</i>
33 Wed. 5/6	<i>Writing Workshop: TBD</i>	
34 Thur. 5/7	“ Aftermath ” by Mary Yukari Waters p. 354; quiz; discussion SOAPSTONE; DIDLS; TBD	<i>Tone</i>
35 Fri. 5/8	Literary Circles: <i>The Raisin in the Sun</i> by Lorraine Hansberry Final Discussion guided by roles & assignment	<i>*EQT Project</i>
36 Mon. 5/11	“ Lullaby ” by Leslie Marmon Silko p. 348; quiz; discussion SOAPSTONE; DIDLS; TBD	<i>Tone</i>
37 Tue. 5/12	“ Barn Burning ” by William Faulkner p. 160; discussion SOAPSTONE; DIDLS; Character analysis	<i>Characters</i>
38 Wed. 5/13	Literary Circles: <i>The Raisin in the Sun</i> by Lorraine Hansberry TBD: Possible Drama Rehearsal	<i>*EQT Project</i>
39 Thur. 5/14	“ The Necklace ” by Guy De Maupassant p. 4; discussion SOAPSTONE; DIDLS; Character analysis	<i>Theme & Characters</i>

40 Fri. 5/15	EQT Project Presentations on <i>The Raisin in the Sun</i> by Lorraine Hansberry	PRESENTATIONS
**Fri. 5/15	EQT Individual Project Due	PROJECT DUE
41 Mon. 5/18	EQT Project Presentations on <i>The Raisin in the Sun</i> by Lorraine Hansberry	PRESENTATIONS
42 Tue. 5/19	EQT Project Presentations on <i>The Raisin in the Sun</i> by Lorraine Hansberry	PRESENTATIONS
43 Wed. 5/20	Last day of School TBD: In class make-up day	

STUDENT SERVICES- Please sign up for these services ASAP.

www.turnitin.com

If you already have an account, log in and select the tab that says enroll; use the enrollment info listed below. If you do not have an account, you will need to create one by selecting create and then scrolling down the page until you see student; select student, and then complete all of the required information. Remember the email address you provide will serve as your log in in the future. The first two fields you will be prompted to complete will ask for Class ID and Password; use the information listed below.

Class ID: 23463389

Password: Cradle

Remind 101

Students text: @eng101de to the number 81010

(If you don't have access to text messages use the email instructions)

Email To: cradle@mail.remind.com (leave the subject line blank)

Or go to www.remind.com and select the tab that says add students or parents and follow the instructions; you can set up email or text messaging this way if you have trouble with the other suggested methods.

Ms. Crandle's English 11 Dual Enrollment Literature & Composition
Class Participation Contract 2019-2020

The goal of the English Literature and Composition DE course is for every student in the class to obtain dual enrollment credit for Eng 101 through the successful completion of the course with a minimum of a "C" or higher and to prepare students for the rigor and challenge of college. The course is meant to be intensive and should only be taken by students who enjoy reading, thinking about what they read, and writing about what they read. By teaching this course, I am committing myself to your success; this contract is your written statement that you will do likewise. Please initial each of the following items and sign at the bottom of the last page.

I understand that between Jan. 2020 and May 2020, I am expected to read and analyze several literary texts, including but not limited to, at least one play and various selections of short fiction, essays, and poetry. As this is meant to approximate a college literature course, some of the selected readings may deal with adult themes and situations.

_____ [student initial] _____ [parent initial]

I understand that some of the texts will be provided by Murphy High School; however, I may be required to purchase some text(s). I am responsible for obtaining a personal copy of any text that I wish to highlight or annotate within, and I will be required to purchase an MLA/APA manual for class use.

_____ [student initial] _____ [parent initial]

I understand that I am not guaranteed college credit. The earning of college credit will depend upon my performance.

_____ [student initial] _____ [parent initial]

I understand that most, if not all, reading will be done outside of class and that, with few exceptions, the class will not analyze or assign novels chapter by chapter; rather, they usually analyze it after everyone has read the entire work. I understand that close reading is involved in preparing for class. While the use of Sparknotes / CliffsNotes may help in understanding difficult texts, they are to be used as a tool, not a replacement for the literature. I will not bring such "study" materials into the classroom.

_____ [student initial] _____ [parent initial]

I understand that plagiarism is defined as taking someone's words or ideas as if they were my own. If I am caught plagiarizing work, I will receive a zero for the assignment. If I am caught a second time disciplinary action will be taken. Every offense will be reported to the National Honor Society and National English Society, if the student is a member or applies for membership.

_____ [student initial] _____ [parent initial]

I understand that most assignments will require access to an Internet-connected computer; I may need to arrange to come to school early and/or stay late if I do not have computer access at home. I also understand that the public library has Internet accessible computers for free public use. I understand that there will be times I will be required to meet with fellow students and/or my teacher after school. Scheduled after school sessions with the teacher will be arranged one week in advance.

_____ [student initial] _____ [parent initial]

I understand that this course utilizes Turnitin.com for all assignments that are done at home. A copy for these assignments must be turned in as well. Failure to do either of these steps will result in a 50% reduction in grade. Internet/printer problems are not acceptable excuses for late work. Plan accordingly: attempt to have assignments completed 24 hours in advance.

_____ [student initial] _____ [parent initial]

I understand that all deadlines are firm. Since I will have a detailed syllabus that lists all assignments and their due dates, I will be able to plan accordingly. If necessary, I will turn in assignments early. Just as in college, late work will not be accepted without a severe penalty, and some assignments will not be accepted late, regardless of the reason.

_____ [student initial] _____ [parent initial]

I understand that make-up days for tests are built into the syllabus and that I should not miss more days than I can make up for in one day. There will be a minimum of one scheduled in-class make-up day per quarter, and only tests/in-class essays from that quarter may be made-up during that session. After-school make-up sessions are available by appointment only and based on the teacher's availability; make-up work may not be completed during another block.

_____ [student initial] _____ [parent initial]

I understand that not all assignments will be given a grade. Some work is done for practice and understanding.

_____ [student initial] _____ [parent initial]

I understand that Socratic Seminars can be made up for ½ credit only, and that I should make every attempt not to miss these scheduled days. A missed quiz/reading check will result in a zero out of a possible twenty-five points, regardless of whether or not an absence is excused (this includes school related activities such as field trips and optional assemblies). I understand that each quarter one of my lowest twenty-five point assignments will be dropped.

_____ [student initial] _____ [parent initial]

I understand that if I do not accept any of these stipulations, I will immediately make an appointment to change my schedule.

_____ [student initial] _____ [parent initial]

Student Signature

Printed Name

Parent Signature

Printed Name