

English 401- Senior English

Tips for Success in on-line English:

- ✓ You should be logging into your class every day. (On-line classes require discipline and planning. DO NOT procrastinate! Procrastination does not make for good learning.)
- ✓ Look ahead at assignments because they require varying amounts of time to complete.
- ✓ Complete all the prep work. Every piece of the unit prepares you for success in the final embedded assessment (hence the term “embedded”)
- ✓ Pay attention to due dates. (Look in your gradebook.) Work turned in by the due date is eligible for revision which makes for better learning. Work turned in after the due date cannot be revised.
- ✓ Be sure to take the time to read comments and feedbacks on drafts. Revise and edit before turning in your final. (A final draft turned in at the same time as the first draft will not receive credit.)
- ✓ Participate in discussions early and be thoughtful and thorough in your input. Ask probing questions that invite discussion.
- ✓ Ask questions! If you are uncertain about an assignment or need help, contact me! I’m here to help!

Course Description –

This course capitalizes on the confidence and expertise you have gained as interpreters and analyzers of texts by introducing you to multiple lenses through which to view text. You are asked to broaden your understanding and your interpretive skills by thinking deeply about themes and ideas from multiple perspectives. Using Historical, Cultural, Feminist, Marxist, and Archetypal Criticism, you learn to view texts through some of the filters that result in multiple interpretations of the same text or media story. You apply the theories of criticism to your own reading and to interpretation of both fiction and nonfiction texts.

Course Outline:

Introduction

You can find all your readings within the course. If you would like, you can get a hard-copy "Springboard" textbook from your school. You can see PDF attachments in each Learning Unit for an online copy of the texts. Springboard instruction is explicit teaching of learning strategies that empower students by equipping them with the skill to know when, why, and how to use them free of teacher support. In this program:

- *Students are consistently exposed to the higher-order thinking skills and behaviors demanded of college-level work.
- *Students practice close analysis with pre-AP and AP reading strategies, leading to an ability to independently analyze any new text.
- *Students are confronted with increasingly challenging texts, both canonical and contemporary, fiction and nonfiction.
- *Students are challenged by complex writing tasks in persuasion, argumentation, literary analysis, and synthesis in order to build capacity to write effectively in these rhetorical modes.

For this semester, we will focus on Unit 1 and Unit 2.

Unit 1 – Perception Is Everything

This unit introduces the idea that our perception of reality is filtered through various perspectives, values, prejudices, and attitudes. You will explore multiple literary theories as filters, or lenses, through which to interpret literature. You will examine the idea that the world is full of ideologies, theories, and biases through which we construct our understanding of our own and others' experiences. Studying theory is a way to make us aware of competing visions of truth. Unit 1 begins by showing how point of view presents the reader with a filter or perspective from which to view the world. This unit introduces the literary theories of Reader Response Criticism and Cultural Criticism as the first two lenses through which we interpret literature and the world. You will have the opportunity to apply these literary theories to your own and others' writing.

Two essential questions focus your attention on the skills and knowledge presented and assessed in the unit:

1. How do writers and artists organize or construct text to convey meaning?
2. What does it mean to be a stranger in the village?

You answer these questions through the activities and assessments in the unit.

Springboard Units are designed back to front – You begin each unit by previewing the assessment you are working towards. Think about how each reading and task connects to the embedded assessment. By the time you actually get to the embedded assessment, you will have done a great deal of preparation for it.

At the end of Unit 1 you should be able to:

- *understand the relationship between perspective and critical theory
- *apply critical theories to various texts studied and created
- *control and manipulate textual elements in writing to clearly and effectively convey a controlling idea or thesis

Unit 2 – The Collective Perspective

This unit provides an opportunity to continue your focus on critical perspectives. In this unit, you will learn about Marxist, Feminist, and Archetypal literary theories. You will analyze characters, characterizations, and relationships between and among individuals and groups in a variety of texts, including drama, film, and non-fiction. You will deepen your interpretation and discussion of texts by considering the social and cultural implications of considering a text from a particular perspective. By studying texts this way, you will start to understand various textual readings and reflect on whether the understanding of these perspectives enhances or limits your enjoyment of them.

Two essential questions focus your attention on the skills and knowledge presented and assessed in the unit:

1. How does applying a critical perspective affect an understanding of text?

2. How does a new understanding gained through interpretation help or hinder your enjoyment of a text?

You answer these questions through the activities and assessments in the unit. At the end of Unit 2 you should be able to:

- *enhance critical thinking by studying Feminist, Marxist, and Archetypal critical perspectives
- *apply multiple critical perspectives to drama, nonfiction, and non-print texts
- *use the writing process to create an engaging script and an insightful analytical response
- * use a variety of organizational and rhetorical strategies for different modes of writing

Common Core State Standards for Washington eleventh and twelfth grades

Reading

- Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant, e.g., through the use of satire, sarcasm, irony, or understatement. (RL.11-12.2)*
- Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. (RI.11-12.2)

Writing

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W.11-12.2)

Speaking and Listening

- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (SL.11-12.2)

Language

- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. (L.11-12.5a)

*Individual grade-specific standards can be identified by their strand, grade, and standard number. For example, RL.11-12.2 stands for Reading Literature Text, grades 11-12, standard 2

Materials: All course materials have been approved for district use and are provided to students.

Timelines & Methods for evaluating student progress: Students are expected to log in daily and submit assignments on a weekly basis. Progress will be evaluated each month based progress towards assignment completion of assignments.

This course meets state and district graduation requirements in the area of English.

Weekly contact will be conducted through a submitted assignment with instructor feedback. Students who do not submit an assignment are expected to email or call his/her instructor.

Each student is expected to spend a minimum of five hours per week on this course. Additional hours may be necessary to complete the course successfully.