

English 11/12

Syllabus

1310 Trimpe

Thursdays 1:20-3:50

Instructor: Becky Cooper

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Course Description

English 11/12 focuses on the continued development of advanced compositional skills in expository, argumentative, and creative writing. The goals of the class are to foster critical thinking and increasingly sophisticated reading skills, literary and rhetorical analysis, and to promote greater artistic self-awareness. Cooperative learning ventures, including workshops, peer review, collaborative writing, presentations, public speaking, and extensive discussion comprise the heart of classroom activities. Over the year, students will maintain a journal consisting of approximately three typed entries per week and complete at least one additional longer writing assignment each week, including formal critical essays, creative writing, a research paper, and other projects and/or presentations. The readings include fiction, poetry, drama and nonfiction, and represent many different styles, time periods, and traditions. Readings include Shakespeare (Hamlet), Sophocles (Oedipus), Mary Shelley (Frankenstein), the romantic poets, Dickinson, James Joyce, Flannery O'Connor, Faulkner, Raymond Carver, Chopin, Hemingway, Poe, Whitman, Audre Lorde, N. Scott Momaday, Michael Ondaatje, Margaret Atwood, Pablo Neruda, Lucille Clifton, Maxine Hong Kingston, Anna Akhmatova, Wislawa Szymborska, Yusef Komunyakaa, Tim O'Brien, Mark Haddon, Jincy Willett, Neil Gaiman, and others.

The **Required Texts and Materials** for the course are:

- **The Bedford Introduction to Literature* (Instructor will provide)
- *Mary Shelley's *Frankenstein* (Instructor may possibly provide)
- *Aldous Huxley's *Brave New World*
- *An in-class writing journal for daily in-class writing and notes
- *A 3-ring binder to keep your portfolio (A collection of all drafts, outlines, submitted/returned papers, etc.)
- *A folder to keep homework journals

Course Objectives

To critically analyze ideas and techniques used in a variety of written works
To write critically, competently, and confidently about life and literature
To develop an effective writing process that can be used across disciplines
To evaluate written work for effectiveness
To develop revision and rewriting skills
To contribute ideas, thoughts and suggestions to group discussions
To function as a productive and helpful member of a writing community
To identify, appreciate, and practice wielding the power of the written word

Tentative Schedule (The order and/or length of units may change)

Units	Themes	Time Frame
Unit 1:	Discussion of Summer Reading	~3 weeks
Unit 2:	Surprises, Epiphanies, Revelations	~4 weeks
Unit 3:	Love or Something Like It	~4 weeks
Unit 4:	Family (Including Hamlet & Oedipus)	~6 weeks
Unit 5:	Lyrics Analysis and Spoken Word	~3 weeks
Unit 6:	Literature of War	~4 weeks
Unit 7:	Research/Argumentation Papers	~4 weeks
Unit 8:	Gothic Literature	~2 weeks
Unit 9:	Romantic Poetry	~2 weeks
Unit 10:	<i>Frankenstein</i>	~5 weeks
Unit 11:	<i>Brave New World</i>	~4 weeks
Unit 12:	Literary Magazine/Newspaper	~2 weeks

Policies and Requirements

I refer you to the standard *Rules and Responsibilities* memo that was mailed to you. To reiterate briefly:

Papers and homework: Due at the beginning of class. Late work is not acceptable.

Professionalism: This is your willingness to take part in class activities, help others, arrive to class on time, meet schedules for assignments, and basically contribute to the community of the class.

Student Expectations:

- *Thoughtful, thorough, and timely completion of all assignments
- *Close, careful reading of all the material
- *Energetic participation and respectful attentiveness during class
- *Conduct in keeping with university surroundings
- *Articulation of ideas, beliefs, and opinions
- *Respect for the ideas, beliefs, and opinions of others
- *Communication. If something is affecting your class performance, please let me know and we can work on it together. Remember that I'm here to help you—keep in touch with me about your concerns, frustrations, suggestions, struggles, ideas, and triumphs. Never hesitate to ask for help.

Course Expectations

ATYP is a fantastic experience, but remember that the more effort you put in, the more you'll get from the class. The expectations are greater, and so are the rewards. I will not assign busywork—classes and assignments are carefully planned and consistent with the course objectives. I will provide written comments (praise, as well as constructive criticism) on your essays and will encourage and require revisions. You can expect roughly six hours of homework each week—sometimes more, depending on the assignment and how difficult you find it. It is essential that you manage your time wisely when it comes to completing ATYP assignments. It is easy to tell which assignments have been completed at the last minute. Keep up with the assignments—due to the amount of work in ATYP, it is very difficult (not to mention stressful) to catch up if you fall behind. It is my hope that you find the homework challenging, instructive, engaging, and fun.

Assignments

Weekly Writings: Short 2-4 page papers and/or creative exercises will be assigned each week. These will receive the following marks: + (excellent); √+ (Strong); √ (Fair); √- (Weak). These assignments must be typed, **1.5 spacing, using 12 point Times Roman** (or similar) font, and printed before class.

Journals: You will receive (usually) three journal assignments each week. Some will be directed and others free (you can write about anything you wish). Each entry should reflect **at least 30 minutes** of work and be at least one page in length, **single-spaced**, using appropriate font. *Mark each journal entry with the date and the title/theme of the assignment* and keep your journal entries in a folder or notebook. **Bring this folder to class each week.** I will collect the journals and comment on them. I will give you credit for your work and will make a few comments; I want you to feel comfortable writing about anything and everything—don't let the fact that these are class assignments limit you.

Essays: At the conclusion of each unit, students will hand in a formal essay related to the technique or topic studied in that unit. The essays will be longer and more polished than the weekly writings. Students will peer edit/workshop these essays and will rewrite approximately half of them. These essays will receive a letter grade and written comments. These writings must be typed, **double-spaced**, using appropriate fonts, and printed before class.

Vocabulary: As you read (both for class and not), type a running log of unfamiliar words you encounter. **The list should contain the word, the definition, and the sentence you found it in.** Your list should have **at least ten words** per week. **Title** each list properly. For example: Vocab for Week #3. Note: Vocabulary will only receive a √ (complete) or a √- (incomplete).

Portfolio: All assignments, papers, exercises, outlines, revisions, previously graded papers with my comments, and other class materials should be kept in a portfolio. I will collect portfolios at the end of each semester so I can look at all of your work together before assigning a course grade.

Grade Calculation (After Viewing Portfolio): Roughly, Essays (50%) Weekly writing (15%) Journal (15%) Participation and Professionalism (20%)

Pep Talk

I am looking forward to working with each of you. Your classmates and I want your input and insight. Be sure to ask questions and contribute to class discussions and *listen* to your instructor, your classmates, and yourself. Think about what others are saying when they review your work so that you can consider other's counsel along with your own. And lastly, take some **risks**. Try new ways of approaching assignments. Explore. You will very likely surprise yourself. Good luck!

I am always doing that which I cannot do, in order that I may learn how to do it.
– Pablo Picasso

Poor is the pupil who does not surpass his master.
– Leonardo da Vinci

The best-educated human being is the one who understands most about the life in which he is placed.
– Helen Keller