

INSTRUCTOR INFORMATION:

MRS. KIRSTEN ANZALONE

(847) 392-4050 x300

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Availability by appointment

COURSE TITLE: Literature and Composition II (2013-2014)

COURSE DESCRIPTION: Literature and Composition II continues to explore the literary genres first introduced to students last year on a more intensive level as students develop and implement the skills of literary analysis. The writing skills of persuasive and expository composition will also be integrated into the coursework as well as extensive emphasis on the communication process.

COURSE OBJECTIVES/OUTCOMES

- To expose and expand the student's awareness and appreciation of the various genres of literature, and to appreciate these genres through a more intensive literary analysis.
- To be able to recognize and explain literary elements, contrast characters, plots, themes, characterization, foreshadowing, etc. from reading selections. By developing these skills, the student should begin to make inferences, judgments, and evaluations based upon these readings, as well as evaluating the techniques, styles, and intentions of various authors.
- To develop oral communication skills through the study, preparation, delivery, and evaluation of speeches. To deliver demonstrative, informative and persuasive speeches as well as critiquing the speeches delivered by both the individual student and her/his peers.
- To expand vocabulary with the study of central ideas, contextual words and clues, the infusion of new words, and the reading selections in this course.
- To develop a more mature writing style by the process of grammar review, the composition of multi-paragraph essays, writing creative essays, supporting oral/written statements with more specific textual references, revising the aforementioned, as well as evaluating the student's writing as well as samples from her/his classmates.
- To apply the developmental skills offered in this class across the school's curriculum as well as integrate its importance into the larger picture of life that we experience on multiple levels.

REQUIRED MATERIALS

READING/WRITING

- ❑ *The Lord of the Flies* by William Golding (Summer Reading)
- ❑ *The Catcher in the Rye* by Jerome David Salinger
- ❑ McDougal Littell Literature Illinois 10 (Text Book)

TOOLS TO BRING TO CLASS ON A DAILY BASIS

- ❑ iPad with all books and apps necessary for our class already downloaded and prepared for use. Mrs. Anzalone will follow the Saint Viator iPad and Technology Policy as outlined in the student handbook.
- ❑ Spiral notebook or loose leaf paper (In case of an internet outage, etc. when the iPad is not functioning.)
- ❑ Folder or binder or other paper organizer for non-electronic documents.
- ❑ Pens (red and blue or black), two sharp #2 pencils, highlighter

Evaluation Procedures:

Quarter I Grade: 40%

Quarter II Grade: 40%

Final Exam: 20%

Your work in this class will be evaluated in various ways, including quizzes, in-class essays, and small as well as large writing assignments. Each assessment will be worth a certain number of points, which will make up your quarter grade.

Course Expectations, Policies, and Procedures:

A. Students will exhibit **courtesy and respect** towards other students and the teacher at all times.

B. Regular attendance is expected.

C. Be in your seat when the bell rings, and stay in your seat until you are dismissed by the teacher. **Three** unexcused tardies will result in a detention.

D. Academic honesty is always expected and strictly enforced. This will be discussed in-depth within the first week of class.

E. Students are expected to participate actively & appropriately (raise your hand & get permission to speak) in class discussions. **Class participation is crucial** to your performance in this class. Your ability to respond and contribute to class discussions is an index of your performance as a whole. Conversely, coming to class unprepared is unacceptable and will not be tolerated; students are expected to keep up with their reading at all times.

F. Writing or drawing on desks and bulletin boards is not permitted.

G. All other school rules and policies will be upheld in this class.

Homework/Tests/Quizzes/Projects/Papers:

A. Complete assignments on the dates assigned.

B. The date and content of every test and most quizzes will be announced in advance.

C. Make-ups must be taken outside of regular class time, and it is the **student's responsibility** to make the necessary arrangements upon his or her return to school.

D. Mrs. Anzalone follows the absentee policy as noted in the Saint Viator Handbook.

E. All writing assignments must be submitted to www.turnitin.com. The English Department Turnitin policy is as follows:

- All students must use their Saint Viator email address to register for Turnitin. No other email addresses will be recognized nor permitted.

- All major writing assignments, as well as others indicated by the teacher, must be submitted to Turnitin.

- In order to receive full credit, students must submit a hard copy to the teacher on the due date, and the assignment must also be submitted to the Turnitin website by the time class begins. Failure to complete both steps will result in the assignment being counted as late.

- Late assignments will be graded according to the department's late policy.

F. The English department's late work policy is as follows:

- If you are in the building on the day an assignment is due, you must turn it in to your teacher by the start of class, regardless of whether you attend class or not.

- Late work will be scored according to the following scale:

- Up to 1 day late: 25% deduction

- 1 – 2 days late: 50% deduction

- More than 2 days late: no credit

F. Failure to take initiative & complete missing work in a timely manner will result in a grade of zero.

iPad Policy: Mrs. Anzalone will strictly follow the iPad policy as outlined in the Saint Viator Handbook.

Note from the instructor: Should an extenuating circumstance come up on the day that an assignment is due, see Mrs. Anzalone before school at 7:50 a.m. in Room 221, and she will evaluate the circumstance & consider granting an extension. If students do not see Mrs. Anzalone before school, no exceptions will be granted under any circumstances. Please never line up in front of my desk at the beginning of class. Mrs. Anzalone begins class immediately at the bell.

Contacting Mrs. Anzalone:

Parents: Mrs. Anzalone is available by email at kanzalone@saintviator.com. If you would like to speak by phone, please email Mrs. Anzalone to set up a time. Mrs. Anzalone responds to all e-mails within 24 hours of reading them.

Students: Mrs. Anzalone is available by appointment only. If you need to speak with her, please email her or stop by room 221 before 7:50 AM to set up an appointment.

Students, the Saint Viator handbook requires that you “cc” your parents on ALL emails to Mrs. Anzalone. Mrs. Anzalone will not respond to e-mails from students that have not been “cc’d.”

COURSE OUTLINE

I. Summer Reading - *Lord of the Flies* by William Golding

- A. Introduction to Character Analysis
- B. Making inferences, drawing conclusions, and interpreting generalizations
- C. Learning to analyze major themes: What happens to civilized people when structures of civilization disappear?
- D. Round, Flat, Static, and Dynamic Characters

II. Short Stories – McDougal Littell Literature (Electronic Book) and General Review of Parts of Speech

- A. “Harrison Bergeron” by Kurt Vonnegut Jr. and “There Will Come Soft Rains” by Ray Bradbury
 - i. Plot and Conflict
 - ii. Drawing Conclusions
 - iii. Utopian Society
 - iv. Dystopian Society
 - v. Satire
 - vi. Characterization
- B. “Contents of the Dead Man’s Pocket”
 - i. Theme: Morality
 - ii. Identifying Character Motivation
 - iii. Third Person Limited Narration
- C. “To Build a Fire” by Jack London and Story of Icarus
 - i. Identifying Setting and Conflict
 - ii. Making predictions
 - iii. Imagery
 - iv. Naturalism
 - v. Vocabulary in Context

- D. “By the Waters of Babylon” by Stephen Vincent Benet and “The Interlopers” by Saki
 - i. The title as a working allusion
 - ii. First Person Point-of-View
 - iii. Analyze Language through Grammar and Style
 - iv. Allegory
 - v. Vocabulary in Context

III. *Catcher in the Rye* by J.D. Salinger, Integrated Poetry, and General Grammar Rules

- A. “Comin’ Thro the Rye” by Robert Burns: Poetry reflecting Holden Caulfield
- B. Debate form and techniques: Class debate regarding ideas and themes prevalent in the text
- C. “The Soul Selects her Own Society” by Emily Dickinson: How are we/are we not individuals? What are the qualities of an individual? How is Holden individual, and how does he select his own society?
- D. Voice: Imitating Holden – Writing Assignment
 - i. Semi-Colons
 - ii. Colons
 - iii. Commas
 - iv. Pronouns/Antecedents
 - v. Misplaced and Dangling Modifiers
- E. “Departmental” by Robert Frost: How is theme and culture expressed in the poem? In what ways does the poem connect to Holden Caulfield or the novel in general?
- F. Vocabulary in Context

VI. Nonfiction Unit

- A. Reading for Information/ Historical Narrative
 - i. “Nine-year-old Amber Colvin Rides Out a Killer Flood in Ohio”
 - ii. “The Johnstown Flood” by David McCullough
 - iii. “The Race to Save Apollo 13” by Michael Useem
- B. Essay
 - i. “The Plot Against People” by Russell Baker
 - ii. Tone and Diction
 - iii. Recognize Classification
- C. Memoir
 - i. “Farewell to Manzanar” by Jeanne Wakatsuki Houston and James D. Houston
 - ii. Boycott by Coretta Skott King
 - a. Historical Events in Memoirs
 - b. Distinguish Facts from Opinion

VII. Poetry

- A. Sonnet
 - i. Petrarchan
 - ii. Shakespearean
 - iii. Strategies for Reading Sonnets
- B. Poetry Elements
 - i. Sound Devices
 - ii. Free Verse
 - iii. Figurative Language
 - iv. Understanding Line Breaks
 - v. Imagery
- C. Poetry Terminology and Devices
 - i. Caesura
 - ii. Anapest
 - iii. Iambic
 - iv. Dactylic
 - v. Trochaic

IV. *Julius Caesar* by William Shakespeare

- A. Shakespearean Vocabulary
- B. Analyze characteristics of Shakespearean tragedy
 - i. tragic heroes
 - ii. tragic flaws
 - iii. Soliloquies
 - iv. Asides
 - v. blank verse
 - vi. dramatic irony
 - vii. rhetorical devices
- C. Drama/ Social Injustice and the Political Spectrum
- D. Monitor Comprehension and Understanding Inverted Word Order
- E. Build upon concepts of debate (Antony's Funeral Speech) and focus on the strength of rebuttal
- F. Unit Concluding Five Paragraph Essay

V. Communications Unit

- A. Means of Persuasion and Analyzing Advertisements
 - i. Band Wagon
 - ii. Fear
 - iii. Sex and Emotional Appeal
 - iv. Statistics
 - v. Rewards
 - vi. Ethos
 - vii. Pathos
 - viii. Logos
- B. Communication Techniques
 - i. Listening
 - ii. Verbal
 - iii. Formal
 - iv. Informal
 - v. Processing
 - vi. Repeating
 - vii. Eye Contact
 - viii. Nonverbal Queues
 - ix. Body Position
 - x. Confidence
 - xi. Credibility
- C. Pet Peeve Rant Speech (1 minute)
- D. Impromptu Speech (1 minute)
- E. Demonstrative Speech (2-3 minutes)
- F. Persuasive Speech (3-4 minutes)
 - i. "Use of Animals in Biomedical Research" by the American Medical Association
 - ii. "Abolishing the Penny Makes Good Sense" by Alan S. Blinder