

Course: Western Literature **Instructor:** Jan Snyder-Hess

Academic Year: 2008-09

Course Philosophy: The importance of literature as a reflection of the human condition is an important component of this course. Most of the major works we will read this year will focus on an individual's search for self in the face of adversity. It is only through times of crisis that we learn what and who we are. We will be starting the year with a unit of short stories, reviewing the basic elements of literature, followed by the reading of novels, dramas, and poetry. Students will also write extensively, formally and informally, about what they have read. Grammar and usage skills needed for success on the SAT test will also be stressed, along with regular vocabulary development. Students will also do some creative writing, including a personal narrative that may be used as the basis for the required assembly speech. While each student will read excellent literature as a whole class, there will also be opportunities for students to self-select novels. Each trimester, students will read an extra fiction or non-fiction book followed by an individual discussion with me.

Course Requirements: 1) text(s)

2) Large 3-ring binder with dividers

3) paper for note-taking

4) writing utensils

Grading procedure: Your grade will be determined by the following criteria:

Major Tests 30%

Essays 30%

Quizzes; speech; 15%

independent reading

Final Exam 25%

Grading Scale: The following scale is included in the Student Handbook:

1. to A+ 90-100 D- to D+ 60-69

2. to B+ 80-89 F 0-59

3. to C+ 70-79

Homework/ Classroom Policies:

1. Students are expected to complete all homework on time. Although I generally do not collect homework, I do check to see that it is finished.
2. Written assignments are due on the assigned date and are considered late if they are not submitted on time. The penalty for late graded assignments is the loss of one letter grade per late day.
3. If a student misses class, it is *her* responsibility to find out what happened in class and what homework there might be. Be pro-active!
4. Being in the infirmary is not an excuse to miss deadlines. Give work to another student to deliver.
5. Students are expected to be courteous and respectful of each other.
6. Honesty is important and cheating, including plagiarism, will be handled according to the Student Hand Book.
7. Class discussion is essential! You may ask as well as answer questions.

English 10 Outline

Trimester 1

Week Topics

- 1 Introduction; plagiarism; literary terms; short stories
- 2 Short Stories Unit 1: *On the Edge*
- 3 Compare/Contrast Essay
- 4 Poetry Selections & Short Stories cont.

- 5 Review & Test
- 6 *Catcher in the Rye*/Grammar (Punctuation)
- 7 *Catcher in the Rye*/Grammar (Punctuation)
- 8 Grammar Test ; 5 paragraph essay
- 9 Review & Test *Catcher in the Rye*
- 10 Personal Narrative Essay
(Independent Reading Conference)
- 11 Review and Final Exams

Trimester 2

Week Topics

- 1 *The House on Mango Street*

Thanksgiving Vacation

- 2 Grammar (Subject/Verb Agreement)

Test: *The House on Mango*

- 3 Writing: Vignettes modeled from Cisneros
- 4 Poetry (Selections)

Christmas Vacation

- 5 Grammar Test
- 6 *A Raisin in the Sun*
- 7 *A Raisin in the Sun*
- 8 Review & Test: *Raisin in the Sun*
- 9 Grammar: Pronoun/Antecedent Agreement
- 10 Grammar Review & Test

11 Poetry Selections

12 5- Paragraph Persuasive Essay

(Independent Reading Conference)

Trimester 3

Week Topics

1 Poetry Review & Test

2 *Antigone*

3 *Antigone*; test and essay

4 Grammar: Usage/ *Julius Caesar*

Spring Break

5 Grammar: Usage/ *Julius Caesar*

6 *Julius Caesar*

Easter Break

7 *Julius Caesar*

8 Review & Test: *Julius Caesar*

9 *A Separate Peace*

10 *A Separate Peace*

11 Review & Test: *A Separate Peace*

Comprehensive Review

12 Final Exams and Graduation

Western Literature Outline

I. **Short Stories** – Literary elements, including plot, characterization, setting, and theme, will be studied and applied to each of the following:

1. “Contents of a Dead Man’s Pocket”
2. “The Monkey’s Paw”

3. from “View from the Summit”
4. from “Into Thin Air”
5. “The Bridegroom”
6. From “A Walk to the Jetty”
7. “The Masque of the Red Death”
8. “ A Visit to Grandmother”

II. **Poetry** – Elements of language , structure, and tone will help to determine meaning in each of the following poems:

1. “Spring and All”
2. “Fear”
3. “The Street”
4. “After Apple-Picking”
5. “The Fish”
6. “La Belle Dame sans Merci”
7. “Making a Fist”

III. **The Novel**

1. *Catcher in the Rye*-Literary elements will be studied and applied to the novel, with a particular focus on the theme of the “search for identity.”
2. *The House on Mango Street*
 1. setting

2. theme – “search for identity”
3. characterization
4. conflict

C. A Separate Peace

1. setting
2. theme- “search for identity”
3. characterization
4. conflict

IV. The Drama

1. *Antigone*

1. **Tragedy**

2. **Conflict**

3. **Theme**

4. **Setting**

5. **Language**

6. **Vocabulary**

7. **Characterization**

2. *The Tragedy of Julius Caesar*

1. **Tragedy**

2. **Blank verse**

3. **Conflict**

4. **Language**

5. **Vocabulary**

6. **Theme**
7. **Characterization**
3. *A Raisin in the Sun*
1. **Setting**
2. **Characterization**
3. **Theme**
4. **Conflict**

V. **Grammar**

1. **Punctuation**
2. **Subject/verb agreement**
3. **Pronoun/antecedent agreement**
4. **Usage**

VI. **Writing**

1. **Personal Narrative**
2. **Persuasive Essay**
3. **Five-Paragraph essay**
4. **Creative Writing – vignettes**

VII. **Vocabulary**

1. *Vocabulary for Achievement* – Level four
 2. Taken from literature
- VIII. **Assembly Speech**
- IX. **Independent Reading**