

Metro Academic & Classical High School
4015 McPherson Ave.
St. Louis, MO 63108
(314) 534-3894

FRESHMAN LIT & COMP 100
ELIZABETH CHAMBERS, INSTRUCTOR
elizabeth.chambers@slps.org
(2021-2022)

Course Description:

The goal of this course is to teach and reinforce the communication skills that are essential for continued academic growth in future educational experiences. This will include an in-depth study of major literary genres (short story, fiction, nonfiction, drama, poetry) with particular focus on each text's historical context, themes, and literary elements. Students will participate in class discussions by listening and responding respectfully to their peers' perspectives and ideas. They will also focus on the writing process, a variety of writing styles, paragraph and essay organization, and revision. A major emphasis will be research writing and incorporating research information and textual support into the students' writing. To achieve these goals students will also study library and internet research, grammar, usage, mechanics, public speaking, and root word/vocabulary enrichment.

Course Objectives:

1. Speak and write academic English (including grammar, usage, punctuation spelling, capitalization) formally and informally
2. Read and evaluate fiction, nonfiction, poetry, and drama
3. Write formally and informally
4. Plan and make written, oral and visual presentations for a variety of purposes and audiences, in the form of paragraphs, essays, journals, and creative writing
5. Review and revise communications to improve accuracy and clarity
6. Recognize and practice honesty and integrity in academic work
7. Exchange information, questions and ideas in class and small group discussions while recognizing the perspectives of others
8. Use primary and secondary sources as support in essays and projects; credit sources accurately

Topics:

Quarter I: Being a Successful Student: Academic integrity, avoiding plagiarism and cheating, study skills, proofreading and taking notes.

Elements of Writing: An overview of the **writing process**, including methods of prewriting, drafting, organization, writing a thesis statement, revising, and basic grammar review.

Forms of Writing: An overview of the types of writing, including personal essays, creative writing, expository essays, comparison and contrast, and argumentative essays.

The Short Story/Writing about Literature: Covering elements of fiction including protagonist/antagonist, tone, theme, narration, direct and indirect characterization, character analysis, point of view, setting, foreshadowing, flashback, dialect, connotation/denotation, irony, inferences, imagery, mood, allusion, plot development, symbolism.

Independent Reading 1(The Book Talk and Book Review): An introduction to presentations, persuasive speech, and writing a critique.

Quarter II: Short Fiction and Non-Fiction unit: Focus on author's style, syntax, tone, claim, allusion, ethos, logos, pathos, analogy, anecdote, argument, rhetoric, author's purpose, audience, supporting an argument with details and evidence.

Introduction to Research: Incorporating topics/themes covered in the Short Fiction and Non-Fiction unit readings and discussions. Students will conduct research on a global issue and write an essay that incorporates fiction and non-fiction sources. We will cover basic MLA research and citation rules as a warm up to our Spring research papers.

***A Raisin in the Sun* by Lorraine Hansberry:** Focus on elements of drama, including plot, theme, character development, setting.

Poetry Out Loud Competition: National poem performance competition in which Metro participates. Class and school-wide competition. See www.poetryoutloud.org for more information

Additional Topics to Be Covered: vocabulary skills (affixes, analogies, sentence completion, etymology, meaning in context), ACT/SAT test preparation.

Quarter III: Writing Better Sentences: Improving sentence structure, developing writing style, combining sentences, sentence variety, concise writing, eliminating run-on sentences and redundancy.

Research Paper: Focus on fine tuning research skills. Conducting research, taking notes, outlining, incorporating sources, drafting, revising, MLA guidelines.

Macbeth by William Shakespeare: Focus on conventions of drama, dramatic irony, satire, dialogue and characterization, Shakespeare, Elizabethan drama, sonnet, figurative language, tragedy/comedy, puns, foils, oxymoron, paradox, tone, metaphor, soliloquy, tragic flaw, irony, rhythm.

Outside Reading 2: literary analysis, incorporating textual support, writing thesis statements about literature.

Quarter IV: I-Search Research Project: Focus on research technique, using library resources and internet sources, assessing the quality of sources, interviewing skills, paraphrasing and summarizing, ethical writing practices in order to prevent accidental plagiarism, peer and self evaluation/revision

Poetry: Analyzing and understanding poetry, alliteration, assonance, consonance, enjambment, figurative language, imagery, simile, metaphor, onomatopoeia, introduction to scansion, personification, rhythm, diction, rhyme scheme, symbols, sound, oral tradition)

Pride by Ibi Zoboi: Focus on author's style, voice, sensory and poetic language, dialect, character development, setting, historical locations, regionalism, realism, Bildungsroman

Outside Reading 3 (Creative Project): Soundtrack, scrapbook, journals, letters, creative writing.

In addition to this timeline, we will cover grammar and mechanics, writing skills (narrative, expository, persuasive, descriptive, and significant opportunities to write about literature), vocabulary and etymology, study skills, time management, critical thinking, public speaking, small group and independent projects, research skills, creative writing, standardized test preparation, etc. We will typically read at least one focus text as a group and one independent selection each quarter, in addition to other smaller works (short stories, essays, poetry).

Assessment:

Assessment of this class will be based on a point system. All work is assigned points depending upon its value. The points a student earns will be divided by the points possible to determine the grade (average). All averages for the 5th, 10th, 15th, and 20th week grade reports are determined by this method. As per Metro policy, letter grades will be given as follows:

90%-100%	= A
80%-89%	= B
70%-79%	= C
69% ↓	= F

More specific forms of assessment include writing portfolios, quizzes and tests, formal and informal presentations, in class activities and homework assignments. Students will receive clearly worded rubrics and scoring guides for all major assignments and assessment focuses for all written assignments. Extra credit opportunities are typically given in each 5 week period (usually up to 20 points) and coincide with the end of units.

Participation: Students are expected to participate in discussion and activities each class period. They are expected to come to class prepared, to cooperate with their peers and instructors, and to complete assignments on time. The overall class behavior is assessed in daily participation points

English 100 Notebook: Students will need a three ring binder or other three sectioned notebook or folder for class. These notebooks will be collected at least once each five week period for assessment on neatness, completeness, and quality of work. Students are responsible for maintaining notebook between assessments. The notebook will be organized in the following way (**in this order**):

1. **Journal:** Students will write in class journal entries throughout the year. These entries will be based on in-class activities, reading assignments, exploration as writers, etc.
2. **Vocabulary:** In order to learn and use new words the students will keep track of the also keep an ever-growing list of Latin and Greek roots and English words derived from them. Quizzes will occur every 3-5 class periods over these words.
3. **Notes/Activities:** In this section, students will keep handouts, notes from class, and in-class activities.

Resources: *Glencoe Literature, Course 4*, assorted resources including novels, essays, movies, newspaper and magazine articles, various handouts, ACT and SAT practice activities

CLASSROOM PROCEDURES:

Attendance:

Students are expected to attend each and every class **on time** when they are in the building! Make up exams and quizzes will only be given for students with excused absences. Unexcused absences on test/quiz/major assessment days will result in a zero for that grade. Making up exams is the responsibility of the absent student; making up exams must be scheduled in a timely manner (typically within a day or two of the absence, but I realize it could be longer depending on the days a student has been out). If you are not feeling well please stay home and send an email informing your teachers of your absence. **It is the student's responsibility to inquire about assignments, quizzes, and tests missed due to absence.**

Tardiness:

Tardiness means that the student is not in their seat when they are expected to be. Unexcused tardies are taken **very seriously** and may result in the loss of points. For example, if a student has an unexcused tardy for a quiz or warm up activity, the student may not be allowed to make the quiz up. Students who are excessively tardy will be referred to the office for appropriate punishment according to school policy.

Cell Phones:

While cell phones are not prohibited in the classroom, there are certain rules that must be followed. In normal classroom procedures, **cell phones should not be out or utilized during class time/instruction**. Playing games, texting, or using social media is prohibited. However, with the instructor's permission, some cell phone usage is acceptable during class. If a student has been asked to put a cell phone away and they do not comply, the cell phone will be confiscated and returned at the end of the school day or given to the administration for a parent meeting. For example, looking up a definition or doing quick research during class discussion is usually acceptable. Specifically for exams and major assessments, students should keep cell phones off and stored in their bags or given to the instructor for safe keeping. **Any student caught with a cell phone on during a test (or any time the class has been instructed to have phones stored away) will receive an automatic zero on that assessment/activity.**

Homework:

I expect homework to be in on time (the beginning of class the day it is due). Assignments will be accepted late at a 10% penalty for each late day (including the day the assignment is due. For example, if an assignment is turned in after class, it will still garner a 10% penalty). After one week, late assignments may not be accepted at all. I am usually comfortable giving students additional time to work on assignments when the students talk to me before the due date. Please let me know if you are having problems or need help on an assignment! **Homework assignments, handouts, rubrics, and supplementary materials can be found at www.slps.org/echambers.**

A Note about Plagiarism/Cheating:

To plagiarize is "[to] steal and pass off the ideas and words of another as one's own, to use a created production without crediting the source, to commit literary theft" (Van Brammer, "What Is Plagiarism" 1995). It is imperative to understand what constitutes plagiarism early on to avoid the severe consequences. If in doubt about a specific or general situation, do not hesitate to ask for assistance or advice on how to properly credit sources.

Academic Integrity :

Anyone found cheating or collaborating with a cheater on a test, quiz, research paper, essay, book report, etc., will be given a zero for that assignment. Anyone found copying homework/class work will be given a zero for that assignment.

Student Responsibility

If you have questions or concerns about the design, the assignments, or the grading of this course, please speak with me directly or through an email. I am available during lunch, free periods, and many days after school. Please do not hesitate to come to me for assistance.

Chambers Lit & Comp Independent Reading List For independent reading assignments, I will expect you to select a book from this list. If you would like to choose a book that is not listed here, please check with me first—if I have read it, I am usually okay with other books. (Each book's lexile measure is indicated in parentheses. Consider choosing a book within or just past your lexile range)

- *With the Fire on High*, Elizabeth Acevedo (810)
- *Children of Blood and Bone*, Tomi Adeyemi (670)
- *The Absolutely True Diary of a Part-Time Indian*, Sherman Alexie (600)
- *The Five People You Meet in Heaven*, Mitch Albom (780)
- *Tuesdays with Morrie*, Mitch Albom (830)
- *The House of the Spirits*, Isabel Allende (1280)
- *How the Garcia Girls Lost Their Accents*, Julia Alvarez (950)
- *In the Time of the Butterflies*, Julia Alvarez (910)
- *Bless Me, Ultima*, Rudolpho Anaya (840)
- *Speak*, Laurie Halse Anderson (890)
- *Pride and Prejudice*, Jane Austen (1100)
- *Nothing But the Truth*, Avi (NA)
- *The House on Mango Street*, Sandra Cisneros (870)
- *The Alchemist*, Paulo Coelho (910)
- *All the Light We Cannot See*, Anthony Doerr (880)
- *Like Water for Chocolate*, Laura Esquivel (1030)
- *Diary of a Young Girl*, Anne Frank (1080)
- *Stardust*, Neil Gaiman (970)
- *Neverwhere*, Neil Gaiman (760)
- *The Ocean at the End of the Lane*, Neil Gaiman (NA)
- *The Cellist of Sarajevo*, Steven Galloway (NA)
- *Memoirs of a Geisha*, Arthur Golden (1000)
- *Lord of the Flies*, William Golding (770)
- *Bronx Masquerade*, Nikki Grimes (670)
- *Ordinary People*, Judith Guest (600)
- *The Curious Incident of the Dog in the Night-Time*, Mark Haddon (1180)
- *Siddhartha*, Hermann Hesse (1010)
- *The Kite Runner*, Khaled Hosseini (840)
- *Farewell to Manzanar*, Jeanne Wakatsuki Houston and James D. Houston (1040)
- *Five Flavors of Dumb*, Antony John (890)
- *The Secret Life of Bees*, Sue Monk Kidd (840)
- *The Bean Trees*, Barbara Kingsolver (900)
- *Shoeless Joe*, W.P. Kinsella (1020)
- *The Iowa Baseball Confederacy*, W. P. Kinsella (NA)
- *A Separate Peace*, John Knowles (1110)
- *One of Us Is Lying*, Karen M McManus (780)
- *Life of Pi*, Yan Martel (830)
- *Fallen Angels*, Walter Dean Myers (650)
- *Monster*, Walter Dean Myers (670)
- *1984*, George Orwell (1090)
- *Where the Crawdads Sing*, Delia Owens (880)
- *The Icarus Girl*, Helen Oyeyemi (NA)
- *A Long Walk to Water*, Linda Sue Park (720)
- *The Chosen*, Chaim Potok (970)
- *All American Boys*, Jason Reynolds (770)
- *Long Way Down*, Jason Reynolds (720)
- *Aristotle and Dante Discover the Secrets of the Universe*, Benjamin Alire Sáenz (380)
- *The Catcher in the Rye*, J.D. Salinger (790)
- *I Am Not Your Perfect Mexican Daughter*, Erika Sanchez (730)
- *They Both Die at the End*, Adam Silvera (870)
- *Coffee Will Make You Black*, April Sinclair (NA)
- *The Immortal Life of Henrietta Lacks*, Rebecca Skloot (1140)
- *A Tree Grows in Brooklyn*, Betty Smith (810)
- *Maus I/II*, Art Spiegelman (NA)
- *The Art of Racing in the Rain*, Garth Stein (850)
- *Dear Martin*, Nic Stone (720)
- *The Joy Luck Club*, Amy Tan (930)
- *The Kitchen God's Wife*, Amy Tan (810)
- *The Bonesetter's Daughter*, Amy Tan (800)
- *Roll of Thunder, Hear My Cry*, Mildred Taylor (920)
- *The Hate U Give*, Angie Thomas (590)
- *First They Killed My Father: A Daughter of Cambodia Remembers*, Loung Ung (920)
- *Slaughterhouse Five*, Kurt Vonnegut (850)
- *The Glass Castle*, Jeanette Walls (1010)
- *Night*, Elie Weisel (570)
- *Educated*, Tara Westover (NA)
- *Fences*, August Wilson (NA)
- *The Piano Lesson*, August Wilson (NA)
- *American Born Chinese*, Gene Luen Yang (530)
- *I Am Malala*, Malala Yousafzai and Christina Lamb (1000)
- *The Book Thief*, Markus Zusak (730)

Lit & Comp 100 Semester 1

Bottom portion due back August 30 (A day) and August 31(B day)

Elizabeth Chambers
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August 23, 2021

Dear Parents/Caregivers,

Please read and discuss these policies with your children, then sign and return this portion of the course outline. I strongly encourage you to also look through the book list and help your children choose appropriate books for the independent reading assignments.

Feel free to contact me at Metro (314) 534-3894 or elizabeth.chambers@slps.org and to look up assignments/handouts on my website: www.slps.org/echambers

I look forward to working with you and your children this semester. **Please include your e-mail address if this is a convenient means of communication.**

Thank you,

Elizabeth Chambers

I have read this course outline and I understand that I am responsible for following the requirements and policies listed above. I also understand that I should contact Mrs. Chambers for assistance if I have any problems with requirements, assignments, class design, or academic integrity.

_____ Student Name **(PRINT)**

_____ Student Signature

_____ Parent/Caregiver Name **(PRINT)**

_____ Parent/Caregiver Signature

_____ Parent/Caregiver Phone Number(s):

_____ Parent/Caregiver E-mail Address(es)
