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Saint Mary's College High School • English 1-2 Course
Overview Fall 2007

Nothing will work unless you do.
-Maya Angelou

Course Description

This course combines the study and analysis of basic genres (literary forms) with the study and practice of writing. Writing will emphasize the importance of the paragraph as the basic unit of written expression. Our study will include a review of essential grammar and writing mechanics in relation to sentence development and variety structure. The formulation of three- and five- paragraph expository essays will be introduced during the first semester; more complex forms will be attempted during the second semester. Literary genres to be studied include the Short Story, the Novel, Poetry, the Essay and Drama. Basic terminology germane to each genre will be introduced. The course's major literary emphasis will be on general understanding, appreciation and enjoyment. We will focus on the fundamentals of literary analysis, especially of Form, Characterization, Conflict, and Theme. The study of vocabulary will be integral to reading. Additionally, a study of Greek mythology and The Odyssey will be undertaken (during the Spring semester) to provide background and information essential to making upper-division readings in classics more meaningful.

Texts

Prentice Hall Literature Anthology (PHLA): Gold Edition (Green cover)

The following texts are in the literature anthology, PHLA:

short stories; poetry; Romeo and Juliet, Shakespeare; The Miracle Worker,

Gibson; The Odyssey, Homer

In addition, you must buy:

Bless Me, Ultima, Rudolpho Anaya

A Lesson Before Dying, Ernest J. Gaines (Spring)

Vocabulary for Achievement, Margaret Richek (Fall, Spring)

Writers INC., P. Sebranek (Fall, Spring)

Greek Myths and Legends, Usner (Spring)

Additional Materials

In addition to textbooks, students are expected to **bring to class daily**:

- A three ring binder in which all handouts and assignments must be kept
- A supply of lined paper and pens
- A reading and writing journal,

Goals and Objectives:

Writing:

- To continue development of students' writing skills up to level appropriate to 9th grade college- preparatory students.
- The writing sequence will include personal, subject, creative, reflective and academic writing.
- Beginning with a review of basic English grammar, usage and sentence structure, emphasis will then be on extended discourse with the paragraph as the base unit of composition.
- To introduce the multi-paragraph essay forms, developed from a clear thesis statement.
- To create a writing portfolio containing examples of student's best writing throughout the semester.

Reading:

- To continue the development of students' critical reading skills
- To enhance students' understanding of the characteristics of major literary genres: Short Story, Poetry, Novel, Drama, and essay. Dramatic reading and some memorization from Shakespeare will be required.
active reading: we will interpret and analyze the reading--think critically about literature

Discussion/ public speaking:

The focus will be on effective and articulate communication of ideas and participation in class.

Grading and Evaluation

Student work will be assigned a point value and letter grades will be calculated at the end of each 6-week grading period. The **semester grade** will be divided into three categories: 20% homework and participation (being prepared for class: having books, paper, journals, and homework completed and ready to discuss), 40% tests and quizzes, and 40% essays and projects. The average grade of assignments in each category becomes the grade for that category. The average grade in each category is the grade for the course.

***EXCEPT IN THE CASE OF AN OFFICIALLY EXCUSED ABSENCE, LATE WORK (if accepted) WILL BE DOWNGRADED.**

GRADING SCALE

| | | | | | | | |
|----|--------|-------|-------|-------|-------|-------|-------|
| | B+ | 87-89 | C+ | 77-79 | D+ | 67-69 | |
| A | 95-100 | B | 84-86 | C | 74-76 | D | 64-66 |
| A- | 94-90 | B- | 80-83 | C- | 70-73 | D- | 60-63 |

Behavioral Expectations

- Exercise self discipline, critical thinking, and thoughtful listening
- Demonstrate your desire to learn, ask questions, challenge ideas
- Avoid judgmental, stereotypical language
- Respect your self, your classmates, your teacher, and your school
(Check your student handbook for the RULES!)

Fall Term Schedule

The following schedule is an **approximation**. Please note that a longer or shorter time may be allotted, depending on how long it takes us to complete each unit.

In addition to the activities listed below, students will have weekly quizzes on vocabulary, grammar and literary texts, and a test at the end of each unit. Reading journals will be checked weekly and collected three times during the semester.

Week One: Introduction to the course; test on summer reading

Unit One- The Short Story and elements of fiction, Prentice Hall Literature Anthology (PHLA)

Reading: We will read and analyze 8 short stories

Writing: generating and organizing ideas and topics; practices with peer and self-editing; Students will write descriptive, narrative, and expository paragraphs, and create scenes of dialogue. Introduction of three-paragraph essay.

Vocabulary: Units 1-3

Unit Two -The Novel Bless Me, Ultima, Rudolpho Anaya

Unit Three-Drama, Romeo and Juliet (PHLA)

Semester Exams Week December 17th -20th

Dec. 21st -Jan 8th Winter Break

Winter Break Assignment:

To be discussed

***Please keep the following in your binder at all times**

**Please sign, complete, and return this sheet to Ms. Aschinger by Monday Aug. 24th
FOR 10 POINTS. After this date they will be worth 0 points.**

Acknowledgement of Course Expectations

Please read the course overview in its entirety and understand the goals, requirements and expectations of course. Please also know that we will be viewing Romeo and Juliet which is R rated material; please inform me below if this is a problem.

Print Student name: _____ Home Phone # _____

Parent/Guardian name: _____ Work Phone # _____

Special needs/ Notes to
teacher: _____

Students signature: _____ **Date:** _____
Parent/

GuardianSignature: _____ **Date:** _____