

Honors Literature and Composition 11B

Syllabus

INSTRUCTOR INFORMATION

See info on Brightspace.

CONTACT INFORMATION

I am available by email from 10:00 AM to 10:00 PM. Please feel free to contact me if you have any questions regarding your assignments. Every effort will be made to reply to you immediately. I make a point to respond to emails within 24 hours on weekdays and 48 hours on weekends.

COURSE REQUIREMENTS

All learners must have computer and internet access. Participants in online classes must be comfortable with the basic functions of word-processing software, including GOOGLE DOCS.

COURSE GOALS

To continue to develop critical thinking, reading and writing skills through the exploration of British Literature. This course builds upon skills learned in English 9-11, and completes a full survey of world and multicultural literature. Ultimately, learners should be able to see how stories can be used as a vehicle to understand themselves and the world around them.

COURSE DESCRIPTION

This writing and literature course explores famous American literature and encourages the development of critical thinking and writing skills. We learn all about what makes some of the most classic literature great at the same time that you will be able to practice the art of writing, argument and expression. We will explore figurative language and the value of storytelling. The class emphasizes the importance of logic and flow in writing and encourages learners to have fun with words!

STANDARDS MET

This course meets the following California state standards: [California Common Core State Standards for English Language Arts](#).

REQUIRED TEXTS

All reading materials are available online, but will also be provided as links through the course website.

Other selected readings for nonfiction available within the course.

COURSE OUTLINE

Below is a summary of the topics of study covered in this course.

Literature and Composition 11B

Reading List:

- *Fahrenheit 451* by Ray Bradbury
- *The Awakening* by Kate Chopin

Short Stories, Poetry and Drama

- “Trifles” by Susan Glaspell
- “An Occurrence at Owl Creek Bridge” by Ambrose Bierce
- "Old man at the Bridge by Ernest Hemingway
- “I Hear America Singing” by Walt Whitman
- “Still I Rise” by Maya Angelou
- “[I Carry Your Heart With Me (I Carry It In)]” by e.e. Cummings
- "Hope Is The Thing With Feathers” by Emily Dickinson

Outline of Units (Semester B)

Fahrenheit 451

- Block 1: Fahrenheit 451 (Pages 1-30)
 - 0: Discussion 0: Introduce Yourself
 - 0: Assignment 0: How to Be Successful in the Course
 - 1: Discussion 1: Movie Trailer Comparison
 - 1: Assignment 1: Building Background
- Block 2: Fahrenheit 451 (Pages 31-66)
 - 2: Discussion 2: Dystopia
 - 2: Assignment 2: Book to Society Comparison
 - Honors Project: Submit Book Name and Permission Form
- Block 3: Fahrenheit 451 (Pages 67-106)
 - 3: Discussion 3: Analyze Excerpts
 - 3: Assignment 3: Research and Present
- Block 4: Fahrenheit 451 (Pages 107-132)
 - 4: Discussion 4: Media Today

- 4: Assignment 4: Using Media Strategies
- Block 5: Fahrenheit 451 (Pages 133-158)
 - 5: Discussion 5: Life Lessons
 - 5: Assignment 5: Your Own Dystopia
- Block 6: Fahrenheit 451 Final Project
 - EXTRA CREDIT: Block 6 Discussion: Scene Analysis
 - Unit 1: Block 6: Peer Review
 - 6: Assignment 6: Final Project on Fahrenheit 451

The Grapes of Wrath (By Request in place of 1 of the other books)

- Block 1: The Grapes of Wrath (Chapters 1-6)
 - 0: Discussion 0: Introduce Yourself
 - 0: Assignment 0: How to Be Successful in the Course
 - 1: Discussion 1: Life of Steinbeck
 - 1: Assignment 1: The Promised Land
- Block 2: The Grapes of Wrath (Chapters 7-12)
 - 2: Discussion 2: Narrative and Point of View
 - 2: Assignment 2: California Dreams?
- Block 3: The Grapes of Wrath (Chapters 13-18)
 - 3: Discussion 3: Artists and Politics
 - 3: Assignment 3: Symbols
- Block 4: The Grapes of Wrath(Chapters 19-24)
 - 4: Discussion 4: Dust Bowl and Great Depression
 - 4: Assignment 4: Postcards from the Road
- Block 5: The Grapes of Wrath (Chapters 25-30)
 - 5: Discussion 5: Life Lessons
 - 5: Assignment 5: Grapes of Wrath Project: Intro and Outline
- Week 6: The Grapes of Wrath Final Project
 - EXTRA CREDIT: Block 6 Discussion: Protagonist and Antagonist
 - Unit 1: Block 6: Peer Review
 - 6: Assignment 6: Final Project on The Grapes of Wrath

The Awakening

- Block 7: The Awakening (Chapters 1-12)
 - 7: Discussion 7: Set the Stage
 - 7: Assignment 7: The World Within and About Us
- Block 8: The Awakening (Chapters 13-25)
 - 8: Discussion 8: Plenty of Problems
 - 8: Assignment 8: Digging Deeper Into the Text
- Block 9: The Awakening (Chapters 26-end)
 - 9: Discussion 9: Life Lessons and Social Criticism
 - 9: Assignment 9: The Perfect Relationship?
- Block 10: The Awakening Final Project

- EXTRA CREDIT: Block 10 Discussion: Happiness
- Unit 2: Block 10: Peer Review
- 10: Assignment 10: The Awakening Final Project

Short Stories, Poetry and Drama

- Block 11: Trifles by Susan Glaspell
 - 11: Discussion 11: What's a Trifle?
 - 11: Assignment 11: Symbols in Trifles
 - Honors Project: Check In
- Block 12: “An Occurrence at Owl Creek Bridge” by Ambrose Bierce and "Old Man at the Bridge” by Ernest Hemingway
 - 12: Discussion 12: War and Human Nature
 - 12: Assignment 12: The Photo Essay
- Block 13: Poetry
 - 13: Discussion 13: America Poetry
 - 13: Assignment 13: What's in a Poem?
- Block 14: Creative Writing
 - EXTRA CREDIT: Block 14 Discussion: What Is Poetry to You?
 - Unit 3: Block 14: Peer Review
 - 14: Assignment 14: Creative Writing

Block 15: Culminating Project/Honors Project

Block 16: Culminating Project/Honors Project

Honors Project: The Honors project is each semester where a learner will select a book off the list, read it, and create a well-developed presentation about the book, following [these guidelines](#).

RESOURCES/MATERIALS USED IN THIS COURSE

Unit 1: **Fahrenheit 451**

- YouTube: Course hero summary and analysis, How to recognize a dystopia, Fahrenheit 451 a la Schmoop, Why you should read Fahrenheit 451, Will America Fall like Rome? Is America in Decline? Utilitarianism. Censorship, book burning and easy entertainment. Epistemic responsibility. How F 451 predicted fake news. The Meaning of Knowledge. Five Simple Strategies to sharpen your critical thinking. Interview with Ray Bradbury, Contractarianism, What is a Good life? How to Write an Argumentative Thesis,
- Texts: *Fahrenheit 451*, Dreams of Ray Bradbury: Predictions that Came True, The Truth about Fiction, Let's get Logical, Beyond Belief. The Pedestrian.
- Facilitator-created content: Reading Notes Organizer, discussion tips, lesson on how to be successful in the course (video and written lesson), Using MLA and Citing Research slides, AI and Plagiarism Guide, Lesson on Reading Strategies, Lesson on Dystopias,

Block 4 guidance, lesson on essay writing (video and written lesson), lesson on literary elements and figurative language, essay structure doc, analytical writing guide and video, and paragraph writing (iLead Online resource)

Unit 2: **The Awakening**

- YouTube: Background and Analysis on The Awakening Part 1 and 2, The Awakening Study Guide, The Awakening 60 Second Recap, The Women's Sphere, and How to Practice Self-Love
- Texts: *The Awakening*, The Awakening Historical and Social context, Kate Chopin's The Awakening: Struggle Against Society and Nature
- Facilitator-created content: Intro and Block 7 video for The Awakening, The Awakening pictures slideshow of the time period, The Awakening Block 8 video, The Awakening Block 9 video, and social-emotional checklist
- Other reading resources: Learn about Kate Chopin, How to Read Roman Numerals, and The Awakening Study Guide

Unit 3: **Short Stories, Poetry and Drama**

- YouTube: Cult of Domesticity, Full Production of Trifles, Trifles background, War and Human Nature Crash Course, The Lieber Code, Setting of An Occurrence at Owl Creek Bridge, What Makes a Poem a Poem, Basic Poetry Terms
- Texts: Trifles, Lit Charts Trifles Study guide, We Are Not Hardwired to Go to War Article, The Short Story in America, "An Occurrence at Owl Creek Bridge" Short Story, and "The Old Man at the Bridge" Short Story
- Facilitator-created Content: Lesson on Creative Writing
- Other reading resources: Trifles Rap and audio (from another learner), Trifles notes pdf, Analysis of Old Man at the Bridge, The Quick Guide to Amazing Poetry, Read: Tips for Reading Poetry, How to Read Poetry, and Poetry Packet

METHODS OF INSTRUCTION

This is an online course, and while there is flexibility in how and when you do assignments, it is best to log in and complete work each day according to the posted pacing schedule. Due dates will be clearly stated for each assignment in the course calendar and the weekly schedule. It is highly recommended that learners follow the pacing schedule posted, but work may be submitted late. This course uses project based learning to encourage an authentic, developed appreciation of the topics covered. That means that while it may include quizzes and some traditional assessments, the bulk of the coursework focuses on projects that require learners to display their learning in a thorough and creative manner. If you are struggling to complete your work or you need some assistance with an alternate schedule or workload, please contact me as soon as possible. I am more than happy to help support your success in the class!

LEARNER EXPECTATIONS

The learner is expected to participate in the course via e-mail, discussion boards (or other communication) with the facilitator, by reading the assigned readings, submitting assignments and completing and submitting original work.

Learners are expected to check their course and email account every day and complete work on time as assigned with designated dates and time.

GRADING

Each assignment is given a specific number of points. The number of points earned by the student is determined and a percentage is calculated. The raw score is recorded in the grade book.

An overall grade in the course will be determined according to your school's grading scale.

SUBMITTING ASSIGNMENTS

All assignments for the week are due Friday unless otherwise stated. The weekly schedule offers suggested pacing. Work may be turned in late and/or learners can work according to an alternate pacing schedule. Please contact your online facilitator AND your EF/COACH/GUIDE as soon as possible if you need to work according to an alternate schedule.

It's recommended that all learners write formal essays in Google docs and share them with editing access just with their facilitator (a shared link linked in the assignment submission text box is easiest).

NON-HARASSMENT

Learners are expected to treat fellow students, and their facilitators, with respect. No form of a "hostile environment" or "harassment" will be tolerated by any learner or facilitator.

For more information on good netiquette, please review [THIS RESOURCE](#)

HONESTY AND PLAGIARISM

Plagiarism of any sort is prohibited.

According to the Merriam-Webster online dictionary, to "plagiarize" means:

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft

- to present as new and original an idea or product derived from an existing source

Please review [THIS RESOURCE](#) for more information on plagiarism.

Any plagiarized work will be given a zero and referred to your EF/COACH/GUIDE for review.

PRIVACY POLICY

All work submitted is the property of the author and is not available to anyone not in the class. If work is to be submitted or viewed outside of this website, I will obtain permission from the author. [FERPA Info](#)