

Bridge: English 102 Syllabus
Mrs. Lavelle
Lewiston High School
JLavelle@LewistonPublicSchools.org

Room c115, office hours daily from 2-2:30, and extended by appointment

Course objectives:

- ☛ To become skilled readers of diverse literary genres
- ☛ To analyze, interpret, evaluate, and synthesize literature
- ☛ To demonstrate ability to think critically and creatively
- ☛ To respond personally and reflectively to a range of literature
- ☛ To develop collaborative skills through group work
- ☛ To master the writing process and develop the knowledge and strategies needed for editing one's own work and that of others
- ☛ To recognize and analyze the historical, geographical, social, and psychological settings for given pieces of literature
- ☛ To produce well-written and authentic pieces of writing
- ☛ To see writing is a tool which can be used to effect positive change
- ☛ To correctly apply the conventions of grammar and language usage

Course Requirements of Eng 102

- There will be four formal essays that focus on literary analysis. There will be a research project on the life and work of Shakespeare, which will be presented to the class. The final project will be a student-driven, project-based learning opportunity. There may be other assignments worked in.
- Many of our discussions will center on the reading assignments, so you must come to class having read and thought about the readings. Annotation and Cornell notes will help you here.
- Contributions to the classroom community are extremely important and will be factored into the final grade. Please contribute thoughtfully in order to make our classroom a supportive and dynamic learning environment. You are encouraged to participate in class discussions, recognize the ideas of your classmates, and/or share relevant materials from other sources.
- Plagiarism will result in a failing grade on the assignment and will be reported to UMA.

Bridge English 102 Syllabus

Week 1

Aug. 29 (1 - assembly) **Introduction**

Week 2

Sept. 2: **Literary Analysis warm-ups**

- Poster Project: review common literary terms and create anchor chart posters for class
- “2BRO2B” - Kurt Vonnegut

Week 3

Sept. 9 (2) **Literary Analysis Warm-ups, continued**

- Ambrose Bierce, “An Occurrence at Owl Creek Bridge”
- Hemmingway, “Hills Like White Elephants”
- Sia, “Elastic Heart” - making inferences

Week 4

Introduction to Fiction: Plot and Setting

- *What is literature?*
- Review of annotation
- Margaret Atwood, “Happy Endings”
- Sherman Alexie, “Indian Education”
- “*Setting*” pgs 157-158

Week 5

Sept. 16 (3) **Fiction: Point of View and Narration**

- Faulkner, “A Rose For Emily”
- Jamaica Kincaid, “Girl”
- “*Narration and Point of View*” pgs 66-69

Week 6

Sept. 23 (2) **Fiction: Tone, Voice, and Style**

- Dave Eggers, “After I was Thrown into the River and Before I Drowned”
- Alice Walker, “Everyday Use”
- “*Tone and Style*” *handout pgs 154-158 b*

Week 7

Sept 30 (3) **Fiction: Character and Symbol**

- Poe, “Fall of the House of Usher”
- Franz Kafka, “A Hunger Artist”
- “*Symbol*” 236-238b

Week 8

Oct. 7 (2) **Fiction: Theme**

- Kurt Vonnegut, “2BRO2B”

- Sherman Alexie, "Breaking and Entering"
- "Theme" 189-191b

Week 9

Oct. 15 (2) **Writing about Fiction**

- "Writing About Literature" & "Writing About A Story" 1735-1760
- A focus on student-driven inquiry

Week 10

Oct. 16 (3 er) **Workshopping**

Paper #1 due

- Comma usage, thesis development, run-ons/fragments, citation

Week 9

_____ Oct. 23 (2) **Introduction to Critical Lenses**

- *Literary Theories: A Sampling of Critical Lenses*
- Sherman Alexie, "Breaking and Entering"
- Charlotte Perkins Gilman, "The Yellow Wallpaper"

Week 10

Oct. 30 (3) **Introduction to Drama**

- "Writing about a Play" pgs 1780 - 1785b
- "Reading a play" pgs 1063-1065b
- Susan Glaspell, *Trifles*

Week 11

Nov. 6 (2) **Elements of Drama and Theatre**

- Terrin Adair-Lynch, "Lecture One: Elements of Theatre and Drama"
- Continue with *Trifles*

Week 12

Nov. 13 (2) _____ **Arthur Miller, *The Crucible*, Part 1**

Week 13

Nov. 20 (1) (11/22-24 Thanksgiving Break)

Week 14

Nov. 27 (2) ***The Crucible*, Part 2**

Week 15

Dec. 4 (3) ***The Crucible*, Part 3**

Week 16

Dec. 11 (2) ***The Crucible*, Part 4**

- Researching a text

- Excerpts from *Devil in Massachusetts*, by Marion Starkey, and *The Devil in the Shape of a Woman*, by Carol Karlsen

Week 17

Dec. 18 (2) **Research Workshop**

Week 18

Dec. 25 (December Break - no classes)

Weeks 19-20

Jan. 3 (1) Paper #2

Introduction to Poetry

- Literary terms overview
- Discussion: What is poetry?
- *Selected excerpts from* “Poetry: Reading, Responding, Writing” pgs 600-691
- Marge Piercy, “Barbie Doll”
- Marge Piercy, “What’s That Smell in the Kitchen”

Week 21

Jan. 8 (3 er) **Poetry: Denotation, Connotation, and Figures of Speech**

- *Literal Meaning: What a poem says first*, pg 624
- William Carlos Williams, “This is Just to Say”
- Marianne Moore, “Silence”
- Richard Wright, “Between the World and Me”
- John Donne, “Batter my Heart, Three-Personed God, For You”
- Andrew Marvell, “To His Coy Mistress”
- John Donne, “The Flea”

Week 22

Jan. 16 (2) **Poetry: Sound and Form**

- Rhythm: *Stresses and Pauses* pg 735b
- Ben Johnson, “Slow, Slow, Fresh Fount, Keep Time With My Salt Tears”
- Poets.com *Collection - Poetic Forms*
- Sherman Alexie, “The Facebook Sonnet”
- William Shakespeare, “My mistress; eyes are nothing like the sun”

Week 23

Jan. 22 (2) **Poetry Essay Workshop**

- “*Writing about a Poem*” 1761-1769b

Paper # 3 Due

Week 24-25

Research Project: The Life and Work of Shakespeare
Presented to the class

Week 26 Jan. 29 (3) **Shakespearean Tragedy, *King Lear***

- Claire McEachern, *The Cambridge Companion to Shakespearean Tragedy*, excerpts.
- William Shakespeare, *King Lear*

Week 27

Feb. 5 (2) **King Lear, Part 2**

Week 28

Feb. 19 (February Break - no classes)

Week 29

Feb. 26 (2) **King Lear, Part 3**

Week 30-36: Independent Project: student-driven inquiry (pbl)