

Literary Genre

Course Syllabus

2010-2011

Name _____

Date _____

Period _____

KGSmith, Instructor

Welcome to High School

Literary Genre is designed to introduce the freshman student to the discipline of high school English. The course is intended to serve as a foundation to a more complex and more thorough examination of literature, grammar and vocabulary study, research, and writing than the student has previously undertaken. Students will study thematic literature, devoting considerable time in reading, analyzing, and discussing themes, characters, plot, etc. Students will demonstrate their mastery of material by means of written examinations, essays, oral presentations, and thorough in-class discussions. Students will be encouraged to approach his/her studies with a sense of personal involvement and responsibility.

Statement of Goals for the Course: **Literary Genre's** goals include, but are not limited to, each of the following:

- A. The student shall become exposed to a wide variety of thematic literary pieces written by significant authors.
- B. The student shall be encouraged to look at the structure of the written work to discover techniques used by the author to enhance his/her effectiveness.
- C. The student shall develop a sense of personal connection with characters, situations, and author insight as common themes are explored in literature.
- D. The student shall review and enhance his/her knowledge of standard grammar and vocabulary, so that he/she may speak and write more "correctly", according to the standards of American society.
- E. The student shall develop an attitude of greater inner confidence, springing from the knowledge that, through organized work patterns, he/she can successfully complete high school-level expectations and assignments.
- F. The student shall develop confidence and skill in the expression of insight and opinion through written means.
- G. The student shall begin the development of his/her internal, personal standards by which he/she evaluates his/her own work and the work of others.
- H. The student shall increase his/her self-confidence and poise when faced with a public speaking situation.
- I. The student shall accept personal risk as he/she makes use of approved outlets for his/her personal creativity.
- J. The student shall increase his/her sense of the inter-relatedness between one's daily work and his/her faith in Jesus Christ.
- K. The student shall increase his/her sense of personal responsibility toward classroom commitments to him/herself, his/her peers, and his/her instructor.

“Honors” Component. Students who wish to enhance their English studies are encouraged to enroll in the “Honors” version of the course through the school’s Registrar. Students who do add this component will be expected to read four (4) additional texts during the year and complete culminating papers/projects on each one.

Examinations. The best way to assess whether a student is completing his/her assignments and understanding the concepts involved is through the use of examination. Many formal examinations are scheduled for each semester and are duly noted on the course’s *Semester Calendar*. Examinations for the course will usually feature a combination of objectively- and subjectively-evaluated materials. The ability to articulately express knowledge and opinion will count heavily toward the student’s overall grade.

Quizzes. Students should anticipate **daily** reading quizzes covering material assigned for that class period. At the instructor’s discretion, quizzes may occur **before** or **after** class discussion of the material.

Research Paper. A student-produced research paper is an expectation of this course. It should serve as the culmination of the student’s English training to date. As such, anticipations as regards to contextual, stylistic, and mechanical excellence are rather high. More specific details with regards to this assignment will be forthcoming.

Projects. Occasional projects will be assigned to encourage each student to delve deeper into the material than a simple reading can allow. Due to the in-depth nature of these assignments, large grades will be assigned. It is, therefore, in the students’ best interests to complete these assignments on time and at a level commensurate with his/her ability.

Discussions. Literature is meant to be discussed as well as read. Class discussions, therefore, are essential. To this end, students may be assessed a subjective “participation grade” as a normal portion of their academic evaluation.

Films. As a portion of the course, films will occasionally be shown. These films are chosen to complement the theme under study. As a result, they **are** considered as worthy of testing as the books that will be read. In short, pay attention!

The first year of high school often sets the tone for all the years of education yet to come. Let’s make this year the beginning of a wonderful habit of excellence in English. We can do it...together!

Kevin G. Smith, Instructor
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