

The Green Letter!



Dear _____

CONGRATULATIONS!

Welcome to Advanced English 12 with Wally! Let me first explain why you are getting this letter. It is because you are registered for next term in my senior English course, Advanced English 12—Academic Composition Emphasis. I am writing this letter to prepare you for what you are about to encounter. This class is designed to prepare you for the rigor of college work. The reason I started this letter off with the word, "Congratulations," is because you have elected to take this course—one of the most challenging the Eden Prairie High School English department offers. You know, of course, that this is the beginning of the end of your "free" education. Yet, the senior year has also been known as the time that many students have erroneously thought is the "time to slide." Some people even call it "senioritis." Some say that once you have been accepted into your college of choice, you can now "slack" and do the bare minimum because "grades don't count any more." These comments, of course, have nothing to do with this course. Scores of college students who have taken this class before have come back to visit and relate the value and the relevance of what this class will teach you so you will be ready for college and the demands and expectations of college professors. Getting accepted into college is one matter; actually being ready to handle the demands of college work is something entirely different! In several short months, college will begin for you, too. And, regardless of GPA or high school credits, you must be ready!!!! For this reason, I gather, you elected this course.

So, I write this letter to let you know that, obviously, this is a rigorous course. You must be prepared to work hard and to plan for the time necessary out of class to do well. Learning to write college level papers is probably the most important work we do in this course as it is the major instrument college professors use in evaluation. Writing good papers takes time—prewriting, revision, and, later, after the paper is returned, more revision will be expected so that you can learn from your own individual errors. I believe that the more you practice (the more papers you write), the more confident and able you will become. You will do at least four to five papers (averaging 3-5 pages each) during the course. This means that most weekends you will either be working on or revising a paper—as well as doing any other daily homework assigned during the weekend. You can expect to do (depending on your reading ability and speed) probably do from one to two hours of homework each night—aside from the time that must be allotted for preparation of the papers. There is absolutely no in-class time to work on homework. I want you to walk in the door next term ready to give your academics (and specifically this course) all you've got—so you can "go out with all your flags flying" (more about that concept later in the course).

Like a little knowledge, a little literacy is a dangerous thing.

As Shakespeare said in Henry V, "All things be ready, if our minds be." Are you ready? If so, read on.

* * * Wally's Course Philosophy * * * *

Literature we know, because we have read it and because we continue to read it, provides us with vicarious experiences. There is not enough time on the clock, and there is not universe enough physically for any person to enter all the experiences and to meet all the people he or she must meet to be all he or she can be. Some of them we need to get out of books. Literature helps us to make contact with history (with history made and in the making), to recognize that our emotions are old, still valid, that the questions that count are the unanswerable ones, the ones we live by.

What this course will try to do is provide you with some of these experiences by having you read and respond to a selection of works representing the Medieval and Renaissance Periods of English literature. Given the number of works that there are and the time in which we have to read them, we will not be able to read all that there is to read (perhaps not even everything listed on your course syllabus), but we will make something of a beginning. The more you can read (above and beyond the "required" reading), the more you will come away with.

Like all art, literature gives pleasure. It has a certain magic that transports us from the "real" world to a seemingly more remote and enjoyable place. You can experience this quality without analyzing it. However, literature also poses intellectual challenges that do demand analysis. For most readers, grappling with these challenges enhances the pleasure of literature. By studying literature, you "see" more of it to appreciate. And you learn that, far from being remote from life, good literature pleases you by reflecting and giving order to life. It is the pleasure derived from reflection that much of this course will aim for; in short, this course, like so many other courses, is a course in reading, thinking, writing, and discussing.

This course, then, will try to teach all of these—or at least give you the opportunity to add to what you have already been taught about them. Since the basis of this course are selected literary texts, there is no better way to learn from these texts than by reading, thinking, writing, and then sharing with others about them.

* * * * * One Last Word * * * * *

I hope that this letter serves to clarify what will be expected of you in this advanced course. Students who have previously been in this course have suggested that I write this letter to let you know in advance what it entails. If you know any students who were in my class last term, I'm sure they would be glad to clarify anything in this letter. You may certainly come and speak with me, too, about anything about which you are wondering after reading this letter. In closing, I want you to know that this is a course that I love to teach and where I grow each time I work with students excited about growing personally as well as academically. I can guarantee you will come away from the class ready to take on the challenge of college.

Attached is your course syllabus and other pertinent information you need to be ready for our first day of class. I suggest you grab a highlighter and read through the syllabus carefully. Be prepared with questions the first day as well as a 3-ring binder with index dividers pre-labeled, etc. Be sure to list a few questions you might have at the end of the syllabus in the space provided.

Finally, welcome! Let's begin!

Linda Wallenberg (Wally)

(rev. 2004)

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Advanced English 12: Academic Composition Emphasis

SYLLABUS

I. Course Content:

•The following is a **BANK** of material from which course content will be chosen .

1. Course Introduction and Philosophy and Building a Class Foundation
 - *"Cultural Literacy Tidbit" research paper*
2. Review of Writing Conventions
 - a. MLA style
 - b. Commas
 - c. Styles of rhetoric
3. Poetry terminology and British poems of the twentieth century
 - Selections of Yeats, Eliot, Graves, Auden, Thomas, Smith, Larkin, Hughes, Heaney, Boland
 - *Literary Analysis paper*
4. Literary Theories
 - *Evaluation paper: Literary Theories paper*
5. Anglo-Saxon and Medieval (450 AD-1485) periods
 - a. Historical Background
 - b. History of the English Language
 - c. Beowulf and selections from Gardner's Grendel
 - d. Chaucer's Canterbury Tales
 - *Narrative paper: "Twenty-first Century Prologue"*
 - e. Gawain and the Green Knight
6. English Renaissance (1485-1625) period
 - a. Historical Background
 - b. Shakespeare's Hamlet
 - c. Perhaps another Shakespeare play (time permitting)
7. Poetry Classics
 - a. The Seventeenth Century (1625-1660)
 - Selections of Donne, Jonson, Herrick, Lovelace, Milton
 - b. The Restoration and the Eighteenth Century (1660-1798)
 - Selections of Swift, Pope, Johnson, Gray, Burns, Blake
 - c. The Romantic Age (1798-1832)
 - Selections of Wordsworth, Coleridge, Byron, Shelley, Keats
 - d. The Victorian Age (1833-1900)
 - Selections of Tennyson, Browning, Arnold, Hardy, Hopkins, Housman
8. Mary Shelley's Frankenstein
 - *Position paper*
9. Another novel or play (time permitting)
10. Course Final--"Meeting of the Minds"

II. Course Texts

- Literature: *The British Tradition (LBT)* (published by Prentice-Hall)
- *Writing Research Papers Across the Curriculum* (3rd ed.)—a manual for writing papers
- *English Writing and Skills (Complete Course)*—resource book for grammar, etc.
- *Beowulf* (translated by Burton Raffel)—available for purchase in our school store
- *Chaucer's Canterbury Tales* (translated by R.M. Lumiansky)
- *The Norton Anthology of English Literature* (5th/6th ed. edited by M.H. Abrams)
- *Hamlet* (Signet Classic edition)—available for purchase in our school store
- *Frankenstein* by Mary Shelley—available for purchase in our school store
- A novel or another Shakespeare play

NOTE: In addition, I would highly recommend you purchase Joseph Gibaldi's MLA Handbook for Writers of Research Papers, sixth edition. It is the premiere handbook colleges use for MLA style when writing papers!

III. Grading

- Daily work, quizzes, tests, and journals are worth 40%.
- Papers/major projects are worth 60%. Papers are 70 points. Evaluation is based on content (40 points), style (10 points), and writing conventions (20 points).
- Grade updates are given approximately every two weeks.

D.	Grading scale:	A = 93 - 100	C+ = 77 - 79
		A- = 90 - 92	C = 73 - 76
		B+ = 87 - 89	C- = 70 - 71
		B = 83 - 86	D+ = 67 - 69
		B- = 80 - 82	D = 63 - 66
			D- = 60 - 62

IV. Course Expectations

- The Eden Prairie High School Registration Guide says this about Advanced English 12—
Academic (composition) emphasis.
This is a course designed for the college-bound 12th grade student who will benefit from an advanced course in literature and composition. Students will read extensively in major works drawn from British literature. Composition assignments may include literary analysis, narrative, persuasive essays, research papers, creative papers, and critiques. Students will continue to develop clarity, organization, style, and sentence structure.
- Designed like a college course, this class is discussion-oriented; participation is an expectation!
- NOTE: Do not expect any in-class reading, in-class research, or in-class work on homework time.**

V. Absences

- Attendance must be consistent. If you miss class, it's your responsibility to call your "study partner." Exchange phone numbers and e-mail addresses. Your study partner is expected to fill out a **Study Partner Absence Sheet** and staple the day's handouts to it so you have all your missing work waiting for you when you return.

B. Make-up policy

- Papers, major projects, the JOURNAL collection** must be turned in on time even if you are absent from class the day a major assignment is due. If you are in school but miss our class (for example: field trip), you must still turn in your major assignments. You must arrange to have someone else turn the major assignment in for you or it will be counted late. **Late major assignments will be deducted 10% of the total point value for each day the paper is late. WEEKENDS count as 2 days late. Each individual day of a school vacation counts as a day late. This major work is due by 3:00 on the due date. You may not e-mail papers to me.**
- Daily work** is worth 50% if turned in late on the day the assignment is due or on the following day. The day after that, it is worth zero. If you are in school but miss our class (example: field trip) on the day an assignment is due, the assignment must be turned in directly to the teacher that day or else you will be assessed a late grade.
- If you miss a quiz or exam due to absence, you will arrange a time agreed upon by the teacher for making up this quiz or exam. Late deductions will apply to **quizzes and exams** which are not made up in the English Resource Center on the date prearranged by the teacher and student.
- Buybacks** (if allowed) are technical corrections on papers. They are due by 3:00 on the due date (located on your paper grading sheet) designated by the teacher. They will only be given 50% of the buyback credit if turned in one day late. They will not be accepted for any credit any longer than one day late.

VI. Materials

PERSONAL MATERIALS:

- Highlighter** (for active reading/marketing handouts, books, notes) and **red pen** for editing.
- File folder** to log papers/essay progress
- Your own copy of the Signet Classic edition of **Hamlet** (available at our school store)
- Three-ring binder** with dividers and loose-leaf paper for journals (**not** a spiral-bound notebook)

Have your dividers labeled this way for the first day of class:

A	What's Up? (misc. stuff)	F	Course Introduction	K	Chaucer
B	SURVIVAL PAC. & Writing Conventions	G	Poetry	L	Gawain & the Green Knight
C	Journals (all labeled!)	H	Literary Theory	M	Hamlet
D	Vocabulary	I	Historical Background	N	Frankenstein
E	Papers (hand-outs, drafts)	J	Beowulf	O	

VII. Papers (both research and analytical essays)

These will make up the major portion of your grade. It is required that they are typed. Each paper assignment will be explained in a separate purple hand-out with a grading sheet.

- A. **FORMAT** You will receive many helpful handouts to follow proper manuscript form (msf). The handouts are based on Modern Language Association (MLA) format.
- B. IT IS REQUIRED THAT YOU TURN IN A CORRECTLY FORMATTED **OUTLINE** AND/OR **WORKS CITED PAGE** (BIBLIOGRAPHY) FOR ALMOST EVERY PAPER.
- C. **LATE PAPERS**
As stated above in more detail, late papers will lose 10% of the total points the paper is worth for each day late. Generally, late papers will receive little, if any, comment.

D. **STYLE**
Aside from content and mechanics, you will be evaluated on "style" for every paper. Most of the papers will be formal in nature. The use of "I" and "we" and "you" (and their various forms) are not permitted unless specified otherwise. In addition, colloquialisms and clichés will not be permitted. This course will prepare you for the highest level of academic writing expected in college course. It is expected that the essays will have solid introductions which introduce the topic in an interesting manner and include a clear thesis/controlling purpose. A conclusion must bring the essay to closure (providing a summary of your discussion). The language choices and Sophistication of language, elevated use of vocabulary, and diction are expected to be at or near a "college level." Most of the analytical essays will follow the **FIVE-PARAGRAPH ESSAY STRUCTURE**.

E. **PARENTHETICAL DOCUMENTATION**
You will always need to support your discussion with concrete examples/quotes from the text or other sources used to write your paper. You will be expected to use parenthetical documentation to do this. You will be loaned a style manual, called the "SURVIVAL PACKET" (based on MLA manuscript form) for the rules.

F. **PLAGIARISM**
Plagiarism will be penalized severely; paraphrased material must be cited! You are required to print out all copies of the sources you use which are listed on your works cited page. There will be a very specific format for this. In addition, you are required to turn in a complete second copy of your paper, called the "SECURITY COPY," for the teacher's reference and to be kept on file at EPHS indefinitely.

VIII. THE JOURNAL

A. There are THREE different types of journal entries:

- WA** = assigned prompt/topic from me (1-2 assigned daily)
- CC** = topic determined by you-but must be class-connected; assigned either every other week or as determined by teacher.
- PR** = a typed peer-letter to which a peer will respond; assigned every other week or as determined by teacher.

B. **LENGTH OF JOURNALS:** Each entry must be minimum of one side of a page unless determined otherwise by teacher. This means single-spaced from 1" left margin to 1" right margin and every line filled--done in your own handwriting. You may, of course, type your journals. Please double-space them!

C. About **JOURNAL DUE DATES:**

It is expected that each journal entry is done the day teacher says it's due. I may or may not collect it that day. Be prepared to turn it in, however. The purpose of the journal is to have you do some pre-thinking on the literature or topics of the day's discussion. Often times, we will begin class with partner, trio, small group or large group sharing of journals. The less productive discussion is, the more frequently journals will be collected. It makes no sense to do journals on topic for today's discussion two weeks from now. Keep up on the daily work!

D. **HOW ARE JOURNALS GRADED?** If I collect a journal on the day it's due, it's worth 5 points per full page. You can receive 1/2 credit the next day. After that, no points are given. It is important, however, to do the journal for the re-collection of the entire journal later in the term.

E. **SOME FINAL WORDS ON THE JOURNALS**

I hope you will have fun with your journal--that you see it as a way of learning something about yourself. Try different kinds of entries. Be sensible sometimes, but sometimes crazy. Invent your own ways of responding to the stories, plays, poems. Do some additional reading about the authors or works if you wish. Respond to class discussions (small or large group) as part of your journal. Allow your intellect and imagination to go to work. **Remember:** our purpose is to enjoy, to feel, and to think more deeply as a result of our encounters with the literature.

IX. NOW IT'S YOUR TURN TO RESPOND TO ALL OF THIS!

After reading this "welcome letter" and reading the syllabus/course overview, jot down any questions/comments you have now (which you might want to bring up in class):

1. _____
2. _____

A FINAL REMINDER:

Bring this letter and syllabus with you the first day of class!
Don't forget to have your binder all set up and to bring a file folder with you.

ONE LAST THING--ABOUT OUR CLASS WEBSITE!!!



Check out our very cool Advanced 12 Lit. and Comp. website!

Here's the URL: <http://teachers.edenpr.org/~lwallenberg/ADV12masterfolder/index.htm>

The website has a wealth of materials and links to help you with class.

Here are some of the features:

- a. **WALLY'S "BIO"**
- b. **HOW TO ACCESS CALENDAR/YOUR ASSIGNMENTS** (be sure to look at the link!) The calendar feature of this website is continuously in progress. My goal is to post each day's class activities, what homework/assignments are collected that day, and what homework is given for that evening. Remember that this isn't a perfect system. Always go with what you wrote down in class if there is a discrepancy. You can always e-mail me to check on homework: lwallenberg@edenpr.org
- c. **HOW TO CONTACT WALLY**
- d. **HOW TO ACCESS CALENDAR/YOUR ASSIGNMENTS**
- e. **COURSE TEXTS**
- f. **ADVANCED ENG. 12 COURSE SYLLABUS**
- g. **WALLY'S "FAMOUS" GREEN WELCOME LETTER** (a copy of this letter)
- h. **COURSE POLICIES**
- i. **SURVIVAL PACKET DOCUMENTS**
- j. **OTHER HELPFUL LINKS**
- k. **PHOTO GALLERY**
- l. **100 MOST RECOMMENDED WORKS FOR YOU TO READ!!**
- m. **EPHS TEACHERS' ALL-TIME "MUST READ" BOOKS AND "MUST SEE" MOVIES**
- n. **SHAKESPEARE RESEARCH TOPICS WEBSITES**

