



ATYP HONORS ENGLISH 11 & 12 SYLLABUS

Location: 4120 Sangren Hall

Time: Thursdays, 1:20pm to 3:50pm

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"A classic is a book that has never finished saying what it has to say."
- Italo Calvino



Course Description

ATYP Honors English 11/12 (Year 2) continues the development of the advanced compositional skills learned in English 9/10. Specifically, we focus on mastering skills in literary analysis, critical thinking, cultural awareness, and sophisticated reading. Students will be introduced to critical literary lenses that they will explore through a wide range of distinct and varied texts both contemporary and canonical, including short fiction, poetry, drama, nonfiction, and novels, as well as accompanying scholarly, academic, and other supplementary materials as required. Class time consists largely of cooperative learning ventures including extensive small and large group discussion, workshops and peer review, presentations and read-alouds, and collaborative writing, as well as instructor lectures and occasional community engagements or outside field trips. Writing assignments include formal essays, research papers, creative writing, multimedia projects, and presentations. In other words, we read a lot, write a lot, and talk a lot about what we've read and written!

Required Texts and Materials:

- *The Norton Introduction to Literature* (provided by ATYP) ● Required texts for fall semester/English 11:
 - Sophocles, *The Three Theban Plays* (ISBN: 9780140444254)
 - Nathaniel Hawthorne, *The Scarlet Letter* (ISBN: 9780143107668)
 - William Shakespeare, *Hamlet* (ISBN: 9780143128540)
- Required texts for English 12 will be announced in November and will likewise be available to purchase through This is a Bookstore and elsewhere
- Dedicated ATYP notebook (must be brought to class every day!)
- Writing utensils for in-class writing and notetaking such as pencils or pens (must be brought to class everyday!)
- Folder for organizing handouts, readings, and revisions
- 3-ring binder for portfolio (no more than 1.5")
- Other organizing or annotating materials (sticky notes, highlighters, markers, etc.) are not required but might be helpful based on the kind of student you are!

Course Objectives

- To critically analyze ideas and techniques used in a variety of written works
- To write critically, competently, and confidently about life and literature
- To develop an effective writing process that can be used across disciplines and genres
- To evaluate written work for effectiveness, clarity and flow, appropriate academic conventions, and cohesive, creative inquiry
- To develop revision skills alongside a robust writing and rewriting process
- To develop a strong scholarly eye, sense of academic inquiry, and ability to contribute vigorously and intentionally to class discussions
- To function as a productive, helpful, and engaged member of a writing community
- To identify, appreciate, and practice wielding the power of the written word

Tentative Schedule

Units	Themes	# of Weeks
Unit 1:	Summer Reading + Critical Lenses • <u>Unit Project</u> : Critical Lens Essay	5 weeks
Unit 2:	Comedy + Tragedy • <u>Unit Project</u> : Modern Adaptation	4 weeks
Unit 3:	<i>The Scarlet Letter</i> • <u>Unit Project</u> : Lyrics Analysis	4 weeks
Unit 4:	<i>Hamlet</i> • <u>Unit Project</u> : Video Project	5 weeks
Unit 5:	Conspiracy Theories • <u>Unit Project</u> : Researched Essay	5 weeks
Unit 6:	Poetry Grab-bag + Lens Refresh • <u>Unit Project</u> : TBD Poetry Project	4 weeks
Unit 7:	<i>Frankenstein</i> • <u>Unit Project</u> : Research Essay	4 weeks
Unit 8:	Dystopias <u>Unit Project</u> : BYO Dystopia	4 weeks

Policies and Requirements

Generally, I refer you to the standard Rules and Responsibilities memo that was mailed to you.

Homework: Due twice!

- **First**, via the Dropbox on eLearning by 10:00pm Wednesday, the night before class meets, unless otherwise specified.
- **Second**, you will also turn in printed copies of all homework at the beginning of each class period (again, unless otherwise specified). Graded work will then be returned to you within reasonable timeframes. This includes all work EXCEPT Notebook Rocket Fuel.
- **Bonus Third Point**, a reminder to keep all your graded homework organized. Putting it right into your binder once you get it back is a great way to ensure portfolio time is smooth sailing. More specifics on homework below.

Digital Organization: You should use Google Drive or another file folder organization system of your choosing. Create folders for each week of class, organize by semester, and keep your files properly labeled. You have access to Google apps through WMU: wmich.edu/google.

Late work: If I see you have missed a due date, I will send you a reminder email and copy your adults as well. You must respond to this email within three days with a plan for submitting your assignment at your earliest opportunity, or your late work may not be accepted at all. Chronically late work will be penalized by one grade, bringing a check-plus to a check or an A to a BA. I am more likely to be amenable to extensions if you let me know beforehand about potential conflicts.

Missing Work: This must be avoided at all costs! Get it in, even if it fails to meet your perfectionist standards. If you are having trouble with an assignment, reach out to me and we'll come up with a plan.

Missing all/part of class, arriving late, or leaving early: Requires an email from an adult in your life OR an email from you with an adult copied on it explaining the absence. Repeated absences will require further discussion between me, you, and your adults.

Electronics Policy: Cell phones and laptops are, for better or worse, part of our modern lives, and we are getting more attached to them all the time. Even so, let's aim for brief and utilitarian use of technology while in class. You are allowed to use your laptop in class for taking notes, pulling up readings, researching discussion questions, and looking up author info, but cell phones should be stored away while class is in session. If you need access to your cell phone due to some special circumstance such as a broken laptop, you can request permission by talking to me at the beginning of class.

Academic Honesty in a Time of AI

All written work in this class needs to be composed by you, using your own words and your own authentic human intelligence. In cases of plagiarism and other forms of cheating, I follow the definitions and processes outlined in WMU's Student Code of Conduct, and **I consider the use of generative AI tools in composing your homework to be cheating.** Besides the academic repercussions, there are many compelling reasons to not use generative AI to assist you with your writing and reading process (its effect on the environment and its massive theft of art and literature, for starters). On the whole, I agree with ATYP Director Laura Citino that it is deeply beside the point of taking this course. We are here to engage our minds and think critically, and numerous scholarly studies show that using AI for composition is a detriment to that work.

I will never use generative AI to create or grade your assignments, and in return I expect that same basic standard of human integrity from you.

You may use AI to assist with writing *only* in terms of checking grammar for a final draft, never to create content (compose) or to summarize readings for you. You must identify specific AI use in your work as part of the materials you turn in. Explain how it was used in your metacognitive writing. Example: "This paper used Grammarly to check my grammar and made (x) changes." I strongly recommend disabling the siren's call of generative autosuggestions from apps like Copilot or Grammarly, as such autosuggestions often verge into plagiarism.

If you have questions about boundaries around the acceptable use of AI technology for non-composition tasks such as checking grammar and starting research, do not hesitate to contact me for clarification.

Student Expectations

- Thoughtful, thorough, and timely completion of all assignments
- Close, careful reading of all assigned material
- Energetic participation and respectful attentiveness during class
- Conduct in keeping with university environment
- Professionalism and engagement, i.e. willingness to participate in class activities, keep notes, help others, arrive on time, be professional in correspondence, and contribute to the positive community of the class.
- Frequent and consistent checking of and participation in communication with me and the class: email, eLearning, Teams when appropriate, etc.
- Articulation of ideas, beliefs, and opinions AND demonstrated respect for those of other writers/thinkers we encounter, as well as your fellow classmates (and me!)
- **Overall, your success in this class is your primary responsibility, with me providing collaborative support.** Communicate difficulties with your coursework (or of any sort) with me ahead of time, or in as timely a manner as possible.

Course Expectations

In ATYP, the expectations are greater and so are the rewards. I will not assign busywork—classes and assignments are carefully planned and consistent with the course objectives. I will provide comments on your essays, and at times I will require revisions. **You can expect roughly 5-7 hours of homework each week.** You must manage your time wisely when it comes to completing ATYP assignments. It is easy to tell which assignments have been completed at the last minute. Falling behind and then catching up is both very difficult and stressful. It is my hope that you find the homework challenging, instructive, engaging, meaningful, and even fun.

Assignments

There will be a lot of them, of many different kinds! All homework will be labeled with Name, Week Number, and Assignment, single-spaced in the upper left- or righthand corner, with a clever and interesting title centered one space above paper body. All file names for Dropbox will follow this format: Student Name - Week # and Assignment Type - REV (if applicable).

Journals: Minimum one page response. Some will be more directed and others freeform or creative. **Typed, single-spaced, 12 pt Times New Roman font, 1” margins.** Journals are for experimenting and thinking out loud; I encourage you to take risks and try out ideas. To that end, they do NOT require formal essay structure (intro, conclusion, etc.), though literary responses will still require quotes and textual evidence. There will be occasional journals of different length/format. Graded on the check system. **Expect ~60 minutes of work.**

Unit Essays and Projects: For each unit, you will complete a longer unit project. Prewriting and/or drafting will be assigned; you will also peer edit AND revise them. Unit essays will be typed, **double-**

spaced, 12 pt Times New Roman, 1" margins. Other projects will be creative in nature and have their own specifications. Graded on letter grade system. **Expect ~4-6 hours of work.**

Vocabulary and Grammar: Some weeks will include an integrated vocabulary assignment and/or grammar challenge. You might copy down definitions, find examples in texts, and/or actively use certain grammar tools in your written work. These are mandatory! **Skipping these challenges can result in an automatic √- on the assignment.**

Notebooks: A dedicated ATYP notebook will be a) brought TO and actively used IN class every week, b) used extensively OUTSIDE of class for reading notes, prewriting, etc., and c) used exclusively FOR this class. Additional prompts, AKA Notebook Rocket Fuel, will get you thinking outside the box. Notebook work is neither optional nor an afterthought; see separate rubric for more details. Graded on check system at midterms and finals.

Engagement and Professionalism: See above Student Expectations and separate rubric for more details. Graded on check system, twice a semester (midterm and final).

Revision and Portfolio: All assignments that do not receive an initial √+/A will be revised unless otherwise specified. I recommend that you build revision into your regular homework routine, and it will also be integrated into some weeks' homework. You will turn in revisions, labeled as such with changes highlighted, to both the same Dropbox folder as the initial assignment and physically printed to me. Note that "revisions" almost always mean "rewriting," not just "editing." **I expect that by Year 2 you are able to accomplish the kind of substantial revision that both deserves a grade bump AND demonstrates progress in your writing and thinking abilities.** And if you're not quite operating at that level yet, we'll get you there!

Course Evaluation

My grading philosophy is that I expect each and every one of you to excel in this course. An "A" is assumed from the get-go and you'll prove all year that it's the grade you deserve. That special ATYP amalgamation of hard work and dedication, revisions and perseverance, engagement and creativity matter a lot more than individual points on individual assignments. I prefer to not overly focus on grades; do what I ask you to do, when I ask you to do it, and you'll be set. Focus on the work, and the grade will come!

Grading Scale for Weekly Homework:

√- = You missed the mark. Potential issues include not answering the prompt or accepting its premise; no/not enough text examples; obvious lack of effort; length.

√ = Solid work. You nailed the analysis but had a mediocre execution, or had fabulous writing and weak analysis, or did pretty good on both. You're on the right track.

√+ = Great work! You had a strong concept, pursued it with examples, and executed it well. Maybe a weak spot or two, nothing distracting. Be very proud of yourself!

Each semester, you will receive a letter grade based on the following calculation: Unit essays and projects, including prewriting, drafts, and metacogs (30%) Journals (30%) Portfolios including metacogs (15%) Notebook / Engagement & Professionalism (25%).

Grading Scale

A	93-100%	BA	88-92%	B	83-87%	CB	78-82%
C	73-77%	DC	68-72%	D	60-67%	E	0-59%

Final Thoughts:

This class will challenge you in numerous ways. We will be reading literature that many adults find intimidating, so remember as you face these texts that you are not alone. We will approach them as a community and dive into them for the kinds of treasure that can only be found through deep, thoughtful engagement with rich literature. If you find yourself struggling with a reading or an assignment, or if you sense yourself falling behind, email me or talk to me before or after class. I am here to help!



“Every year I manage to live on this earth / I collect more questions than answers.”
— Fatimah Asghar, *If They Come for Us*

