**ENGL 1011: AP English / UConn ECE/First Year Writing Course**

**The Human, The Non-Human, and Power**

**Instructor:** Mr. Flowers

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**Room:** 102

**Office Hours:** M-F 2:30-3:00 in Room 102

**Required Texts**

Roberts, Edgar V., Jacobs, Henry E., editors. *Literature: Intro to Reading and Writing.* Upper Saddle River, New Jersey: Pearson Educational Inc, 7th Edition, 2004

Fitzgerald, F. Scott. *The Great Gatsby*. New York: Scribner, 2004.

Pynchon, Thomas. *The Crying of Lot 49*. New York: Harpers Perennial, 2006.

Dickens, Charles. *Great Expectations*. New York: Bantom Books, 2003

Conrad, Joseph. *Heart of Darkness*. Harmondsworth, Middlesex, England: Penguin, 1994.

Possible Texts –

*The Bluest Eye,* by Toni Morrison

*Inferno,* by Dante Alighieri

*Odyssey,* by Homer

Selections from *The Life and Opinions of Tristram Shandy,* by Laurence Sterne

Other texts/media TBA

**Course Description**

English 1011 is a literature-based course characterized by collaborative, student-driven inquiry. The course will ask students to use writing in particular to contribute to active academic conversations across a variety of literatures. In order to do this, the course will provide a site and offer contexts with assigned texts, central questions and directed discussion for the development of this ongoing work. Through cycles of of writing, feedback, and reflection, students in which they select and define places where they might advance the class conversation. Writing projects in this course will be grounded in a year-long inquiry of a fairly specific topic.

**Course Inquiry**

In the course, we will investigate the following kinds of questions pertaining the ideas of the human, the non-human, and power, as it is depicted in the works that we study: what does it mean to be human? What does humanness look like? What does power over humans look like? How is power created, structured and enforced by human societies? How are humans enmeshed by structures of power? Why are people/groups of people dehumanized? What is the effect of this dehumanization?

**Learning Objectives**

***Approach Composition as a Complex Process***

* Practice composing and writing as creative acts of inquiry and discovery through written, aural, visual, video, gestural, and spatial texts
* Consider projects and problems from multiple ways of knowing
* Develop new methods for all forms (including digital) of textual analysis, synthesis, and representation
* Formulate strategies for the conceptual, investigative, practical, and reflective work of writing

***Identify Yourself as a Writer***

* Contribute to others’ knowledge and understanding through your research and compositions
* Practice ethical scholarship and develop a strong identity as a responsible maker of meaning

***Engage with a Conversation***

* Discover, analyze, and engage with others’ ideas in productive ways through complex texts
* Approach and use texts as ways to analyze, interpret, and reconsider ideas
* Extend your ideas to new ground in the context of others’ work

***Critically Examine Different Ways of Knowing***

* Identify and analyze conventions of disciplines
* Interrogate genre expectations, including how knowledge is created and how evidence is used to forward work in academic disciplines
* Evaluate the functional components of format, organization, document design, and citation

***Use Technology Rhetorically***

* Recognize that technologies are not neutral tools for making meaning
* Assess the context and mode of technology you are using to compose
* Respond to situations with productive choices to deliver meaningful texts
* Employ the principles of universal design to make your work accessible and legible to the widest possible audience

**Course Components**

***Participation:***

Active participation is essential to the learning process. Students are expected to contribute to classroom discussions daily. Class participation will be factored into the student’s grades at the end of each marking period. In evaluating participation, the following criteria will be considered:

a) Respect for others and their ideas;

b) Preparation for class;

c) Class engagement—making daily contributions by asking meaningful questions and providing thoughtful comments that address the discussed topics;

d) Attention/active listening—staying on task and focused; avoiding mental absence; and avoiding taking days off or missing class time;

***Reading:***

Although AP/ECE primarily emphasizes intellectual engagement and writing, the writing you do in the course has a very close relationship to reading. You will be reading not just for deep comprehension, but also to find ways into the conversation in which the author or text is creating and participating. Many of these texts are multi-layered and complex, and you should expect to read most texts more than once.

***Writing:***

Students will be expected to improve their writing skills throughout the year and should anticipate writing approximately 25-30 pages of formal writing in addition to numerous pages included in informal assignments. In order to accomplish this, you will be doing ample writing along the way, including homework assignments, drafts of these major projects, peer editing exercises, teacher review sessions, and in-class writing sessions.

***Reflective Component:***

The reflective portion of the course includes any time spent on characterizing, reconsidering, or qualifying one’s work. Reflection happens throughout the year, usually in ways that complement writing projects by providing opportunities for a writer to imagine alternatives or to trace lines of thought or activity.

***Papers Submission****:*

Students MUST save the final draft of all major assignments they submit. This will preclude problems in the event of a missing paper. (Please hand papers to me. Do not leave them on my desk or in my mailbox.) Papers should also be stapled when submitted.

***Information Literacy:***

During the course of the year, you should expect to use outside sources and scholarly research at points during the year. There are several collections of literary criticism are available in the Galluzo Center. In addition to this, the online Literary Reference Center (located on our school website) can also direct you to viable criticisms. Those students who have registered for ECE credit will also have access to UCONN’s extensive libraries.

**Assessment and Grading**

Grades will be determined using the following percentages:

Homework and in-class assignments 20 %

Quizzes and reflective summaries (if graded) 25 %

Major projects and tests 50 %

Class participation 5%

**Academic Integrity**

Cheating is an act that undermines every intention of formal education. Students who are caught cheating will receive a zero for the assignment and will be subject to further disciplinary action as outlined in the school’s student handbook. All incidents of cheating will be reported to both the academic and disciplinary deans.

**Plagiarism**

Students are expected to review and understand the plagiarism section of the student handbook/calendar. Plagiarism is using someone else’s words or ideas without proper acknowledgement. It can range from improper citations to submitting someone’s entire essay as your own. Plagiarism is cheating and theft and will not be tolerated. All incidences of plagiarism will be dealt with according to the school procedures outlined in the student handbook.