

An Introduction to Literature and Academic Writing  
2020-2021 Syllabus  
*Subject to revisions based on the needs and pace of the class*

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**I. Overview:**

Time will be spent in this course to help develop students' competencies with the conventions of writing and the writing process. Building a good vocabulary will be a component of this course as well. This will include vocabulary words provided from weekly assigned readings and the denotation and connotation of these words; students will be encouraged to utilize a rich vocabulary in their writing.

- Students will produce, revise, and publish seven analytical essays covering a range of topics
- Students will learn to recognize, use, and critique common structures of argument and rhetoric
- Students will read literary texts deeply and respond using imaginative and analytical frameworks
- Students will practice literary analysis based on key features of fiction and poetry texts
  - Text structure and style
  - Elements of plot
  - Setting
  - Historical and social context
  - Mood and tone
  - Theme
  - Figurative language, imagery, and symbolism
- Students will write critical literary analyses by engaging in three modes of response: experience, interpretation, and evaluation
- Students will collaborate in groups for the purposes of class discussion and critical interpretation. Participate in discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's own clearly and persuasively.

- Students will come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts, personal knowledge and experience on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Projects and groups will be differentiated based on the student’s abilities so that all students have a challenging and nurturing environment in which to grow their writing abilities.

**II. Course Objectives:**

- Students will develop writing processes that are both efficient and effective
- Students will make careful observations of textual detail, establish connections among their observations, and draw conclusions about observation that lead to interpretive conclusions about the value and meaning of literature
- Students will recognize rhetorical, structural, and linguistic choices that writers make and aid students in making their own choices about writing
- Students collaborate with classmates and engage in scholarly conversations about reading and writing

**III. Course Materials:**

<i>The Giver</i> by Lois Lowry	ISBN # 0-440-23768-8 (pbk)
<i>Fahrenheit 451</i> by Ray Bradbury	ISBN # 0-345-34296-8 (pbk)
<i>Animal Farm</i> by George Orwell	ISBN # 0-451-52634-1 (pbk)
<i>Ender’s Game</i> by Orson Scott Card	ISBN # 0-81255070-6 (pbk)
<i>Everyman and other Miracle &amp; Morality Plays</i>	ISBN 0-48628726-2 (pbk)
<i>Beowulf</i> translated by Burton Raffel	ISBN- 978-0-451-53096-7 (pbk)
<i>Sir Gawain and the Green Knight</i> translated by Burton Raffel	ISBN # 0-34527760-0 (pbk)
<i>The Hobbit</i> by J. R. R. Tolkien	ISBN # 978-0-618-15082-3 (pbk)
<i>The Outsiders</i> by S.E. Hinton	SBN # 0-14240733-X (pbk)

Additional reading assignments will include poetry and nonfiction articles. These are available online or will be provided to students by the instructor.

The following materials are **mandatory** and provide a smoother online learning experience:

- High speed internet connection
- A webcam or computer with internal camera

- (optional but highly recommended) A headset with headphones and a microphone that plugs into your computer's headphone jack

#### IV. Grading Policy

Grading percentage weights:

Major Assessments (Tests, Papers, and Projects)	50%
Supporting Assessments (Quizzes and Minor Responses)	25%
Homework & Participation (Substantive, weekly responses & timely homework)	25%

**A student's final grade in this course will be determined using the following grading scale:**

A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

Grades are calculated using total points.

Students will be asked to demonstrate proficiency through written assignments, quizzes and tests.

**Quizzes** are assessments to demonstrate knowledge and/or mastery of prior classroom instruction. They will include but are not limited to:

Reading Quizzes: There will be unannounced quizzes for reading assignments for content knowledge and also recognition of rhetorical devices the author used (as discussed in class).

**Tests and Papers:** There are formal assessments at the end of each unit. These tests may include but are not limited to: vocabulary, short answers, multiple choice and essay questions. Major writings may substitute for tests but are weighted equally.

**Late work policy:** Late work will be accepted (at the discretion of the instructor) for up to two weeks after deadline. Late work will receive a grade but may not receive the same amount of instructor feedback depending on other scheduled assignments due.

### V. Academic Integrity

All students are expected to adhere to a code of academic honesty. Cheating or plagiarizing (the use of others' words or interpretations without giving credit) will not be tolerated. Proper documentation style will be covered thoroughly in class; therefore, students will know how to avoid this grave offense. Consequences for an infringement of this type will be at the discretion of the instructor at the time of the offense.

### VII. Gentle Reminder

- **Please communicate with me exclusively through the Canvas messaging system** once your account is set up. This way, we have a dedicated line of communication that I check and respond to daily; I ask that you do the same.
- E-mail etiquette: I am not available to give extensive feedback and editing via e-mail but I do provide extensive feedback via Canvas and comments on your document for both the draft (one copy) and final submission. That said, should you need to notify me concerning an absence or wish to contact me about a brief matter, feel free to use e-mail for that purpose.
- Zoom discussions are optional and they are recorded each week for students to review as necessary. Live lectures will be held every week unless otherwise notified.
- While grades are a necessary part of academic life, don't let them become the focal point of your experience in this class. Rather than obsess over your grade on an individual paper, focus on your overall growth as a writer over the course of the semester. One surefire way to mature as a writer is to be flexible and self-reflexive about your writing. Although you probably won't always agree with the feedback from me, keep in mind that I function as an outside reader of your work and therefore furnish you with a valuable external point of view on your work. Also, be open to the idea of revision. Ultimately, being able to see your own work with a good measure of critical distance is essential to the evolution of your writing.
- For extra safety (technological failures can never be predicted), save all major assignments to the cloud or on an external hard drive in case of loss. Keeping an extra hard copy of each of the major writings is also a good idea. This will also be important if you need to collect artifacts for a portfolio. Please don't throw away anything until you have received a final grade for the course.

- The syllabus is open to alteration. I will evaluate how the class is doing and make any necessary changes I see necessary. I'll make certain to announce any changes as clearly as possible.

## VI. Tentative Course Schedule

We will try to adhere to this schedule as much as possible but please be aware some changes will probably take place during the course of the school year. Each student is responsible to have read all readings and completed all assignments by the date they are listed. I reserve the right to make adjustments to this syllabus in order to adjust to the needs of the course and students.

The course contains eight novels. At the end of each unit, students will submit a major writing.

Weekly assignments will include the follow:

- Assigned reading
- Completion and submission of weekly homework assignments
- Ongoing collecting, drafting and revising of writing projects
- Participation in weekly class meeting

UNIT IDEA AND NOVEL	WEEK # DATE OF CLASS	TOPICS AND ASSIGNMENTS	OBJECTIVES
	2020		
Introduction			
<u>The Giver</u>	1—8/24/2019	Approaching Literature and What is a Dystopia? <ul style="list-style-type: none"> <li>➤ Suggested Reading: The Giver, chapters 1-5</li> <li>➤ Literary Terms # 1</li> <li>➤ Packing a punch: how a writer's use of language can create effects!</li> <li>➤ They're the Best!</li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Syllabus distributed</i></li> <li>✓ <i>Login and directions for online tools distributed</i></li> <li>✓ <i>Please familiarize yourself with the online tools for the class</i></li> <li>✓ <i>Troubleshoot and call customer service if necessary before September 5 (first live class)</i></li> </ul>
<u>The Giver</u>	2 09/07/2020	Genre Dystopian/Utopian Fiction; Elements of Literature in <i>The Giver</i> focus on <b>Connotation, Denotation and Euphemism</b>	<ul style="list-style-type: none"> <li>✓ <i>Demonstrate understanding of word relationships and nuances in word meanings.</i></li> </ul>

		<ul style="list-style-type: none"> <li>➤ Suggested Reading: The Giver, chapters 6-12</li> <li>➤ Giver terminology 1</li> <li>➤ How are books, memory, and history related?</li> <li>➤ Literary Terms # 2</li> </ul>	✓
<u>The Giver</u>	3 09/14/2020	<p>Basics of Academic Writing and Thesis Statements; Elements: <b>Tone, Mood and Style</b></p> <ul style="list-style-type: none"> <li>➤ Suggested Reading: The Giver, chapters 13-19</li> <li>➤ Giver Vocabulary 2</li> <li>➤ Music and emotion</li> <li>➤ Writing 1:1 - Shades of Meaning</li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Interpret words and phrases as they are used in a text, including determining connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</i></li> <li>✓ <i>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style.</i></li> </ul>
<u>The Giver</u>	4 09/21/2020	<p>Writing an Effective Thesis; What is Analysis; Persuasive Essay Elements: Function of <b>Setting</b></p> <ul style="list-style-type: none"> <li>➤ Suggested Reading: Fahrenheit 451, Part 1</li> <li>➤ Giver Vocabulary 3</li> <li>➤ Writing 1: 2 - Anecdote</li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Setting as story environment</i></li> <li>✓ <i>Character constraints because of setting</i></li> <li>✓ <i>Setting as symbol (mirrors what's happening inside)</i></li> <li>✓ <i>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</i></li> </ul>
<u>Fahrenheit 451</u>	5 9-28-2020	<p>Genre Science Fiction; Introduction to <i>Fahrenheit 451</i>; Elements: <b>Figurative Language</b></p> <ul style="list-style-type: none"> <li>➤ Suggested Reading: Fahrenheit 451, Part 2</li> <li>➤ <b>Writing 1:3 - Persuasive Essay</b></li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Demonstrate understanding of figurative language</i></li> <li>✓ <i>Evaluate how an author uses words to create mental imagery, suggest mood, and set tone</i></li> <li>✓ <i>Create writing which communicates effectively.</i></li> <li>✓ <i>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</i></li> </ul>
<u>Fahrenheit 451</u>	6 10-05-2020	<p>Common character types – Mildred and Clarisse; Elements: <b>Foil, Catalytic Character, Antithesis, Direct &amp; Indirect Characterization</b></p> <ul style="list-style-type: none"> <li>➤ Suggested Reading: Fahrenheit 451, Part 3</li> <li>➤ Fahrenheit 451 Vocabulary # 1</li> <li>➤ Literary Terms 3</li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Closely examine protagonist and identify antagonist</i></li> <li>✓ <i>Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</i></li> </ul>
<u>Fahrenheit 451</u>	7 10-12-2020	<p>Character Study; Elements: <b>Allusion</b></p> <ul style="list-style-type: none"> <li>➤ Suggested Reading: Animal Farm, chapters 1-3</li> <li>➤ Editing Skills Class # 6</li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Assess and revise essays to assure adequate form and development to improve sentences, and to assure standard punctuation, capitalization, usage, spelling, and transitions.</i></li> </ul>

		<ul style="list-style-type: none"> <li>➤ Fahrenheit 451 Vocabulary # 2</li> <li>➤ Strategy Practice 1: Action, narration, &amp; revelation</li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Analyze how an author draws on and transforms source material in a specific work-literary allusions</i></li> <li>✓</li> </ul>
<u>Fahrenheit 451</u>	8 10-19-2020	<p>Character Analysis</p> <ul style="list-style-type: none"> <li>➤ Suggested Reading: Animal Farm, chapters 4-7</li> <li>➤ Literary Terms 4</li> <li>➤ Giver &amp; Fahrenheit Test</li> <li>➤ Writing 1:4 - Character Sketch</li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</i></li> </ul>
<u>Animal Farm</u>	9 10-26-2020	<p>Genre Fable; Introduction to Animal Farm- Historical Context; Allegory, Symbols and Personification</p> <ul style="list-style-type: none"> <li>➤ Suggested Reading: Animal Farm, chapters 8-10</li> <li>➤ Animal Farm Vocabulary # 1</li> <li>➤ Writing 1:5 - Inference</li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Trace development of both personal and historical conflict</i></li> <li>✓ <i>What does the world expect of characters/How different are characters allowed to be?</i></li> </ul>
<u>Animal Farm</u>	10 11-02-2020	<p>Aristotelian Appeals: Ethos, Logos and Pathos; Speech Analysis; Techniques: Propaganda vs. Persuasion</p> <ul style="list-style-type: none"> <li>➤ Re-read Old Major's Speech</li> <li>➤ Animal Farm Vocabulary # 2</li> <li>➤ Writing 1:6 Character Analysis</li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</i></li> <li>✓ <i>Advertising and political speeches offer opportunities for evaluation of fallacious reasoning, logic of argument, and author intention.</i></li> <li>✓ <i>Skilled listeners understand the context of a presenter's point of view.</i></li> <li>✓ <i>Skilled listeners use their own experiences to relate to a speaker's topic.</i></li> </ul>
<u>Animal Farm</u>	11 11/09/2020	<p>The Purpose of Satire and Sarcasms; Elements: Theme, Satire, Sarcasm</p> <ul style="list-style-type: none"> <li>➤ Suggested Reading: Ender's Game, chapters 1-6</li> <li>➤ Animal Farm Vocabulary # 3</li> <li>➤ Writing 1:7 Old Major's Speech Analysis</li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Determine central themes of text and provide textual evidence to support their findings.</i></li> </ul> <ol style="list-style-type: none"> <li>1. Sum up what was said before and add inspirational lines</li> <li>2. Explore differences between two items/stories/ideas (and significance/relevance of those differences)</li> </ol>

<u>Animal Farm</u>	12 11/16/2020	Methods of Persuasion; Elements: Verbal Irony, Dramatic Irony and Situational Irony <ul style="list-style-type: none"> <li>➤ Suggested Reading: Ender’s Game, chapters 7-10</li> <li>➤ Animal Farm Vocabulary # 4</li> <li>➤ Writing 1:8 Elements of Persuasion</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assess how point of view or purpose shapes the content and style of a text.</li> <li>✓ Authors reveal specific information for a purpose</li> <li>✓ Comment on a social issue connected to the topic, writer's life, or reader's life</li> <li>✓ Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</li> </ul>
	13 11/23/2020	Thanksgiving break	No class or homework
<u>Ender's Game</u>	14 11/30/2020	Genre Science Fiction; Introduction to Ender’s Game; Author’s Tone, Mood and Atmosphere <ul style="list-style-type: none"> <li>➤ Suggested Reading: Ender’s Game, chapters 11-12</li> <li>➤ Ender's Game Vocabulary # 1</li> <li>➤ Writing 1:9 Critical Essay</li> </ul>	<ul style="list-style-type: none"> <li>✓ <b>Narration – 4 kinds of POV</b></li> <li>✓ <b>Narrative voice</b></li> <li>✓ <b>Trustworthy/untrustworthy</b></li> <li>✓ <b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b></li> </ul>
<u>Ender's Game</u>	15 12/07/2020	Discerning Theme through Character Elements: Conflict <ul style="list-style-type: none"> <li>➤ Suggested Reading: Ender’s Game, chapter 13</li> <li>➤ Ender's Game Vocabulary # 2</li> <li>➤ Writing 1:11 Characterization</li> </ul>	<ul style="list-style-type: none"> <li>✓ Conflict as motivation</li> <li>✓ Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</li> </ul>
<u>Ender's Game</u>	16 12/14/2020	<ul style="list-style-type: none"> <li>➤ Ender's Game Vocabulary # 3</li> <li>➤ Tone # 1 Worksheet</li> <li>➤ Tone # 2 Worksheet</li> <li>➤ Writing 1:12 Ender’s Game</li> </ul>	<ul style="list-style-type: none"> <li>✓ Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</li> </ul>
	17 12/21/2020	12/21/2020—12/26/2020	<b>NO CLASS: WINTER HOLIDAY RECESS</b>
	18 12/27/2020	12/27/2020—1/02/2021	<b>NO CLASS: WINTER HOLIDAY RECESS</b>

	2020		
<u>Hero's Journey</u>	19 01/04/2021	Genre Myth and Folktale; Elements: <b>Archetypes and Universals</b> <ul style="list-style-type: none"> <li>➤ Read additional information on The Hero's Journey and Mystery, Miracle and Morality Plays</li> <li>➤ Suggested Reading: Everyman Morality Play-entire play</li> <li>➤ Hero's Journey</li> <li>➤ Literary Terms # 5</li> </ul>	✓ <i>understand important universal themes and the human experience</i>
<u>Everyman</u>	20 1/11/2021	Genre Drama Elements : <ul style="list-style-type: none"> <li>➤ Suggested Reading: Everyman (entire play)</li> <li>➤ Read additional handout: Background Medieval Theatre</li> <li>➤ Literary Terms # 6</li> </ul>	✓ Review archetypes ✓ Universals in literature
<u>Beowulf</u>	21 1/18/2021	Genre Epic Poetry: Elements: <b>Epics, Alliteration, Caesuras, and Kennings</b> <ul style="list-style-type: none"> <li>➤ Suggested Reading: Beowulf lines 1—1158</li> <li>➤ Writing 2:1 Beowulf's Boast</li> <li>➤ Read additional handout: Values in Beowulf</li> </ul>	✓ Conventions of Epics ✓ Characteristics of epic heroes ✓ Characteristics of Anglo-Saxon alliterative poetry
<u>Beowulf</u>	22 1/25/2021	Elements: <b>Elegy, Homily and Litotes</b> <ul style="list-style-type: none"> <li>➤ Suggested Reading: Beowulf lines 1160—2069</li> <li>➤ Thesis Statements (three for Beowulf being an archetype)</li> <li>➤ Literary Terms # 7</li> <li>➤ Review PowerPoint on Elegy</li> <li>➤ Writing 2:3 Elegy</li> </ul>	Author's craft, artistry: Simile & metaphor Flashback & foreshadowing Hyperbole ✓ <i>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</i>
<u>Beowulf</u>	23 2/01/2021	Elements: <b>Epithets and Flashbacks</b> <ul style="list-style-type: none"> <li>➤ Suggested Reading: Beowulf lines 2070—end</li> <li>➤ The Hobbit Vocabulary # 1</li> <li>➤ Writing 2:4 Argument Paper</li> </ul>	✓ <i>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</i>

<u>Beowulf</u>	24 2/08/2021	<ul style="list-style-type: none"> <li>➤ Suggested Reading: The Hobbit: chapters 1-5</li> <li>➤ The Hobbit Vocabulary # 2</li> <li>➤ Writing 2:5 Pre-writing for Character Analysis</li> </ul>	<i>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</i>
<u>The Hobbit</u>	25 2/15/2021	<p>Genre Fantasy; Elements: Verisimilitude</p> <ul style="list-style-type: none"> <li>➤ Suggested Reading: The Hobbit: chapters 6-8</li> <li>➤ The Hobbit Vocabulary # 3</li> <li>➤ Writing 2:6 Character Motivation and Point of View</li> </ul>	<p>Craft a thesis statement as either one sentence or a cluster of sentences. Identify subordinate points by asking, "What are the reasons this is important?" Choose and integrate persuasive examples and information strategically according to audience.</p> <ul style="list-style-type: none"> <li>✓ <i>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</i></li> </ul>
<u>The Hobbit</u>	26 2/22/2021	<p>Elements: Dialect, Diction and Dialogue</p> <ul style="list-style-type: none"> <li>➤ Suggested Reading: The Hobbit: chapters 9-13</li> <li>➤ The Hobbit Vocabulary # 4</li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</i></li> <li>✓ <i>Dialogue (internal and external) helps story progress</i></li> </ul>
<u>The Hobbit</u>	27 3/01/2021	<p>Elements: Puns, Idioms and Onomatopoeia</p> <ul style="list-style-type: none"> <li>➤ Suggested Reading: The Hobbit: chapters 14-19</li> <li>➤ Writing 2: 7 Character Analysis</li> <li>➤ Allusions</li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</i></li> <li>✓ <i>Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</i></li> </ul>

<u><i>The Hobbit</i></u>	28 3/08/2021	<ul style="list-style-type: none"> <li>➤ Suggested Reading: Sir Gawain and the Green Knight: Part I</li> </ul>	<ul style="list-style-type: none"> <li>✓ Connect parts of letter/essay by using transitional words or phrases or by repeating an important phrase.</li> <li>✓ Examine and revise tone by including powerful adjectives and verbs.</li> </ul>
<u><i>Sir Gawain and the Green Knight</i></u>	30 3/15/2021	<p>Genre Medieval Romance; Elements: Bob &amp; Wheel, Parallelism, Frame Story</p> <ul style="list-style-type: none"> <li>➤ Suggested Reading: Sir Gawain and the Green Knight: Part II</li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</i></li> <li>✓ <i>Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</i></li> <li>✓ Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text</li> </ul>
<u><i>Sir Gawain and the Green Knight</i></u>	31 3/22/2021	<p>Elements: Motifs</p> <ul style="list-style-type: none"> <li>➤ Suggested Reading: Sir Gawain and the Green Knight: Part IV</li> <li>Suggested Reading: Sir Gawain and the Green Knight: Part III</li> </ul>	
	32 3/29/2021	3/29/2021—4/4/2021	<b>NO CLASS OR HOMEWORK: SPRING BREAK</b>
<u><i>Sir Gawain and the Green Knight</i></u>	33 4/05/2021	<p>Genre Coming-Of-Age Fiction;</p> <ul style="list-style-type: none"> <li>➤ Everyman, Beowulf and Sir Gawain and the Green Knight Test</li> <li>➤ Suggested Reading: The Outsiders chapters 1-3</li> <li>➤ The Outsiders Vocabulary # 1</li> <li>➤ Writing 2:12 Venn Diagram</li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</i></li> <li>✓ Whose voice?</li> <li>✓ To whom?</li> <li>✓ When (where and in time)?</li> <li>✓ What diction and details are needed to achieve this effect?</li> </ul>

<u>Sir Gawain and the Green Knight</u>	34 4/12/2021	<ul style="list-style-type: none"> <li>➤ Suggested Reading: The Outsiders chapters 4-7</li> <li>➤ The Outsiders Vocabulary # 1</li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</i></li> <li>✓ <i>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</i></li> </ul>
<u>Sir Gawain and the Green Knight</u>	35 4/19/2021	<ul style="list-style-type: none"> <li>➤ Suggested Reading: The Outsiders chapters 8-END</li> <li>➤ The Outsiders Vocabulary # 1</li> <li>➤ Writing 2:13</li> </ul>	<ul style="list-style-type: none"> <li>✓ Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> </ul>
<u>The Outsiders</u>	36 4/26/2020	<ul style="list-style-type: none"> <li>➤ <b>The Hobbit and The Outsiders Test</b></li> </ul>	