

Montclair High School Course Syllabus

Department: English

Course: CGI English 11

Level: High Honors & Honors, 11th grade

Credits: 5

Course Description:

The CGI academic program is interdisciplinary and thematic, weaving the History and English curriculum, which is offered in a block schedule. As juniors, students progress through units on Economic Theory, Economics in Literature & History, ending the year with Politics and Aesthetics. Students will be responsible for frequent, complex reading and writing assignments. The literature is mainly American, with classical backgrounds, and the course emphasizes skills of discursive writing and higher-level thinking on aspects of the literature studied. The course is genre-based, covering fiction, poetry, drama and non-fiction. In addition, students learn literary theory and terminology. Students also work collaboratively to assess the perspectives of others and define their own, presenting individually and collectively their findings in presentations drawing upon various media. Research and independent work are assigned and encouraged. In CGI, in addition to other alternative learning experiences and assessments, Portfolio Presentations and Literature Circles conclude the junior year.

Standards:

NJSLS:

Reading Literature: 11-12. 2, 3, 4, 5, 6, 9

Reading Informational: 11-12. 1, 2, 4, 5, 6, 7,

Writing: 11-12. 1, 2, 3, 6, 8, 9, 10

Speaking & Listening: 11-12. 1, 3, 4, 5, 6

Anchor Text(s):

*HH only texts

Text Title	Publisher/Author	Year/Edition	ISBN	Text Distribution
"The Atlanta Compromise"	Booker T. Washington	1895	None	Economic Theory photocopy handout
"Of Booker T. Washington and Others"	W.E.B Dubois	1903	None	Economic Theory photocopy handout
"A Modest Proposal" *	Jonathan Swift	1729	None	Economic Theory photocopy handout
"In Search of Our Mother's Garden's"	Alice Walker	1974	None	Economic Theory photocopy handout
"Women and Economics," The Yellow Wall-Paper	Random House/Charlotte Perkins Gilman	2000 (original 1898)	None	Softcover textbook

and other Writings*				
<i>The Merchant of Venice</i>	Simon & Schuster/ William Shakespeare	2004	978-0-679-78340-4	Softcover textbook
“Marginalized Voices in <i>The Merchant of Venice</i> ” *	JSTOR/Susan Oldrieve	1993	978-0743477567	Photocopied handout
<i>The Age of Innocence</i>	Penguin Books	1996	B002A70NHQ	Trade paperback
<i>Silas Marner</i> *	Oxford University Press/George Elliot	1998	978-0743247542	Paperback
<i>The Glass Castle</i>	Scribner/Jeanette Walls	2006	978-0345806543	Paperback
<i>Go Tell It On the Mountain</i>	Vintage Int’l./James Baldwin	Reprint 2013	978-0-19-283458-4	Softcover textbook
<i>The Immortal Life of Henrietta Lacks</i>	Broadway Books/Rebecca Skloot	2011	978-0385534635	Softcover textbook
<i>Empire Falls</i>	Vintage/Richard Russo	2002	978-0375726408	Softcover textbook
<i>Native Son</i>	Harper Collins/Richard Wright	1993	9780060837563	Softcover textbook
<i>American Pastoral</i>	Vintage/Phillip Roth	1997	9780375701429	Softcover textbook
<i>The Great Gatsby</i>	Scribner/F. Scott Fitzgerald	2004	97807432-73565	Softcover textbook
<i>Death of a Salesman</i>	Penguin Books/Arthur Miller	1976	9780140481341	Softcover textbook
<i>Fences</i>	Plume-Penguin/August Wilson	1986	9780452264014	Softcover textbook
“False Prophet of the American Dream” *	JSTOR/Roger L. Pearson	1970	None	Photocopied handout
“Tragedy and the Common Man” *	New York Times/Arthur Miller	1949	None	Photocopied handout
“Baseball as History and Myth in August Wilson’s <i>Fences</i> ” *	JSTOR/Susan Koprice	2006	None	Photocopied handout
<i>The Grapes of Wrath</i>	Penguin Classics/John Steinbeck	2006	9780143039433	Softcover textbook
<i>Oedipus Rex</i>	Dover Publications/Sophocles	1991	9780486268774	Softcover textbook
<i>Hamlet</i>	Simon & Schuster/William Shakespeare	2009	9780743477123	Photocopied handout
<i>Paradise Lost</i> excerpts	John Milton	1667	None	Photocopied handout

"The Problem of Hamlet and the Oedipus Complex" *	Ernest Jones JSTOR	first published 1895	None	Photocopied handout
"Nature"*	Ralph Waldo Emerson	1910	None	Photocopied handout
"Self-Reliance" *	Ralph Waldo Emerson	1836	None	Photocopied handout
"Tintern Abbey"	William Wordsworth	1841	None	Photocopied handout
"She Walks in Beauty"	Lord Byron	1798	None	Photocopied handout
"Ode to a Nightingale"	John Keats	1814	None	Photocopied handout
"Ode on a Grecian Urn"	John Keats	1819	None	Photocopied handout
"The American Scholar"*	Ralph Waldo Emerson	1819	None	Photocopied handout
"Civil Disobedience"	Henry David Thoreau	1837	None	Photocopied handout
Prologue to <i>The Canterbury Tale</i> & "The Wife of Bath's Tale"	Bantam Classics/Geoffrey Chaucer	1848	9780553210828	Softcover textbook
"The Vindication of the Rights of Women"	Mary Wollstonecraft	2006	9780140449105	Paperback
<i>Utopia</i> *	Penguin Classics/Thomas More	1792	9780451524935	Paperback
1984	Signet Classics/George Orwell	2003	9780679744726	Paperback
<i>Meditation XVII</i>	John Donne	1977	None	Photocopied handout
<i>The Fire Next Time</i>	Vintage Books/James Baldwin	1993	978-0679744726	Trade paperback

Supplementary Materials:

Critical analysis essays from JSTOR
Introduction to the Schools of Critical Thought
Films

Units of Study:

Introduction to Economic Themes
Mercantilism, Capitalism & The Enlightenment
Urban vs. Rural
Gluttony & Despair
Man vs. Nature

Fate and Free Will: The Responsibility of Power
The Individual and Politics
Women and Politics
Utopia & Dystopia
The Personal as Political

Proficiencies:

By the end of this course, students will:

- improve close reading and analytical strategies through careful annotation and dialectical note taking;
- employ a wide variety of writing strategies, techniques, and styles;
- improve organization in writing through the use of rhetorical modes and appeals to improve coherence;
- effectively state, support, and explain their claims in both formal and informal arguments, in written and oral presentations;
- advance and bolster vocabulary skills, providing skills to aid in deconstructing unfamiliar vocabulary, allowing students to use the words themselves to find clues to meaning;
- develop research topics, through discussion, inquiry, and writing;
- cite primary and secondary sources using MLA guidelines.

Evaluation & Assessment:

- Marking period grades for this course will be determined as follows:
 - 40% - **Tests/Quizzes/Seminars** (Socratic seminars, written assessments such as multiple choice, short answer responses, reading checks, note checks, written assessments (multiple choice, short answer responses, etc.)
 - 45% - **Projects/Essays/Research** (group projects, presentations, high stakes writing like essays, reports, speeches, research papers, etc.)
 - 15% - **Homework/Classwork** (dialectical notes, annotations of text, reading, Q&A, journaling, discussions, pair/group work, reading, reflection, note taking, etc.)
- Rubrics / criteria for evaluation will be provided for each writing assignment and project.
- Writing portfolios are used in the classroom. Students are to file and store their work in the portfolio for review and assessment, which will periodically be conducted by both the student and the teacher.
- The final grade for the course will consist of each marking period (22.5% each) average, the midterm exam (5%) grade, and the final exam (5%) grade.