



Dallas High School
Home of the Dragons
Inhumanities: Advanced Literary Criticism
2013-2014



Instructor: Shannon T. Ritter

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Office Hours: Tues-Friday 3:00-3:30, 5th period, and additional times by arrangement.

Course Description: Advanced Literary Criticism is a semester course for college-bound seniors. The course provides a chronological look at the development of literary criticism as a discipline. We will begin with the classical theorists (Plato, Aristotle, Percy Shelley, and Matthew Arnold) and continue to modern critical schools of thought (Karl Marx, Cleanth Brooks, and Terry Eagleton,). During the semester you will read individual theorists and study theoretical schools of thought, and you will practice applying interpretive lenses to various texts. **This is a reading and writing intensive course, with much emphasis also placed on discussion.** Much of the reading will be done outside of class, and completion of this reading and the associated writing assignments, as well as participation in critical discussions, are the keys to your success.

Texts:

Criticism: Major Statements. Eds. Charles Kaplan, William Davis Anderson. Boston: Bedford St. Martins, 2000.

Ibsen, Henrik. "Hedda Gabler." New York: Dover Thrift, 1890.

Kafka, Franz. The Metamorphosis. New York: Glencoe, 1915.

Voltaire, Candide. New York: Dover Thrift, 1759.

Course Outline *all standards addressed and assessed throughout all units

	Unit Topic	Summative Assessment
Unit 1	Plato and Aristotle	First Critical Argument
Unit 2	Shelley and Arnold	Second Critical Argument
Unit 3	Brooks and Tolstoy	Third Critical Argument
Unit 4	The Author as Text	Fourth Critical Argument

Standards to Be Assessed: *all standards addressed and assessed throughout all units

11-12.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

11-12.RL.5 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.

- 11-12.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 11-12.RI.2 Determine two or more 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 provide a complex analysis; provide an objective summary of the text.
- 11-12.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 11-12.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 11-12.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Career Related Learning Standards: Career-related learning standards (CRLS) are fundamental skills essential for success in employment, college, family, and community life. We have integrated the Personal Management standard from the CRLS into all courses at DHS. **This standard will be assessed and communicated independent of the academic grade.** It is included below and mainly includes behaviors that will be assessed in this course.

- **Personal Management Standard:** Exhibit appropriate work ethic and behaviors in school, community and workplace.
 - Students will identify tasks that need to be done and initiate action to complete the tasks.
 - Students will plan, organize and complete projects and assigned tasks on time, meeting agreed upon standards of quality.
 - Students will take responsibility for decisions and actions and anticipate consequences of decisions and actions.
 - Students will maintain regular attendance and be on time daily.
 - Students will maintain appropriate interactions with colleagues.

Grading and Assessment:

Student's final grade for each course will be broken down into two categories:

- 1) **Academic:** based on assessments, tests, projects and performances that measure learning.
- 2) **Personal Management:** based on homework completion and other behaviors measuring the CRLS personal management standard.

The Final grade is calculated as follows: 75% of the course grade will be based on the **Academic** grade and **25%** on the **Personal Management** grade.

- Any items included in the Academic grade (PA) may be retaken and the higher grade recorded. Teachers may extend the retake time period, but as a rule all retakes need to be done within 2 weeks of the initial assessment.
- Students will complete extra preparation before retaking an assessment.
- Personal management work turned in late may be reduced by up to 50% credit.
- Retakes are not allowed on Personal Management assignments.
- Students must schedule performance retakes at their teacher's convenience. (Speech, drama, labs.)

Parents: Please keep the rest of the syllabus. By signing this form, you acknowledge that you have read and fully understood the expectations, rules, and standards associated with (Fill in the name of your course here) . If you have questions, please call 503-623-8336 or email using the email address provided in this document.

Parent Name:

Parent Signature:

Parent email Address:

Parent Phone:

Student Name:

Student Signature: