**Modern Dilemmas**

**Mr. Haflin—Spring 2016**

[**ghaflin@hinghamschools.org**](mailto:ghaflin@hinghamschools.org)

**Course Outline and Expectations**

Welcome! This course will explore the questions, challenges, and crises of modern society. Students will refine their close reading and critical thinking skills, they will write essays which require thoughtful, organized literary interpretation and documented research, and they will read and create writing of varying styles. Students are expected to interpret and respond to various authors’ opinions regarding modern challenges; they are also encouraged to initiate their own discussions and articulate their own opinions about the dilemmas we face today. Individual student and class participation are essential.

**Course Requirements**

* Prepare all assignments thoroughly and punctually
* Participate regularly in class discussions and activities; attendance and punctuality are mandatory
* Actively Monitor X2, Turnitin.com, and the class website

**Grading:** All assignments are graded on a percentage system. At the end of each term, these grades are then averaged—the mean yielded refelects a student’s overall grade.

Writing Assignments, Projects, and Tests 40%

Quizzes 30%

Homework & Participation 30%

**Assignments**:

* All assignments are due in class on the scheduled date. Any work submitted after class is considered late. Any homework or class work turned in late will receive ½ credit out of the total point value.
* Late writing assignments will be marked off 5 points per day.
* Essays not turned in to TURNITIN.com will not be accepted and will be considered late (5 point penalty per day).

**Absences & Missing Work**

* As stated in the student handbook, one day for each day of excused absence will be allowed for make-up.
* **The student is responsible** for making up the work which was assigned or completed during his or her absence, making arrangements to take any quizzes or tests that were missed, and consulting with his/her syllabus, Edmodo.com, and me to determine the work that must be made up.
* Missing assignments will be entered as a zero on X2 until made up.

**Re-Writes**

Since writing is a vital component of the HHS English Department, re-writes are **welcomed and encouraged** in this class. Students may rewrite one major writing assignment per term (original grade lower than a B). Assignments that are re-written should demonstrate **significant** improvement, and students are **required** to meet with me before undertaking a re-write. **Students are allotted two weeks to rewrite an essay after receiving my initial feedback. The original grade will be replaced by the re-write grade.** Students should be allowed to make mistakes, but must rectify those mistakes in a timely manner.

# Cheating & Plagiarism

As the Student Handbook states, cheating consists of any work a student submits for evaluation that is not done by him/her. Plagiarism consists of the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own. Any student(s) cheating or plagiarizing work will receive a zero for that assignment and further disciplinary action may be taken, including contacting parents and school administrators. If a student is caught copying another student’s work, both students will be subject to disciplinary action.

**Extra Help**

Since I coach four sports, I arrive to school every day at 7 AM for extra help. I am available for brief meetings both during the school day and after school. If you need me, find me; seeking extra help is a key factor in student success. You may also e-mail me at [ghaflin@hinghamschools.org](mailto:ghaflin@hinghamschools.org) ; I check my e-mail frequently throughout the day. I will respond to you as soon as I am able.

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| **Class Website:** | **Turnitin.com** |
| [**www.glasshaffull.weebly.com**](http://www.glasshaffull.weebly.com)  **“Modern Dilemmas” Tab** | **Class ID: 11787397**  **Password: HaflinG**  (case sensitive) |

Agenda #1

January 28th – February 8th   
Modern Dilemmas- Mr. Haflin

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|  | Block G |
| **Thursday**  **January 28**  **Day 7** | **Classwork**  Names  Syllabus  Turnitin.com  Class Website introduction  Introduction to Kohlberg’s theory  **Homework**   * Review course packet * Study the literary terms packet * Sign up for turnitin.com for a grade * **Class ID: 11787379 Password: HaflinG** |
| **Friday**  **January 29**  **Day 1** | **No Class Today** |
| **Monday**  **February 1**  **Day 2** | **Classwork**  Review Literary Terms sheet🡪Quiz next week  Create Posters for Kohlberg Theory  Kohlberg Presentations  Start Poem for Homework  **Homework**   * Study, annotate and answer questions for your assigned poem. This will be collected |
| **Tuesday**  **February 2**  **Day 3** | **Classwork**  Model Poem- “The Victims”  Looking for devices and theme, find poem partner  Sharing in class—Discuss poems and Kohlberg’s theory  **Collect Poem HW**  **Homework**   * What are the biggest challenges of our global democracy? * Literary Terms Quiz tomorrow * Start reading Chapter One of “The Challenge of Democracy”🡪Questions due Thursday |
| **Wednesday**  **February 3**  **Day 4** | **Classwork**  **Literary Terms Quiz with poem analysis**  Consider list of topics from the homework🡪Consider a topic to write about  How is America Handling these crises?  **Homework**   * Finish reading Chapter One of “The Challenges of Democracy” and complete the questions |
| **Thursday**  **February 4**  **Day 5** | **Classwork**  **Chapter One Questions Due**  Read “Is this Country Crazy”🡪Discussion  Assign Jig Saw Groups for Chapters 2, 15, and 16.  “The nervous system of a democracy”  **Homework**   * Start your assigned Jigsaw Chapter and take notes |
| **Friday**  **February 5**  **Day 6** | **Classwork**  Class time working on PowerPoint Presentation of Chapter Material  **Homework**   * Finish your group presentation🡪become an expert in your material! |
| **Monday**  **February 8**  **Day 7** | **Classwork**  **Presenting Groups**  Reviewing in terms of America’s social problems  Groups🡪Assigned News Programs for homework  **Homework**   * Watch your news program and take notes on what’s discussed and how * Start preparing for SLD #1 |

Coming Up

Watching *Outfoxed*

Jon Stewart on the Mass Media

SLD #1

*The Things They Carried*

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|  | **A** | **B** | **C** | **D** |
| **Frequency** | >4 comments | <3 comments | <2 comments | <1 comments |
| **Contributions** | Contributions are original, insightful and move the conversation forward in an invigorating direction. | Contributions are somewhat original or insightful. Moves convo along in a productive way. | Contributions might be repetitive or less original/insightful, but keep convo going. | Comments repeat other remarks or are otherwise clearly speaking for the sake of saying something out loud. |
| **Thoughtful Responses** | Comments/ questions connect and respond to other student comments. Does not repeat the ideas expressed by others but expands upon them to further the discourse. | Comments/ questions respond to other student comments without repeating them, and connect to those comments somewhat. | Comments/ questions respond to other student comments without repeating them, but connection to other comments is weak. | Repeats another student’s comment or simply agrees or disagrees with that comment without a substantive response. |
| **Use of specific evidence** | Frequently cites examples and DQs from the text | Regularly cites examples and DQs from the text | Occasionally cites evidence from the text. | Rarely references anything specific from the text at all |
| **Makes connections** | Makes frequent connections between the subject and texts from class or other sources | Makes some connections between the subject and texts from class or other sources | Makes a few connections between the subject and texts from class or other sources | Does not make connections between the subject and texts from class or other sources |
| **Behavior** | Polite and respectful; engaged with the group; attentive to others; gestures & tone are appropriate | Mostly polite and respectful, engaged, and attentive. | Occasionally inattentive or impolite; may appear disengaged may attempt to flag down classmates like a taxi in order to get called on | Frequently inattentive , impolite, & disengaged OR overly aggressive attempts to get called on/ attempts to dominate the conversation |
| **Use of time** | Respects the pace of the conversation; doesn’t monopolize; comments are appropriate length | Most comments are appropriate length/use of time; occasional comment may be too long or short | A tendency to monopolize the convo, disrupts pace multiple times | Monopolizes the conversation; unnecessarily long comments; doesn’t respect pace of convo |

**Student Checklist for SLD Performance Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Use the checklist below to track your own performance in the SLD today. For each area you check off on this list, provide a brief comment that indicates how or to what degree you believe you met this goal. For each area you do not check off on the list, briefly comment on what you might do to improve upon this area in the future.

**Tally the frequency of your comments here:**

\_\_\_\_ Makes **original contributions** on topics and/or offers productive questions that **move the conversation forward**.

\_\_\_\_ Responses to other students comments are **thoughtful and connect** to their comments—**avoids repeating** comments from others.

\_\_\_\_ **Makes connections** to other texts, either from class or elsewhere (remember text can be defined as a book, story, movie, television show, work of art, etc.)

\_\_\_\_ Polite, **respectful** behavior

\_\_\_\_Body language **indicates engagement** with the discussion

\_\_\_\_ **Attentive** to other students

\_\_\_\_ Does not interrupt

\_\_\_\_**Gestures** are appropriate

\_\_\_\_ **Listens instead of waiting to speak**

Homework Grading

In this class, homework assignments are purposeful. You may finish some close reading questions, uncover the meaning and purpose of certain literary devices in a work, or practice your vocabulary and grammar skills. Whatever the reason for the homework, be assured that the material covered through homework WILL APPEAR again, in the form of a quiz question, test question, essay exam question, or an “on the spot” class discussion question. How well you prepare your homework shows me how much you care about your work and how much pride you take in your own academics. Copying homework also sends me a message, one that will earn you and your “homework buddy” zeroes, a call home, an assistant principal visit, and a mark on your academic file (such marks can keep you out of National Honor Society).

To make homework important to my students, I find that I must grade it. However, this does not mean I want you look up the answers without thinking about them. The more THOUGHT-personal commentary-you share about your homework, the higher grade you will earn. Also, I HATE blanks on homework. No one just knows all the answers-people find them-they think about them-they take educated guesses- *so can you*. Leaving an answer blank is just downright LAZY. When you come across a passage that you do not understand, make a note of it. Ask some questions (see below) and bring those questions with the passage marked to class-then we can discuss it so you can understand it!

* **How does this passage relate to a developing theme in the text?**
* **Does this passage introduce a new idea or concept in the novel?**
* **Does this passage connect to another text or real-world issue?**
* **How does this passage serve to develop characterization?**
* **What is particularly demanding or confusing about this passage?**
* **What literary merit is there to be found in this passage? Note the devices used.**
* **What is the tone of this passage?**

Also, remember that we typically respond to literature on three levels. You may respond to the selected passage by addressing these 3 levels:

**\*Literal** (What’s happening on the surface?)

**\*Figurative** (What’s the implied or symbolic significance?)

\***Critical/Personal** (What’s the merit of this text? What is my personal reaction to it?)

Your homework should include page numbers (when I ask for textual evidence) and be legible. They may be typed or hand-written. They should be turned in on the original sheet or perforated/whole lined sheets of paper (i.e. without spiral notebook fringies….argh…). Consider the roles of parents, teachers, and students below so that your homework works for you in this class to deepen meaning and improve your grade.

***Role of the Student***

Maintain an assignment notebook to record homework.

Complete homework on time.

Homework quality should be consistent with the standards of the class.

Responsibility and self-direction will increase as the year progresses.

Make up work is done in a timely fashion.

***Role of the teacher***

Homework should be relevant and purposeful.

Careful and clear directions will be given before assignment is done.

Particular study skills will be targeted for the assignment.

Completion of homework will be consistently monitored and recorded.

Homework and grading policies/consequences will be made clear to students.

***Role of the parent***

Provide a conducive work environment for students to complete work.

Assist students in planning and budgeting time for homework.

Be supportive in emphasizing the importance and value of homework.

Encourage recreational and school-related reading in the home.

**Homework will be graded according to the rubric below. Keep this for your own reference.**

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|  | **10**  **(Excellent)** | **8.5**  **(Good)** | **6.5**  **(Needs Work)** | **Half Credit/50 (Poor)** |
| **Answers are written out with page numbers & legible** | Entirely Complete and entirely legible | Mostly Complete and mostly legible | Somewhat incomplete and/or somewhat legible | Incomplete and/or illegible |
| **Answers reflect the scope of reading** | Answers reflect/connect to entire scope of assigned reading | Answers reflect/connect to most of the assigned reading | Answers reflect/connect to one or two random spots | Answers blank or do not sufficiently reflect/connect to question. |
| **Response is relevant & reflects understanding of the text** | Response relates to the passage & reflects excellent understanding  of text | Response relates to the passage & reflects solid understanding of the text | Response reflects little attention to the passage or limited understanding; may reflect some attempt to understand the text | Response reflects no attention to the passage or lacks any attempt to understand the text |
| **Response is thoughtful and reflects careful reading. Reader connects text to beyond itself (personal, social, historical connections)** | Response insightfully reflects personal /social/historical critical thinking; relates to the novel as a whole | Response reflects personal /social/historical critical thinking; relates to the novel as a whole | Reflects limited critical thinking but makes some attempt to relate to the novel as a whole | Limited or no critical thinking; does not relate to the novel as a whole |

Remember, the more thorough and thoughtful your homework, the better you will do on quizzes and on the development of essays.

General Course Literary Terms

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| Term | Definition | Example |
| Allegory | a story that offers both a literal and figurative interpretation. The story is symbolic on every level: characters, plot, theme | “Little Red Riding Hood”  *The Odyssey* |
| Allusion- | a reference to something in history, literature, culture, society… | He had Napoleonic quality about him. |
| Alliteration- | repetition of consonant sounds | Beowulf boldly brandished his battle sword |
| Apostrophe- | addressing something that is dead, not human, or nor present | O Shy Sun, why won’t you shine on me? |
| Anachronism | The placing of a person, event, or thing outside of its historical era. Most often purposeful | Shakespeare has a clock striking in the scene prior to Julius Caesar’s death-this is for effect only since Ancient Rome did not have striking clocks. |
| Archetype | Narratives, designs, patterns, or character types often found in literature. | A hero is typically strong, virtuous, and steadfast in his efforts |
| Assonance | repetition of vowel sounds | The May day made the fields sway in a spray of lilacs and a faint scent of hay. |
| Connotation | the implied meaning of a word | That is “cool.” |
| Denotation- | the literal meaning of a word | That is “temperate, not warm”. |
| Diction | word choice | My mind pricked with anger-(the word “pricked” reveals author’s tone towards the person he/she is addressing here) |
| Elements of Plot | Exposition-the conflict, setting, and  conflict are introduced.  Rising Action- the action builds on the  exposition  Complications- events that are added  to build on the tension  Climax-the point of the highest  tension/turning point  Falling Action- immediately follows  climax-immediate consequences  dénouement/resolution-the final  scene where the plot ends. | All stories have most or all of these elements. “Cliffhangers” end the pot at the climax-leaving readers wondering about the falling action and dénouement. |
| Epithet | A descriptive phrase used to describe a person or thing-often used in place of it. | The Trojan warrior is an epithet for Odysseus. |
| Figurative language | Language that is used in a non-literal way for added meaning and effect | Similes, metaphors, personification-many terms listed here are all examples |
| Foreshadow | To hint at future events | The pounding rain that sounds like footsteps in A Tale of Two Cities foreshadows the storming of the Bastille. |
| Genre | A term that denotes a type of literature or literary form | Verse, epics, novels, short stories, dramas-these are all different forms of literature. |
| Hyperbole- | a great exaggeration | There were a million people at the party. |
| Imagery | use of sensory details to describe something | I bit into the soft, ripe, fuzzy, juicy nectarine. |
| Irony | **Dramatic**-when the audience/readers know something the character doesn’t  **Verbal/Literal-**when the literal meaning is the opposite of the implied  Situational-when a scene or story ends that opposite way one would expect | We know Macbeth will kill Duncan-Duncan is blissfully unaware  This shouldn’t be too difficult (he said before lifting up a car)  If the good guys are killed in the beginning of the story… |
| Juxtaposition | An intentional placing close together or side by side, especially for comparison or contrast. | A comedic scene following a tragic one; a description of beauty in a scene of horror |
| Metaphor | **Implied**-when an indirect comparison is made between two different things  Named-a direct comparison between two different things | she barked at me-she is indirectly compared to a dog  she is a dog-direct comparison |
| Meter | A recognized pattern of beats and stresses in verse-rhythm | “The curfew tolls the knell of parting day”  The above line has a pattern of unstressed/stressed syllables. |
| Mood | the feeling or atmosphere of a work | Can be funny, sad, bitter  The Things they carried is mostly reflective and at times both funny and sad. |
| Motif | A specific element, event, things that reoccurs through a specific work for added meaning. | Storms often occur throughout Dickens’ A Tale of Two Cities. |
| Onomatopoeia- | writing out the sound something makes | ssssss went the snake |
| Oxymoron | contradictory terms are used in conjunction: | Deafening silence |
| Paradox | A statement that appears to be untrue or impossible, but upon reflection or in context is true. | “I was a coward. I went to war.” This seems like a false statement, but O’Brien admits he went to war because he was too afraid to disappoint his family by not going. |
| pun | A play on a word’s multiple meaning | “I am reading a book about anti-gravity. It’s impossible to put down.” |
| Personification | giving non human things human qualities | The wind whispered my name. |
| Repetition | repeating the same words, phrases, passages for emphasis | I was scared. I was lonely, I was responding without thinking. I was 19 years old. |
| Rhyme | Repeating the same stressed vowel sounds. | In mist or cloud,  on mast or shroud,  it perched for vespers nine,  and glimmered in the white moonshine. |
| Satire | poking fun at a social institution, person, ideology in hopes of changing it or at the least exposing its flaws.  Satires can be fun and lighthearted  Or Satires and be sarcastic, dark, disturbing, and bitter. | *Saturday Night Live*. Steven Colbert  *Slaughterhouse 5, 1984*, even Jon Stewart’s Daily Show at times. |
| Simile | a comparison of two different things by showing similarities (uses like, as, seems, appears…) | She is as any goddess would be. |
| Symbol | a tangible thing that represents an intangible one. Pay attention to how people treat symbols-it reveals how they feel about what is represents. | The flag represents freedom. I can burn the flag, spit on it, or wave it proudly. |
| Syntax | The order of words | Some poets rearrange syntax to fit a rhyme scheme. |
| Tone | author’s attitude towards the subject matter | when Tim O’Brien compares the American government to a guy with a jelly-roll belly-you sense how he feels about the country’s war policy and the politicians who make it. |
| Understatement | Deemphasizing something in hopes of drawing attention to it | Describing the firebombing in Dresdan, Germany (in WW2) as a “bad day.” It was worse than a bad day-it was a massacre. |