

Westbrook Public Schools is fortunate to be able to offer its students UCONN Early College Experience courses. The content and grading of UCONN ECE courses is established at the university level.

**English 12 (Honors/UCONN)** is a UConn ECE course. UConn ECE is a concurrent enrollment program that allows motivated high school students to take UConn courses at their high school for both high school and college credit. Every course taken through UConn ECE is equivalent to the same course at the University of Connecticut.

High school instructors who have been certified through the University of Connecticut serve as adjunct faculty members and teach UConn ECE courses.

The traditional WPS unit template was not used for the WHS **English 12 (Honors/UCONN)** course. Instead, a template more in keeping with the curriculum requirements and grading parameters set forth by the University of Connecticut was implemented.

This course focuses on the process of writing as its crux. The true process involves several rounds of drafting, revising, and editing. At the minimum, you will be required to workshop each paper with a peer, return to your paper for revision, and conference the next phase with your instructor. From there you will again revise and fine tune your essay before handing it in for a grade.

Reading comprises an essential facet of this course, a critical eye fosters provocative and insightful discussion. As you read each work in this class, you will keep a journal in which you write your thoughts. The successful entries will be those where ideas and concepts are probed, text closely interpreted for its meaning, and predictions or opinions revealed.

## Semester One

### September/October

#### Choices in Life

- African Dilemma Tales, various authors, Africa
- *Antigone*, Sophocles, Greece
- *A Doll's House*, Ibsen, Norway
- "Eveline", Joyce, Ireland, from the Dubliners
- *A Soldier's Legacy*, Boll, Germany
- "Lots Wife," Akhmatova, Russia

**Assignment:** The characters in this unit were faced with critical decisions that affected not only their lives but the lives of those around them. In a 3-5 page paper, answer one of the following prompts. Be sure to include a minimum of 6 quotations, properly cited, in your essay.

- How do one's choices impact others? Explain using specific examples from three different works covered in this unit. Six quotations from at least three sources are necessary.
- To whom does one owe the most allegiance, oneself, one's family, or one's country? Why. Explain using specific examples from three different works covered in this unit. Six quotations from at least three sources are necessary.
- Making a difficult decision often involves a process. Explain the process employed by three different characters from three different works as each completed a tough choice. Make sure you have specific examples from three different works covered in this unit. Six quotations from at least three sources are necessary.

## October/November

### Clash of Cultures and Values

- *Things Fall Apart*, Achebe, Nigeria
- *Inside the Kingdom: My Life in Saudi Arabia*, Bin Ladin, Switzerland
- “By Any other Name”, Rau, India
- *Out of Africa* (film), Dinesen, Denmark

**Assignment:** For your essay in this unit, write a 3-5 page paper answering one of the following questions. In your paper, you will use **at least two** works from the unit and **one current event** to support your response. The assignment will require you to do some research. Be sure to use three direct quotations from each source (a total of 9 quotations in the paper).

- Are there universal characteristics of belief systems that are common across people and time?
- How do beliefs, ethics, or values influence different people’s behaviors?
- What factors shape our values and beliefs?
- How do individuals reconcile competing beliefs systems within a given society?

## December/January

### The Power and Pain of Love

- *Twelfth Night*, Shakespeare, England
- “Love Must Not be Forgotten”, Zhang Jie, China
- *Life is Beautiful* (film), Benigni, Italy
- Various Sonnets, Shakespeare, Petrarch, Neruda, England, Italy, Chile

**Assignment:** Write three poems through which you express your thoughts, feelings, questions, concerns, etc. on love. Each poem must follow the particular pattern that characterizes that style. Type your poems! One poem **MUST** be a sonnet (English or Italian). The other two are your choice. In grading your poetry, the level of emotion, quality of thought, use of poetic devices and demonstration of effort will be considered. Peer editing comprises an important facet of your work in this class. Please work together!

In addition to your three poems, you will create a collage that depicts what love means to you. Photos, magazines cut-outs, original illustrations and other words or tokens make excellent resources for compiling your collage. Collages should be at least the size of an 11 x 17 piece of paper. Use your imagination as you develop your ideas and fashion the collage.

## Semester 2

### January/February

#### The Uses and Abuses of Power

- “Taxi Driver, Minus Robert DiNero”, Ampuero, Peru
- “Mario and The Magician”, Mann Germany
- “The Burning of Rome”, Tacitus, Rome
- “The Rat Trap”, Lagerlof, Sweden
- *Hamlet, King Lear, or Richard III*, Shakespeare, England

**Assignment:** Relate Darwin's notion of the survival of the fittest to our reading and your own experience. Why, in literature and in life, do some people prey on others? Why do some people allow themselves to be used? What qualities allow some to survive while others perish?

## March

### Stirrings of the Imagination

- "The Handsomest Drowned Man in the World", Marquez, Columbia
- "The Enchanted Garden" and other stories, Calvino, Italy
- "Borges and Myself", Borges, Argentina
- "The Metamorphosis", Kafka, Czech
- *Edward Scissorhands* (film), Burton, USA

**Assignment:** Write a 3-5 page short story that exemplifies surrealism, magic realism, or allegory.

## April/May

### The Search for Meaning

- *The Stranger* and "The Guest", Camus, Algeria
- *The Bald Soprano*, Ionesco, Romania
- "The Guitar", Lorca, Spain

**Assignment:** Write a personal credo that reconciles the existentialist view of a senseless, indifferent universe with your own view of what gives life meaning.

## May/June

### Loss of Innocence

- *Demian*, Hesse, Germany
- "The Nose", Ryunosuke, Japan
- "The Ring", Dinesen, Denmark
- "Cranes", Hwang, Korea
- "Thoughts of Hanoi", Thi Vinh, Vietnam
- "Freedom to Breathe" & "A Journey Along the Oka", Solzhenitsyn, Russia

**Assignment:** Write a 3-5 page analysis reflecting upon one of the following questions. Use three works from this unit to support your answer. A minimum of 9 quotations should be incorporated into the context of your paper.

- How are humans affected when their eyes are opened or faith is tested?
- What turning points determine our individual pathways to wisdom?
- How do war and its aftermath affect society?

## June

### Final Exam