

Scope and Sequence

The Red Couch Reading Room's Introduction to Literature



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-Cara L. Shelton (aka Miss Cara)

Reading Strand	Writing Strand	Oral Strand
<p>Description: The goal of reading the texts assigned in <i>RCRR's Intro to Lit</i> is to increase the student's critical and analytical competency. Emphasis will be placed upon four levels of interaction with the text:</p> <ol style="list-style-type: none"> 1. Comprehension: the fundamental understanding of the text at a literal level. Through modeled reading, discussing, and being responsible for higher-level texts, the student learns to be fully cognizant during reading, and begins to develop more mature comprehension. 2. Discernment of meaning: In lecture, homework, and discussion, the student will be guided to find and understand the implications and inferences in a text, along with the deeper meaning they create. 3. Analysis: In <i>Intro to Lit</i>, the student is introduced to the concept of the text as a product of its historical and sociopolitical context. 4. Critic: In this course, the student will be introduced to the reality of authorship and its implications for theme and message. <p>Student competency may be evaluated through the provided on-line reading comprehension quizzes, and study questions in written or oral discussion format. Vocabulary study is a critical element of competency, and each major (or combination of two minor) unit includes a vocabulary component with assessment. In addition, the major writing units provide extensive insight into a student's grasp of the works studied and their ability to work with elements of the text.</p>	<p>Description: The process of writing reflects and builds organization in thinking. The act of putting one's thoughts down on paper requires one to articulate those thoughts in a more formal and concrete way than any other mode of communication requires. Learning to write well, to write persuasively, to write with grace and style, is as much an art as it is a science. The weekly lessons will:</p> <ol style="list-style-type: none"> 1. Review the basics of grammar, usage, and mechanics during the first five units. 2. Review the basics of paragraph construction. Topic sentences, 3. Discuss how to use a basic essay format to construct a compare/contrast essay, a literary analysis, and an author biography. 4. Provide writing style tips during units 6-10 to help bring grace and elegance to the expression of students' thoughts. <p>The bulk of improvement in skill in writing happens as a result of exposure to good writing, which the student will obtain within the reading strand of the course, and with practice. RCRR's literature courses each contain a substantial writing component.</p>	<p>Description: The student will have the opportunity to participate in dramatic readings of literary selections from a variety of genres including:</p> <ul style="list-style-type: none"> • Poem • Speech or essay • Scene from a play • Sustained reading of a novel • Reader's Theater <p>In class discussion in preparation will include discussion of the effectiveness of verbal and non-verbal techniques to improve delivery.</p> <p>Each semester, students will prepare to participate in a Socratic seminar around one of the works they have read. The student will:</p> <ul style="list-style-type: none"> • Take notes to prepare for oral presentation • Use relevant textual detail to support their assertions • Explain how textual quotes support points • Cite information sources

The following texts will be covered during this course. **The six texts which are asterisked, bolded, and underlined must be purchased for the class by the student/parent.** The preferred ISBN is indicated, but not required. Other items (short stories, essays, poems, play) will be provided via pdf for the student to print out:

Unit 1: An Introduction to Literary Analysis

"Exit Tyrannus" - Kenneth Grahame

"Dulce Domum" - Kenneth Grahame

"The Three Little Pigs" - unknown

"The Little Red Hen" - Folktale

"The Last Leaf" - O. Henry

"The Lady and the Tiger" - Frank R. Stockton

"The Three Bears" - Folktale (Poem)

"The Velveteen Rabbit" - Margery Williams

"How to Mark a Book" - Mortimer Adler

Unit 2: Intro to Characterization

****Treasure Island, Robert Louis Stevenson**

ISBN 0-14-036672-5

Unit 3: Intro to Rhetorical Appeal:

****Julius Caesar, William Shakespeare**

ISBN 978-0-7434-8274-5

Unit 4: Compare/Contrast

"The Gift of the Magi" - O. Henry

"The Necklace" - du Maupassant

"Jabberwocky" - Carroll

"Casey at the Bat" - Ernest Thayer

In *Intro to Lit*, the student will receive a writing packet each semester entitled *Conloquium Magnum (Your Invitation to the Great Conversation)*.

This packet includes a selection of choices of literary responses, from which - together with their on-site teacher (parent or tutor) - the student will select four of the possible response prompts to which they will respond, forming their semester writing project. Estimated formal writing word count (for the year, divided between the two semester-long writing projects): 10,000

Grammar/Usage/Mechanics

Review Topics Include:

- Capitalization of Proper Nouns
- Capitalization in Titles
- Homonyms & Frequently confused words
- Fragments vs. run-ons
- Subject/verb agreement
- Placing those modifiers
- Pronoun/antecedent agreement
- Consistency in verb tense
- List comma rule
- Commas to separate independent clauses
- Commas after introductory phrases

- Use body language and eye contact to indicate active listening
- Pose and respond to questions
- Use appropriate transitions to build on or change topics
- Summarize and clarify ideas

Unit 5: Context, Context, Context

*****The Chosen, Chiam Potok***

ISBN 978-0449213445

Unit 6: The Journey/Quest - Motif & Symbol

*****Great Expectations, Charles Dickens***

ISBN 978-0-393-96069-3

Unit 7: Satire and Social Commentary

The Importance of Being Earnest - Oscar Wilde

Unit 8: Show, Don't Tell - Implications & Allusion

"The Most Dangerous Game" - R. Connell

"A Sound of Thunder" - Ray Bradbury

*****The Old Man & the Sea - E. Hemingway***

ISBN 978-0684801223

Unit 9: Authorship & Style

*****Dr. Jekyll and Mr. Hyde - Robert Louis***

Stevenson

ISBN 978-0-19-953622-1

Unit 10: Rhetoric and Style in Practice

"I Have a Dream" - Martin Luther King, Jr.

"First Inaugural Address" - Abraham Lincoln

"Second Inaugural Address" - Abraham Lincoln

"Gettysburg Address" - Abraham Lincoln

"O Captain! My Captain!" - Walt Whitman

"I Hear America Singing" - Walt Whitman

"The Road Not Taken" - Robert Frost

"Hope is the Thing with Feathers" - Emily Dickinson

- Asides, appositives, and extra info. separated from sentence by commas.
- Date and location commas
- Avoiding comma splice
- Direct address comma
- Quotation punctuation
- Semi-colon usage
- Colon to introduce list
- Closing punctuation

Writing with Grace Topics:

- Developing and linking ideas
- Active voice, active verbs
- Vary sentence structure
- Clarity is critical
- Rhetorical devices - imagery
 - Allusion
 - Metaphor
 - Simile
 - Apostrophe
 - Personification
- Rhetorical devices – sound
 - Assonance
 - Alliteration
 - Consonance
- Rhetorical devices – phrasing
 - Parallelism
 - Anaphora
 - Epistrophe