

the hearth

LITERATURE & COMPOSITION 2024-2025

Instructor: Chad C. Ashby

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Location: The Hearth @ 101 S College St., Washington, PA 15301

Meeting Time: 2:30-3:30pm Mon /Tues /Thurs

TEXTS:

UNIT 1: What makes an Adventurer? *Courage, Curiosity, and Cunning*

Call of the Wild (London, American 20th c., 133 p, 7 chapters)

The Adventures of Tom Sawyer (Twain, American 20th c., 321 p, 36 chapters + con)

Oliver Twist (Dickens, British 19th c., 600 p, 53 chapters)

“Speckled Band” (Doyle, British 19th c., 39 p)

UNIT 2: What makes an Adventure? *Crisis, Conquest, and Companions*

The Pilgrim's Progress (Bunyan, British 17th c., 165 p, no chapter breaks)

Oedipus Rex (Sophocles, Ancient Greek, 93 p, no acts)

Romeo and Juliet (Shakespeare, British 16th c., 122 p, V Acts)

UNIT 3: What does Adventure make? *Faith, Hope, and Love*

Silas Marner (Eliot, British 19th c., 228 p, 21 chapters + con)

To Kill a Mockingbird (Lee, American 20th c., 323 p, 31 chapters)

Cry, the Beloved Country (Paton, South African 20th c., 279 p, 36 chapters)

Course Description:

The wild is calling—a world filled with risk, adventure, danger, wickedness, sacrifice, and triumph. The middle years are a time of transition, growth, loss of innocence, and enticing opportunity for students. Leaving childish ways behind, they stand on the precipice of the rest of their lives. There's no other way to put it: Adventure awaits.

Literature & Composition will spend the year exploring works and poems filled with adventure. In the first unit, characters like Buck, Tom, Oliver, and Sherlock will help students see what makes an adventurer. Particularly, we will explore the themes of courage, curiosity, and cunning as distinctive characteristics of successful adventurers. We will write poems and assignments examining what activities, ideas, and experiences will help us grow into godly adventurers.

In the second unit, students join characters in their adventures—some with happy and others with tragic ends. Wrestling with Bunyan, Sophocles, and Shakespeare, students will see that every great adventure requires crisis, conquest, and companions. They will engage in thoughtful writing assignments to challenge how they envision the lifelong adventure God has stretched out before them.

In the final portion of the year, students will consider what adventure forms in us. Each of the final selections puts the maturity of its main characters—Silas, Scout, and Kumalo—on display through great struggle, difficulty, and loss. Students will write about and discuss how God is using adventure to form in them things eternal: faith, hope, and love.

Course Objectives:

- Establish familiarity with the genres students will encounter in high school: American, British (including Shakespeare), World, Classical, and Medieval Literature
- Build confidence in understanding, internalizing, and writing poetry
- Cultivate logical, clear, and creative writers
- Expand understanding of literary devices, composition, and vocabulary
- Define, examine, and evaluate the power of adventure
- Foster a deep, abiding love and appreciation for reading and writing

Supplies:

- 1.5 inch binder
- 3 page dividers (labeled Notes, Papers, Tests)
- Loose leaf paper
- **Physical copies** of all works (provided)

A Note on Audiobooks:

Students are welcome to make use of audiobooks. However, audiobooks are NOT a substitute for physical books, and students who make use of an audiobook **must also read the physical copy of the book**. Students will also need to bring their physical copies with them to class in order to participate in class discussions.

Classroom Expectations:

- Take notes.
- Be respectful. (Romans 13:7-8)
- Be prepared. (1 Peter 3:15)
- Be diligent. (Colossians 3:23)

Assignments:

Homework—Read. Read. Read. Most homework will consist of reading the selections assigned. Students will be given the due date for weekly assignments on Mondays and can complete them according to the schedule that suits their family’s schedule and their learning style. Here are the reading stats for the course:

Total page count: 2303 pages

Average Weekly Reading (34 Weeks): 68 pages

Reading Tests—After completion of each novel, students will take a brief reading test to confirm basic comprehension. Eighty percent of the test grade will be derived from a final question asking how much of the work the student completed. Students who read works in their entirety will score well on the tests; students who do not will not. Tests will be worth 100 points.

Paideia—We will often have a peer-driven discussion on a topic, poem, or theme from class. Students will learn to be respectful in their dialogue, ask one another probing questions, and build off of

the ideas of others in paideia. Participation, preparation, and adaptability will all be essential. These group discussions will usually be worth around 10 points.

Writing Assignments—Students can expect to do a writing assignment at least every two weeks. These will be less formal essays, outlines, poems, thesis development, etc. Students will be told beforehand how these assignments will be graded, usually worth between 50-75 points.

Vocab Quizzes—Students will build their vocabulary across the year ten words at a time. Quizzes will be announced well in advance. Students will not have a word bank but will have to recall the words from memory. After all, there aren't typically word banks for writing essays and poems! These quizzes will be worth 20 points.

Formal Papers/Projects—Formal papers are those that are peer-edited, revised, and polished for presentation before the class. There will also be a couple of projects that will require work over several weeks. Formal papers and projects will be worth 100 points.

Exams—At the conclusion of each semester, students will take a comprehensive exam. These exams will most likely involve basic questions of recall concerning the works we have studied along with essays that push students to do creative intertextual analysis and synthesis.

Late Work: Students are responsible to get late work completed and turned in. At the teacher's discretion, the grade will be lowered up to one letter grade for each class meeting day that it is late.

Grading: Essentially, all points scored from all assignments will be added up and divided by all points possible. Weightier assignments will be worth more points (e.g., tests and papers) while lighter assignments will be worth less points (e.g., homework, quizzes, class exercises). Parents and students are reminded that grades are earned and should reflect a student's level of mastery.

A – 90-100

B – 80-89

C – 70-79

D – 60-69

F – below 60

Literature & Composition

2024-2025 Long Range Plans

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Plans are subject to change according to the needs of the students. However, this is a general overview of the class:

Week	Class Dates	Topics
1	No Class Mon (Labor Day) 9/3, 5 (T/R)	Syllabus & Intro UNIT 1: What Makes an Adventurer? Intro to Jack London <i>Call of the Wild</i> Writing Assignment: Choose Your Adventure (Tues 9/3)
2	9/9-10, 12	<i>Call of the Wild</i> Lit Lesson: "Point of View" (LL2 pp. 140-143) WEGAC 1—The Sentence (Part 1) Outdoor Poetry Writing: "Like an Animal" (Thurs 9/12)
3	9/16-17, 19	Call of the Wild Test (with vocab, Tues 9/17) Intro to Mark Twain <i>The Adventures of Tom Sawyer</i> Chapters 1-10 WEGAC 1—The Sentence (Part 2)
4	9/23-24, 26	<i>The Adventures of Tom Sawyer</i> Chapters 11-23 WEGAC 16—Narration and Description Writing Assignment: Narrative (Due Thurs 10/3)
5	9/30-10/1, 3	<i>The Adventures of Tom Sawyer</i> Chapters 24-34 WEGAC 2—The Parts of Speech Lit Lesson: Humor & Character Development Character Sketch: Draw with Pencil, Paint with Words (Due Thurs 10/10)
6	10/7-8, 10	<i>The Adventures of Tom Sawyer</i> Chapters 35-36 & Conclusion The Adventures of Tom Sawyer Test (Tues 10/8) WEGAC 3—The Parts of Speech Pastoral Poems: Marlowe "The Passionate Shepherd" and Raleigh "The Nymph's Reply"

7	10/14-15 No Class 10/17 (Fall Break)	Intro to Charles Dickens <i>Oliver Twist</i> Chapters 1-8
8	10/21-22, 24	<i>Oliver Twist</i> Chapters 9-19 WEGAC 13—Sentence Fragments and Run-on Sentences Sonnets: Sidney “With How Sad Steps” & Shakespeare Sonnet 29
9	10/28-29, 31	<i>Oliver Twist</i> Chapters 20-29 WEGAC 14—Sentence Combining and Sentence Variety In Class: Imitatio (Thurs 10/31)
10	11/4-5, 7	<i>Oliver Twist</i> Chapters 30-39 WEGAC 17—Paragraphs Writing Assignment: 3 Paragraphs (Due Thurs 11/14)
11	No Class Mon (Vet’s) 11/12, 14 (T/R)	<i>Oliver Twist</i> Chapters 40-49 Semester Project: <i>Oliver Twist</i> Pick-Pocket Academy (Thurs 11/14)
12	11/18-19, 21	<i>Oliver Twist</i> Chapters 50-53 <i>Oliver Twist</i> Test (11/19) WEGAC 4—The Prepositional Phrase Dickinson “If You Were Coming in the Fall”
Thanksgiving	Break 11/25-29	
13	12/2-3, 5	Intro to Sir Arthur Conan Doyle “The Adventure of the Speckled Band” WEGAC 5—Complements
14	12/9-10, 12	“The Adventure of the Speckled Band” Writing Assignment: Modern Mystery (Due 12/17) Christmas Poem: Southwell “The Burning Babe”
15	12/16-17, 19	Sherlock Holmes Christmas Murder Mystery Party (Dec 17) Midterm Exam
Christmas	Break 12/23-1/3	

16	1/6-7, 8	<p>UNIT 2: What Makes an Adventure? Intro to John Bunyan <i>The Pilgrim's Progress</i> pp.1-59 WEGAC 20—Letter Writing Allegory Exercise: Pilgrim Letters (Weeks 16-18)</p>
17	1/13-14, 16	<p><i>The Pilgrim's Progress</i> pp. 60-115 WEGAC 6—Agreement of Subject and Verb</p>
18	No Class Mon 1/20 (MILK) 1/21, 23 (T/R)	<p><i>The Pilgrim's Progress</i> pp. 116-165 WEGAC 24—Spelling The Pilgrim's Progress Test (Thurs 1/23)</p>
19	1/27-28, 30	<p>Intro to Greek Theater & Sophocles Assign Scenes and Memorization from <i>Romeo & Juliet</i> <i>Oedipus Rex</i> pp. 161-199 WEGAC 18—The Whole Composition</p>
20	2/3-4, 6	<p><i>Oedipus Rex</i> pp. 200-51 Oedipus Rex Test (Thurs 2/6)</p>
21	2/10-11, 13	<p>Intro to William Shakespeare <i>Romeo & Juliet</i> Act 1-2</p>
22	No Class Mon (Pres' Day) 2/18, 20 (T/R)	<p><i>Romeo & Juliet</i> Act 3</p>
23	2/24-25, 27	<p>"Annnd Scene!" Presentations (Tues 2/25) <i>Romeo & Juliet</i> Acts 4-5 In Class: 5-Paragraph Essay "Who's to Blame?"</p>
24	3/3-4, 6	<p>UNIT 3: What Does Adventure Make? Intro to George Eliot <i>Silas Marner</i> Chapters 1-8 WEGAC 10—Capitalization</p>

25	3/10-11, 13	<i>Silas Marner</i> Chapters 9-13 WEGAC 11—Punctuation Poetry: Poe “To Helen”
26	3/17-18, 20	<i>Silas Marner</i> Chapters 14-17 WEGAC 12—Punctuation First Day of Spring: Hopkins “Spring”
27	3/24-25, 27	<i>Silas Marner</i> : Chapters 18—Conclusion Semester Project Presentations: Textured Illustrations (3/27) WEGAC 19—Writing Explanations and Reports
28	3/31-4/1, 3	Intro to Harper Lee <i>To Kill a Mockingbird</i> Chapters 1-9 WEGAC—Using the Library (Field Trip Fri 3/3) Writing Assignment: Research Project (Due 4/17)
29	4/7-8, 10	Lit Lesson: Bildungsroman <i>To Kill a Mockingbird</i> Chapters 10-19 WEGAC 25—Speaking
30	4/14-15, 17	<i>To Kill a Mockingbird</i> Chapters 20-29 Research Project Presentations (Thurs 4/17)
Easter Break	4/18-27	
31	4/28-29, 5/1	<i>To Kill a Mockingbird</i> Chapters 30-31 To Kill a Mockingbird Test (Thurs 5/1) In Class—5 Paragraph “How Did She Grow?” (Thurs 5/1)
32	5/5-6, 8	<i>Cry, the Beloved Country</i> : Chapters 1-13 WEGAC 8—Using Pronouns Correctly Courtroom Drama / Field Trip to Courthouse (Fri 5/8)
33	5/12-13, 15	<i>Cry, the Beloved Country</i> : Chapters 14-27 WEGAC 9—Using Modifiers Correctly In Class: 5-Paragraph “Which Virtue, Unfundis?”
34	5/19-20, 22	<i>Cry, the Beloved Country</i> : Chapters 28-31 Closing Poem: Herbert “The Collar” Final Exam (Thurs 5/22)