

COURSE SYLLABUS

COURSE: ENGL 192

TITLE: ADVANCED ACADEMIC READING

GLENDALE COMMUNITY COLLEGE DISTRICT

UNIT VALUE: 3 Units + 1 Hour Lab Outside of Lecture

ENTRANCE SKILLS, PREREQUISITES, OR CO-REQUISITES:

Placement is based on a composite of test scores and academic background or satisfactory completion of English 190 – Intermediate Academic Reading.

TERM: Fall 2008

CONTACT INFO: **Professor X**
 Office Hours:
 Email:
 Ph:

CLASS HOURS:

A. CATALOG COURSE DESCRIPTION

English 192 is a reading course designed for students who are generally good readers, but who wish to improve their reading speed and comprehension. Various speed reading techniques are covered, as well as vocabulary building through the study of prefixes and roots, and the use of context clues. Comprehension skills are reviewed as are the use of analogies and critical reading methods. Written book reviews and summaries are assigned.

B. COURSE OBJECTIVES

- Study skills review
 - Memory improvement
 - SQ3R
 - Note-taking
 - Listening skills
 - How to study
- Speed reading techniques, study skills and text
Reading strategies – Introduction, pre-testing, lab work
 - Reading efficiency tips
 - Previewing methods
 - Hand pacing methods
 - Card, Sweep, Hop, Zig-zag
- Advanced speed reading, advanced work attack skills
 - Word attack skills
 - Advanced prefixes, roots
 - Use of context clues
 - Speed reading long passages
 - Comprehension review

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- Advanced comprehension building, speed reading drills
 - Advanced comprehension building
 - Distinguishing general and specific
 - Determining the topic in paragraphs
 - Finding main ideas, drawing conclusions
 - Using analogies, following sequences
 - Fact vs. opinion, bias, propaganda and advertising

Student Learning Outcomes English 192

Reading:

Apply knowledge of textbook strategies to preview and scan texts for main ideas. Discriminate between primary and subordinate statements in a paragraph and create and follow an outline. Discriminate between fact and opinion statements and recognize and determine the modes of propaganda (logical fallacy/ies) in a text.

Assessment Method:

Standardized pre and post test. Students will also be assessed on their ability to determine the modes of propaganda (logical fallacy/ies) in a text through a series of standardized questions given by all 192 instructors either in a single quiz or embedded within a longer exam.

Core Competencies: 1a, 1b, 4a, 4b

Exit Level: Reading 6; Writing 6, Listening/Speaking 6; Math 1

Reading:

Define and use at least 150 Greek or Latin roots and over 400 words based on those roots.

Assessment Method:

A series of standardized common questions written by reading faculty either in a single quiz or embedded within a longer exam.

Core Competencies: 1a, 1b

Exit Level: Reading 6; Writing 6, Listening/Speaking 6; Math 1

Writing:

Write a book review which shows ability to analyze, synthesize, and think critically about a text.

Assessment Method:

Book reviews written in English 190 assessed by a common rubric focused on students' ability to analyze and synthesize the book they have reviewed.

Core Competencies: 1a, 1b, 4a, 4b

Exit Level: Reading 6; Writing 6, Listening/Speaking 6; Math 1

C. REQUIRED TEXTS AND MATERIALS

1. “**Bridging the Gap**” with **MyReadingLab** by Smith, 2008. ISBN ISBN-10: 0205574858
- **You MUST buy the book new in order to receive the MyReadingLab Access Code**
2. The Novel “The Kite Runner” by – Khaled Hosseini, 2004. ISBN: 1594480001
3. Three Scantrons – For Mid-Term, Final Exam and One Book Quiz

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D. REQUIRED ASSIGNMENTS OUTSIDE OF CLASS

Over a 15-week presentation of the course, three hours per week are required for each unit of credit. Two hours of independent work done out of class are required for each hour of lecture. Students will be required to complete the following types of assignments outside of the regular class time: Study, solve problems, use the computer, read required materials, practice skills, answer questions, participate in activities related to course content and observe activities related to course content.

E. GRADING PLAN:

This course is for a grade of A-F. In order to receive a grade of A-F, the student must earn enough points to earn the grade below. Assignments are as follows:

1. Mid-Term:	100 Points – 50 Question Mid-Term
2. Final Exam:	100 Points – 50 Question Final Exam
3. Book Quiz:	100 Points – 1 Book Quiz (50 Questions)
4. Book Questions	50 Points – 5 Submissions (10 Unique Questions)
5. Homework:	240 Points – 12 Assignments (20 Points Each) Note: Must Receive 50% Correct to Earn Points
6. Chapter Quizzes:	360 Points – 12 Chapter Quizzes (30 Points Each)
7. MyReadingLab:	120 Points – 1 Online Level (Complete Study Plan)
8. Article Analysis:	100 Points – 4 Article Analyses (25 Points Each)

TOTAL: 1150 Points

A = 1150-1000

B = 999-850

C = 849-700

D = 699-550

F = 549-000

- ALL HOMEWORK MUST BE TURNED IN WITHIN THE FIRST FIVE (5) MINUTES OF CLASS. NO LATE WORK IS ACCEPTED.
- THERE ARE NO MAKE-UP EXAMS/TESTS/QUIZZES GIVEN.
- YOU MUST HAVE YOUR TEXTBOOK WITH YOU FOR EACH CLASS OR YOU WILL BE DEEMED UNPREPARED AND COUNTED AS 'ABSENT' FROM THAT DAY'S CLASS.
- YOU MUST CONTRIBUTE TO ALL BOOK DISCUSSIONS BY HANDING IN QUESTIONS AND PARTICIPATING IN THE DISCUSSIONS TO TAKE THE BOOK QUIZ AT TERM'S END.

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You can earn **Extra Credit** by attending a free workshop in the Library. There are eight workshops available and each attended will give you “**10**” Extra Credit Points towards your overall grade in the class. Please refer to:

<http://www.glendale.edu/library/instruction/workshops.html>
for a current list of the workshop names, dates and times offered.

NOTE: To pass this course, students need to have an overall written proficiency of 70%. Completing extra credit will not take you from a fail to a pass in this course, it will only enhance your passing grade.

F. ACADEMIC HONESTY

It is expected that all work submitted for grading is original, not copied from others, and that the work being graded is indeed done by the student who is receiving the grade. Cheating and plagiarism are serious violations of the student conduct code. Cheating or plagiarizing will result in a zero on the assignment or test and may result in suspension, failure in the course, and/or other disciplinary action taken by the College. All incidents of cheating or plagiarizing are reported to the Dean of Students.

G. ATTENDANCE

Students are expected to attend class regularly. Excessive absences as well as tardiness or leaving class early with no excuse will affect your grade and may result in your being dropped from the course. Students who are absent from the first day of the class may be dropped by the instructor. Students absent two consecutive days in the first two weeks of instruction may be dropped by the instructor. **Students absent from the equivalent to two weeks of classes during the complete semester cannot pass this class no matter what other credit has been earned by he/she during the term, and is subject to be dropped. If a student misses more than two weeks of classes and the day to drop with a “W” has passed, than the student’s grade will be lowered by one full letter.** In addition, any **three** late arrivals equal one absence. Attendance is of vital importance for success in this course.

H. STUDENTS WITH DISABILITIES

If you have a disability documented by a physician or other appropriate professional and wish to discuss academic accommodations, please contact the DSP&S office. Please discuss your accommodations with me during office hours or after class and be sure to allow at least one week to arrange appropriate classroom or testing accommodations.

If you would like to see the
PowerPoint Presentations
used in this course, please visit

www.ablongman.com/smith

- Click on “Bridging the Gap”
- Click on “Instructor Resources”.
- Click on “PowerPoint Presentations” on the Left side of the screen.

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Student Outline

SEPT. 3

- Introduction of class
- Introduction of myself
- Introduction of the syllabus
 - Expectations
 - Assignments/Grading
 - No Late HW or Assignments
 - No Make-Ups for Mid/Final/Quiz
 - Attendance/Participation
 - Extra Credit Option
 - Book Quiz/Discussions
 - Chapter Quizzes
 - MyReadingLab
- Smith book review
- Introduction of students
- Open question/answer about class

NOTES:

SEPT. 5

- Attendance Call
- Smith Chapter 1
- MyReadingLab Student Video

Signal Words to Locate the Main Idea:

Several kinds (or ways) or, Three advantages of, Various reasons for, Several causes of, Five steps, A number of effects, Some factors in, Among the results, A series of, and Various causes.

SEPT. 8

- Attendance Call
- Syllabus Activity in Ch. 1
- The Kite Runner Trailer
- Pre-Read on The Kite Runner
- “How to Write a Novel Question”
- Extra Credit: Writing on the Novel
- HW: Selection 2, page 37

Signal Words to Locate Supporting Details:

First, second, third, finally, next, also, for example, for instance, to illustrate, furthermore, in addition, however, moreover, nevertheless, but, yet, on the other hand, conversely, etc.

SEPT. 10

- Attendance Call/Accept HW 1
- **Take Quiz on Chapter 1**
- Smith Chapter 2
- **HW: MRL Pre-Diagnostic Test**

MyReadingLab:

There are two progress checks during the semester for MyReadingLab - once during the Midterm and again during the Final Exam. You **MUST** complete at least **HALF** of your “Study Plan” by Midterm and **ALL** of your “Study Plan” by the Final Exam.

SEPT. 12

- **English Computer Lab**
- Intro to MyReadingLab
- Watch Demo of MyReadingLab

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SEPT. 15

- Attendance Call
- Smith Chapter 2 Exercises
- HW: Vocabulary, page 92
- HW: Read Novel – Chapters 1-6
- HW: Type One Question Per Chapter

SEPT. 17

- Attendance Call
- The Kite Runner Chapter 1
- The Kite Runner Trailer
- **Book Discussion #1**
- HW: Article Analysis: Top Story

SEPT. 19

- Attendance Call/Accept HW 2/Analysis
- **Take Quiz on Chapter 2**
- Smith Chapter 3

SEPT. 22

- **English Computer Lab**
- Smith Companion Website
- MyReadingLab Study Plan

SEPT. 24

- Attendance Call
- Vocabulary Chapter 1 (Half)

SEPT. 26

- Attendance Call
- Smith Chapter 3 Exercises
- HW: Selection 1, page 116

SEPT. 29

- Attendance Call/Accept HW 3
- **Take Quiz on Chapter 3**
- Smith Chapter 4

OCT. 1

- Attendance Call
- Smith Chapter 4 Exercises
- HW: Selection 1, page 196

OCT. 3

- **English Computer Lab**
- Smith Companion Website
- MyReadingLab Study Plan

OCT. 6

- Attendance Call/Accept HW 4
- **Take Quiz on Chapter 4**
- Smith Chapter 5

OCT. 8

- Attendance Call
- Smith Chapter 5 Exercise
- HW: Selection 1, page 257

OCT. 10

- **English Computer Lab**
- Smith Companion Website
- MyReadingLab Study Plan
- HW: Read Novel – Chapters 7-15
- HW: Type One Question Per Chapter

OCT. 13

- Attendance Call
- Journal on Novel
- **Book Discussion #2**

OCT. 15

- Attendance Call/Accept HW 5
- **Take Quiz on Chapter 5**
- Smith Chapter 6
- HW: Article Analysis: International

OCT. 17

- Attendance Call/Article Analysis
- Smith Chapter 6 Exercises
- HW: Selection 1, page 313

OCT. 20

- Attendance Call/Accept HW 6
- **Take Quiz on Chapter 6**
- Vocabulary Chapter 1 (Half)

OCT. 22

- Attendance Call
- **Midterm Exam**

OCT. 24

- Attendance Call
- **Midterm Exam**

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OCT. 27

- Attendance Call
- Smith Chapter 7 (Do some exercises)
- Vocabulary 2 (Half)

OCT. 29

- **English Computer Lab**
- Smith Companion Website
- MyReadingLab Study Plan
- HW: Article Analysis: Politics

OCT. 31

- Attendance Call/Analysis
- Vocabulary 2 (Half)
- HW: Selection 1, page 385

NOV. 3

- Attendance Call/Accept HW 7
- **Take Quiz on Chapter 7**
- Smith Chapter 8 (Do some exercises)
- HW: Selection 1, page 449
- HW: Read Novel – Chapters 16-20
- HW: Type One Question Per Chapter

NOV. 5

- Attendance Call
- Journal on Novel
- **Book Discussion #3**

NOV. 7

- Attendance Call/Accept HW 8
- **Take Quiz on Chapter 8**
- Smith Chapter 10 (Do some exercises)
- HW: Selection 2/3, page 515-523
Note: *Read Selections Only* (Ch. 9)
- HW: Selection 1, page 548 (Ch. 10)

NOV. 10

- Attendance Call/Accept HW 10
- **Take Quiz on Chapter 9/10**
- Smith Chapter 11 (Do some exercises)
- Use: Shodor Interactive Stopwatch
- HW: Vocabulary, page 593
- HW: Article Analysis: Business

NOV. 12

- Attendance Call/Accept HW 11/Analysis
- **Take Quiz on Chapter 11**
- Smith Chapter 12
- HW: Figurative Language/Idioms, page 623
- HW: Read Novel – Chapters 21-25
- HW: Type One Question Per Chapter

NOV. 14

- Attendance Call/Accept HW 12
- **Take Quiz on Chapter 12**
- Attendance Call
- Journal on Novel
- **Book Discussion #4**

NOV. 17

- **English Computer Lab (Last)**
- Smith Companion Website
- MyReadingLab Study Plan
- **Vocabulary Review 1 and 2**

NOV. 19

- Attendance call
- **Final Exam (Part 1)**

NOV. 21

- Attendance call
- **Final Exam (Part 2)**

NOV. 24 – Class Cancelled

NOV. 26 – Class Cancelled

NOV. 28 – Class Cancelled

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DEC. 1

- Attendance call
- **Watch “The Kite Runner” DVD**

DEC. 3

- Attendance call
- **Watch “The Kite Runner” DVD**

DEC. 5

- Attendance call
- **Book Quiz on “The Kite Runner”**
- **Accept Extra Credit**
- **Review MyReadingLab**
- **Accept Novel Book Report**

DEC. 8

- No class

DEC. 10

- No class

DEC. 12

- No class

Extra Vocabulary:

Pgs: 145, 230, 289, 348, 416, 529, 573

A Note About the Midterm and Final Exams:

The Midterm is comprised of 50 questions that are taken from Chapters 1-6 in your Textbook.

- To study, review the PowerPoints, Homework, and Quizzes given in this class.
- This exam is worth 100 Points – i.e., 10% of your total overall grade in this class.
- **To Study:** Visit the Website www.ablongman.com/smith, Click on “Bridging the Gap”, Click on “Student Resources”, Click on “Tests” for exercises that will prepare you.

The Final is comprised of 50 questions that are taken from ALL Chapters in your Textbook.

- To study, review the PowerPoints, Homework, and Quizzes given in this class.
- This exam is worth 100 Points – i.e., 10% of your total overall grade in this class.
- **To Study:** Visit the Website www.ablongman.com/smith, Click on “Bridging the Gap”, Click on “Student Resources”, Click on “Tests” for exercises that will prepare you.

SQ3R - A READING/STUDY SYSTEM

SURVEY - gather the information necessary to focus and formulate goals.

1. Read the title - help your mind prepare to receive the subject at hand.
2. Read the introduction and/or summary - orient yourself to how this chapter fits the author's purposes, and focus on the author's statement of most important points.
3. Notice each boldface heading and subheading - organize your mind before you begin to read - build a structure for the thoughts and details to come.
4. Notice any graphics/charts, maps, diagrams, etc. are there to make a point.
5. Notice reading aids - italics, bold face print, chapter objective, end-of - chapter questions are all included to help you sort, comprehend, and remember.

QUESTION - help your mind engage and concentrate.

One section at a time, turn the boldface heading into as many questions as you think will be answered in that section. The better the questions, the better your comprehension is likely to be. You may always add further questions as you proceed. When your mind is actively searching for answers to questions it becomes engaged in learning.

READ - fill in the information around the structures you have been building.

Read each section (one at a time) with your questions in mind. Look for the answers, and notice if you need to make up some new questions.

RECITE - retrain your mind to concentrate and learn as it reads.

After each section - stop, recall your questions, and see if you can answer them from memory. If not, look back again (as often as necessary) but don't go on to the next section until you can recite.

REVIEW - refine your mental organization and begin building memory.

Once you've finished the entire chapter using the preceding steps, go back over all the questions from all the headings. See if you can still answer them. If not, look back and refresh your memory, then continue.

MyReadingLab

What is the new MyReadingLab?

Specifically created for developmental reading students, MyReadingLab is the first online application that combines diagnostics, practice exercises, tests and powerful assessment to help improve student reading skills and reading level.

Instructions:

Please follow the registration instructions below and take your Pre-Diagnostic Test. This Test will develop your Study Plan. The better you do on the Test, the smaller your Study Plan. So, take your time with this Test! After the Test, if you have a green “check mark” next to a category on your Study Plan, then you have “mastered” that category and do not need to complete any more within that category. If you do not have a check mark next to a category, then you have NOT mastered the material and need to pass one “test” within that category with a **80% or higher**. You are responsible for earning a check mark next to each category in your Study Plan and taking the Post Diagnostic Test at the end. Failure to do this will result in loss of overall points from your MyReadingLab grade.

- **There are two Grade Checks: One in Week #8 and the other in Week #15.**

One Time Registration:

1. Use your web browser to go to: **www.MyReadingLab.com**
2. Click on “First-time STUDENT Registration”
3. Click on “I already have an access card”
4. Click “I Accept” to the License Agreement and Privacy Policy
5. Enter your Access Code (inside your registration card) – **This is CASE SENSITIVE**
– **Make sure you use ALL CAPS and the “No, I Am a New User” is selected on the screen.**
6. Enter any zip code and the country “United States”
7. Follow the screen instructions to set up a personal account using your email address
8. **WRITE DOWN THE USERNAME AND PASSWORD YOU CREATED (Case Sensitive)**
Username: _____ **Password:** _____
9. Click on “Login Now” and enter your username and password
10. Click on “Join your instructor’s course”
11. Enter the “**COURSE ID**” with **Schumacher349579R**– **This is CASE SENSITIVE**
12. Your instructor’s class will appear – click “**continue**”
13. You are now Registered!
14. **Take your Pre-Diagnostic Test to determine your “Study Plan”**
15. **This “Study Plan” is what you are supposed to complete by the end of the semester**

To log into your *MyReadingLab* account after you have registered:

1. Use your web browser to go to: **www.MyReadingLab.com**
2. Click on “Log In” under Returning Users
3. Enter your Username and Password that you created earlier.
4. Your “Study Plan” will appear - Click on “**To Do List**” to see what needs to be done.

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Asking Questions About a Novel

Effective English classrooms are full of interesting questions posed by teachers and students. Questions arise most often around texts being studied. English teachers, through their knowledge of texts, their familiarity with the valued discourses and activities of the English learning area, and their awareness of competing perspectives and ideas within this field, ask many different types of questions.

A "good" question possesses three features:

1. it requires more than recall or reproduction of a skill;
2. it has an educative component; that is, the student will learn from attempting to answer it and the teacher will learn about the student from the attempt;
3. it is, to some extent, open; that is, there may be several acceptable answers.

Questions from a personal growth perspective

In your opinion, what is the main character's problem?
If faced with the main character's difficulties, how differently might you have acted?
What are the funniest and saddest parts of the novel?
Which character in the novel do you believe had most to forgive?
At the end of the novel, what questions are important for you?
To what extent do you think the novel accurately describes the life depicted?

Questions from a cultural heritage perspective

What are the main ideas and values expressed in the novel?
How do you judge the author's use of style, form, tone and point of view?
What is the purpose of the symbols found in the title, places, animals in the novel?
What is the connection between the main character's in the novel?
How does the author's creation of setting contribute to the development of the novel's themes? How do you compare the effectiveness of the novel with other books you have read that express similar ideas?

Questions from a functional perspective

What are the main features of the narrative genre as evident in the novel?
How does the structure of the novel contribute to your understanding of it?
What structures and features would you need to incorporate into a postscript of the novel?
If you were making a film of the novel, what would you need to adapt to meet the requirements of the film genre?

Questions from a critical literacy perspective

How are we positioned to respond to the different characters in the novel?
How are different social groups represented in the novel?
From this text, what do you think are the author's beliefs ?
If this novel were set in the sixties, how different would it be?
If the main character were of different sex, how differently might the story be told?

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The Kite Runner by Khaled Hosseini

Pre Reading

IMPORTANT / KEY FACTS SUMMARY

Title: *The Kite Runner*

Author: Khaled Hosseini

Date Published: 2003

Meaning of the Title: It refers first to Hassan who runs down the kite cut by Amir in the tournament. It also refers to Amir who must make up for betraying his friend by taking on the task of bringing Hassan's son out of Afghanistan. In the final analysis, it is a symbol of the loyalty and devotion one shows to the friend he loves.

Setting: Kabul, Afghanistan and Fremont, California from 1975 to the present day. A minor setting includes Pakistan.

Protagonist: Amir, the narrator of the story, who details his sins against his childhood friend Hassan, as well as how he finally atones for those sins.

Antagonist: One antagonist is Assef, who later becomes a Talib and uses his position to torture and kill people in the name of the government. The greatest antagonist, however, is Amir who fights against his own cowardice in order to bring honor to Hassan, the friend he betrayed, but never forgot.

Mood: At times, the mood is tragic, filled with despair, and very sad; at other times, it is uplifting and hopeful; finally, it is a triumphant commentary on the human spirit.

Point of View: First person (Amir is telling the reader the story of the events between him and Hassan in Afghanistan of the 1970's to the present day.)

Tense: This story is written in the past tense since Amir tells it in flashback.

Rising Action: It occurs from the beginning of the novel when Amir begins the story about his relationship with Hassan and ends when he finally fulfills a sort of revenge against the bully who had tormented him and Hassan their whole lives – Assef.

Exposition: Amir tells about the unique relationship he has with Hassan, a Hazara boy who is the victim of discrimination, a Pashtun. Amir is overwhelmed with guilt when a crime is committed against Hassan on the day Amir wins the kite flying tournament. He also lies to have Hassan accused of a dishonest act, so he will leave their home and Amir can try to forget his guilt.

Eventually, Amir and his father flee Afghanistan after the Russians invade and Amir takes his tragic memories to America to start a new life. Unfortunately, his debt to Hassan must be paid and he returns to his country to find Hassan's son and rescue him. There, he discovers that Sohrab, Hassan's son, has become a plaything of Assef, the bully who had tormented both Amir and Hassan when they were young. Ultimately, Amir must defeat Assef in a raging physical battle, take the damaged Sohrab out of Afghanistan, and try to help him repair his spirit.

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Climax: Amir meets Assef, now a Talib, in hand-to-hand combat and Sohrab, like his father before him, saves Amir with his slingshot.

Major Themes: Strength of Character; Man's Inhumanity to Man; The Resiliency of the Human Spirit; The Fragile Relationship Between Father and Son; Loyalty and Devotion; Discrimination, Bigotry, and Racism

Symbols/Motifs: Slingshot, The Taliban, Hassan's father's suicide, the pomegranate tree, feeding from the same breast.

INTRODUCTION -

Khaled Hosseini was born on March 4, 1965. He is the oldest of five children. His father worked for the Afghan Foreign Consul and his mother taught Farsi and history at a girls' high school in Kabul.

Kabul, Afghanistan is the boyhood home of Khaled Hosseini, as it is for his protagonist, Amir. He also incorporates in his story the same time period in which he, the author, grew up - the 1960s through the present day.

In the early 1970s, Khaled's family moved to Tehran, Iran when his father was assigned to a diplomatic post at the Afghan Embassy in Iran. They returned home to Kabul in 1973. In 1976 his family moved to Paris, France, where his father was a diplomat at the Afghan Embassy. They were to return home to Afghanistan in 1980, when the Russians invaded his country. His father was recalled home after the invasion, but decided to ask for political asylum in the United States and received it.

As a result, Hosseini ended up in San Jose, California. They struggled to make ends meet for a while, as they had lost all of their property in Afghanistan and had to start over. His father worked many jobs and they were able to get back on their feet.

Khaled graduated from high school in 1984. He then graduated from Santa Clara University with a bachelor's degree in Biology in 1988. He attended medical school at the UC San Diego School of Medicine, specializing in internal medicine. He received his medical degree in 1993 and completed his residency training at Cedars-Sinai Hospital in Los Angeles. Since 1996 he has practiced as a physician and is now married with a son and a daughter, Haris and Farah. They now live in northern California.

He began working on the *The Kite Runner* in 2001 and finished it in 2002. He found a literary agent and the novel was published in 2003. *The Kite Runner* is his first novel and he is working on another story set in Afghanistan, told from the perspective of an Afghan woman.

Hosseini has stated that he was partly inspired by his own relationship with Hossein Khan, a cook that worked for his family, who was from the rugged mountains of central Afghanistan. When Khaled was a young boy, he and this man became good friends and while just a third-grader, he taught Hossein Khan how to read and write. Khaled was happy to have helped this man and says that he still thinks of him every time he sees an alphabet book. Khaled later realized how social injustice and bias can be cruel and can make life more difficult for people just because of their race or upbringing--even when they share your roof.

Awards for *The Kite Runner*: Barnes and Noble Discover Great new Writers Selection 2003 Borders Original Voices Award, 2003

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SETTING

The story takes place in Afghanistan, Pakistan, and the United States from 1975 until the present.

CHARACTER LIST

Amir

He is the narrator of the story who tells how he grew up in Afghanistan and the sins he had committed against his friend Hassan. It is his journey to redemption that is the premise of this tale.

Hassan

He is the best and kindest character in the story. He is Amir's best friend. He faces discrimination every day, because he is a Hazara, a minority whom the Pashtuns treat like slaves. The sins committed against him are immediately forgiven, because he loves Amir so much.

Baba

He is Amir's father. In Amir's mind, he is larger than life, the man who was supposed to have wrestled a bear. But, in reality, he was a man tormented by his secrets. While he lives in America, he is poor and often dirty from his job. So the way he is forced to live and the fact that he can never go home again may be his punishment for what he did to both Amir and Hassan. Amir knows, however, that like him, his father is basically a good man who finds a way to be good again.

Ali

His character is that of the loyal servant to Baba and a father figure to both Hassan and Amir. He often suffers humiliation at the hands of Pashtun boys like Assef, but he never bends his will to them and continues to be a figure of goodness.

Sohrab

He is Hassan's son and the boy for whom Amir faces the Taliban to free. He is used by Assef and later betrayed by Amir. He even tries to commit suicide after Amir breaks his promise not to put him in an orphanage. However, Amir's willingness to help Sohrab face life again saves them both.

Soraya

Amir's wife, she, too, suffers from mistakes she made as a young woman, but accepts her humiliation for running away with a man and becomes a good, decent human being. She is denied motherhood, perhaps because that is how she must expiate her own sins. However, she is rewarded when Sohrab becomes her son and she and Amir finally have a complete family.

Rahim Khan

He was Baba's best friend and business partner and was a major part of Amir and Hassan's life. He seems to understand Amir's desperate need for his father's approval and tries to fill the gap Baba leaves in their relationship. He knows all along how Amir betrayed Hassan and is the one to call him and tell him there is still time to be good. He also sets into motion the plan to get Sohrab out of Afghanistan. Like Amir, he too finds a way to be good. He goes away to die alone, knowing that calling Amir back to his homeland was the right thing to do.

Assef

He is the villain of the story, a Pashtun boy who bullies Amir and Hassan and tries to humiliate Ali. He has a sociopathic nature even as a boy and admires Hitler for what he had done in eliminating the Jews. He wants to emulate this evil German by destroying all the Hazaras. He never forgets a slight from anyone and plots revenge. He becomes a Talib when the Taliban takes over Afghanistan and uses his power to kill innocent Afghans, especially Hazaras.

Protagonist

Amir is the protagonist, because it is his story - a story that details his childhood in Afghanistan and the terrible sin he commits against Hassan, a Hazara boy. It also details how he eventually returns to his homeland to atone for that sin by finding Hassan's son, Sohrab, and bringing him home.

Antagonist

The antagonist is, on the surface, the man named Assef, who is a bigoted childhood acquaintance of Amir and Hassan. He torments them both. Later, when the Taliban gains control of Afghanistan, he becomes one of them so he can continue to torture others he finds inferior to himself. He also takes Sohrab as a plaything and Amir must defeat Assef to bring Sohrab home and to the family he deserves. The other antagonist is Amir's sin which he must expiate before he can find redemption.

How to Write a Compare/Contrast Essay – Option #1

Compare and contrast essays are the other big essay types in academic writing. These essays will follow a specific question and are fairly easy to complete. There are several ways to write this type of essay. The most important thing to remember is structure. Many wonderful essays fall victim to the woes of bad structure, making any ingenuity to fall by the wayside. Go over the rules on how to write a general essay, and then structure your compare/contrast essay in one of the following two formats:

1. Introduction

Your introduction — like the five-paragraph-essay, should open generally (with a quotation, anecdote, generalization), and lead into the thesis statement.

2. Topic 1

This next portion of your essay (which may consist of one paragraph or several) should cover only the first topic of the comparison and contrast. Compare/Contrast essays take two topics and illustrate how they are similar and dissimilar. Do not mention topic 2 in this first portion.

3. Topic 2

This next portion of your essay (which may also consist of one or more paragraphs) should cover the second of the two topics. Do not discuss Topic 1 in this section. Since you have already gone into great detail about it, you may allude to Topic 1 briefly; however, do not analyze Topic 1 in this section. This portion of the paper is to discuss Topic 2 in great detail.

4. Topics 1 and 2 Together

Now that you have analyzed both Topic 1 and Topic 2 independently, now it is time to analyze them together. This section may also be one or several paragraphs.

5. Conclusion

The conclusion — like the introduction — should be a generalization of the thesis. This paragraph should express your certainty and absolute knowledge on the subject matter. You should reaffirm your thesis (essentially restate it in new words) and show how you've proven it.

How to Write a Compare/Contrast Essay – Option #2

1. Introduction

Your introduction — like the five-paragraph-essay, should open generally (with a quotation, anecdote, generalization), and lead into the thesis statement.

2. All Comparisons (Topics 1 and 2)

This section — which should consist of several paragraphs — should go through all similarities you find in the two topics on which you are writing. There should be at least three comparisons (essentially three short body paragraphs) in which you give an example from both topics of comparisons in each.

3. All Contrasts (Topics 1 and 2)

This section — which should consist of several paragraphs — should go through all differences you find in the two topics on which you are writing. There should be at least three contrasts (essentially three short body paragraphs) in which you give an example from both topics of comparisons in each.

4. Conclusion

This conclusion is wrapping up everything you have just proven in your paper. It should restate the thesis in a new, more official way, and you should feel quite confident in your writing.

Here is a quick breakdown on how the Compare-Contrast Essay should appear:

Type A:

1. Paragraph 1: Introduction (with Thesis)
2. Paragraph 2: Topic 1 (Comparison a)
3. Paragraph 3: Topic 1 (Comparison b)
4. Paragraph 4: Topic 1 (Comparison c)
5. Paragraph 5: Topic 2 (Contrast a)
6. Paragraph 6: Topic 2 (Contrast b)
7. Paragraph 7: Topic 2 (Contrast c)
8. Paragraph 8: (Optional) — Comparisons/Contrasts together (any topic)
9. Paragraph 8: Conclusion

Type B:

0. Paragraph 1: Introduction (with Thesis)
1. Paragraph 2: Comparison a (Topic 1&2)
2. Paragraph 3: Comparison b (Topic 1&2)
3. Paragraph 4: Comparison c (Topic 1&2)
4. Paragraph 5: Contrast a (Topic 1&2)
5. Paragraph 6: Contrast b (Topic 1&2)
6. Paragraph 7: Contrast c (Topic 1&2)
7. Paragraph 8: Conclusion

This syllabus is subject to alteration upon notification by the instructor