

COURSE EXPECTATIONS
BRITISH LITERATURE
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Course Description:

This one-year course is a survey of British Literature and the development of the English Language from the Anglo-Saxon period to the present. Students will focus on formal and linguistic change in an effort to better understand and use English. Emphasis will be placed on developing critical judgment and effective writing skills. This course is designed to prepare the student to be successful in a collegiate environment.

Course Goals:

1. To develop a broad knowledge of the English literary heritage.
2. To recognize the origins and development of British literature as a product of the political, social, and religious environment of the peoples of the British isles and their colonial expansion throughout the world.
3. To recognize specific contributions of British authors to the development of English.
4. To understand forms and types of British poetry.
5. To recognize writing styles in fiction and nonfiction.
6. To expand vocabulary through literature.
7. To develop the techniques of literary critique and evaluation.
8. To reinforce the steps in the writing process.
9. To expand reading, writing, speaking, and listening skills.
10. To write objectively and subjectively, using the reader's own experience, in response to selected literature.
11. To strengthen higher-level thinking skills through student writing and discussion of literature.
12. To respond with tolerance and respect to ideas and writings of others.
13. To develop an understanding of good character and ethics by responding to a wide variety of written and oral communication.

Course Materials:

The following texts will be used:

McDougal Littell—The Language of Literature: British Literature
Language Network -- McDougal- Littell

Course Outline

First Nine Weeks

Anglo-Saxon Poetry
Beowulf
Medieval Poetry
The Canterbury Tales
Grendel
Writing process –Analytical essays on Beowulf,
The Canterbury Tales, and Grendel
Vocabulary – literature-based & SAT vocabulary
Reviewing literary terms
Usage and mechanics

Second Nine Weeks

Macbeth
Metaphysical, Cavalier, and Religious Poetry
Sonnets
Milton
The Literature of the Restoration and Enlightenment
Writing process – Research Paper
Vocabulary – literature-based & SAT vocabulary
Reviewing literary terms
Usage and mechanics

Third Nine Weeks

Continued Studies in the Enlightenment
 Blake
 Romantic Literature
Frankenstein
 Victorian Literature
 Writing Process—Analytical Essays on selected poems and “A Modest Proposal”
 Reviewing literary terms
 Usage and mechanics

Fourth Nine Weeks

Modernism
 Literature in the Postcolonial Era
 British Science Fiction
Brave New World and 1984
 Writing Process—Analytical Essays on Post-colonialism and Brave New World
 Reviewing literary terms
 Usage and mechanics

Course Information:

1. Testing

The teacher will administer tests and quizzes (announced and unannounced) throughout the course of study to ascertain the students’ development as well as the effectiveness of the teaching system being employed. Assessments may include objective tests, essay tests, oral tests, projects, and/or presentations. If a student is absent for a test that had been previously announced, he/she is responsible for making up the test on the day of his/her return.

2. Homework

The teacher will assign homework daily. Homework may include reading assignments, writing assignments, vocabulary assignments, grammar assignments, or reinforcement and enhancement activities. Late work will be accepted with grade deductions based on the timing and type of assignment.

3. Make-up work

Make-up work must be handed in three days after each absence. It is the student’s responsibility to initiate the request for missed assignments.

4. Late work will be penalized in accordance with CCSD guidelines.

Evaluation:

1. Criteria for arriving at quarter grades:

Tests and quizzes	10-100 points
Assignments	5-50 points
Projects	50-200 points
SSR Exam and Essay	10% of total quarter points
Participation	10% of total quarter points

2. Explanation of student grade

90 – 100 %	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
0 – 59%	F
IN	Incomplete
NG	No grade

3. Criteria for arriving at semester grades:

Quarter 1	= 40%
Quarter 2	= 40%
Semester exam	= 20%

Semester grade	<u>100%</u>
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Citizenship Grade

O	Outstanding
S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

A student’s citizenship grade will be based on daily performance in the classroom. Inappropriate classroom behavior will result in a reduction of this grade.

Spelling and Grammar:

Spelling and grammar will be an important consideration in all written work.

SSR

Students will be expected to secure SSR/Independent Reading texts from the list below. Students may check out the books from the school or public libraries or purchase them at a bookstore; if purchasing a book is a financial issue, students are advised to plan ahead in order to obtain books at a library. Students are required to bring their texts to class every day for silent reading; however, completion of the book in time for their quizzes and quarterly exams may require reading at home. The following books are required for each quarter: Grendel by John Gardner, Frankenstein by Mary Wollstencraft Shelley, 1984 by George Orwell, and Brave New World by Aldous Huxley.

Classroom Expectations:

- ❖ Classroom participation is an integral part of the learning process and student achievement. All students will be expected to attend class, be on time, be prepared, and participate in classroom lessons, all of which will be reflected in student evaluations and grades. Participation points will be based upon daily SSR, participating in classroom discussions, and having required materials on a daily basis
- ❖ Academic dishonesty is considered a serious offense and will result in the student losing credit for that particular assignment and a U in citizenship. Plagiarism is defined as
 - ✓ copying someone else's work word-for-word without giving the author credit
 - ✓ paraphrasing someone else's work without giving the author credit
 - ✓ presenting someone else's ideas as your own without giving the author credit
- ❖ Students will be required to utilize Turnitin.com and adhere to the CHS Honor Code.
- ❖ Students will be given progress reports every two weeks indicating their grade in the class.

Behavioral Expectations

1. All school rules delineated in the CHS handbook will be enforced in this class.
2. Students will come prepared daily for class work (notebook with completed assignments and clean paper, book, and pen).
3. Students will demonstrate respect for others.
4. No gum, food, or drinks will be permitted in the class.
5. Students will be in their seats ready to work when the tardy bell rings.
6. At the end of the period, students will need to remain in their seats until I have dismissed the class.
7. Cheating will not be tolerated. Students will lose credit if they are caught cheating on any assignment or quiz/test.
8. A progressive discipline plan will be followed. The following steps will be taken – 1) Verbal warning, 2) teacher/student conference, 3) detention, 4) parent contact, 5) dean intervention.
9. Any excessive disturbance in the classroom will result in the student being sent directly to the dean's office.
10. Students should be aware that attendance and punctuality are an integral part of classroom instruction. Tardies will result in a warning, detention, parent contact, and an RPC. Tardies and attendance can also have an impact on the participatory portion of a student's grade, as well as his or her citizenship grade.

Required Materials:

Three ring binder
Loose notebook paper
Pen (blue or black ink) and a #2 pencil
A highlighter
Textbook and SSR Book

In addition to the above items, every student must have a Cougar planner with them each day. Planners will be made available to students during the first week of school. Each day students will be required to copy down the daily objective, activities and upcoming due dates as a part of their participation grade.

I have read and do understand the American Literature Honors course expectations. By signing below, I agree to follow and adhere to the information contained herein.

X _____
Student Signature **Date**

I have also read, do understand, and have discussed the American Literature Honors course expectations outlined in this sheet with my son or daughter. My signature below confirms this statement.

X _____
Parent Signature *Date*

Contact Information

Parent/Guardian Name: _____

Parent/Guardian Name: _____

Home Phone Number: _____

Work Phone Number(s): _____

_____ *please note whose is whose and any preferences for whom to call first or oftenest

Cell Phone Number(s): _____

_____ *please note whose is whose and any preferences for whom to call first or oftenest

Parents' E-mail Address(es): _____

*a note about e-mail: e-mail is absolutely the best way to contact me and the easiest way for me to give you a clear picture of how your student is doing. I welcome phone calls at school but encourage e-mail as the better alternative. Thanks.

Any special information about your student that you feel I should know: _____

