

2016-2017 COURSE SYLLABUS  
**British Literature and Composition**



**Teacher: Ms. J. Freds**

**Room Number: 214**

**Semester: Fall 2016**

**Textbook: Holt Elements of Literature; Essentials  
of British and World Literature, Sixth  
Course**

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**Tutorial Days: Wednesdays**

**Tutorial Hours: 3:45 – 4:45**

**Tutorial Location: Room 214**

**Course Description:**

This course is designed using the Georgia Standards of Excellence (GaSE) to foster Language Arts skills in the areas of grammar, literature, communication and composition. British Literature and Composition provides students with a chronological study of British Literature (beginning with Old British and late medieval texts and concluding with contemporary readings). Each unit is grounded in recurring anchor standards that emphasize textual evidence, academic vocabulary, effective communication, and narrative writing experiences, and is focused on students achieving standards mastery. A balance of informational reading that includes news articles, essays, and speeches, is also included in each unit to enhance student understanding of literary content and promote mastery of standards. Students will be assessed on their progress through discussions, written responses, essays, and performance tasks.

**Prerequisite: American Literature or Multicultural Literature**

**Course Content Standards:**

ELACC11-12RL1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

ELACC11-12RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

ELACC11-12RL2: Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

ELACC11-12RI2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

ELACC11-12RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

ELACC11-12RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

ELACC11-12RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

ELACC11-12RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

ELACC11-12RL5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

ELACC11-12RI5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

ELACC11-12RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

ELACC11-12RI6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

ELACC11-12RL7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare as well as one play by an American dramatist.)

ELACC11-12RI7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

ELACC11-12RL8: (Not applicable to literature)

ELACC11-12RI8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses.)

ELACC11-12RL9: Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

ELACC11-12RI9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

ELACC11-12RL10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band independently and proficiently.

ELACC11-12RI10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction in the grades 11-CCR text complexity band independently and proficiently.

### **Course Outline:**

**Subject to change based on student need and content mastery.**

<b>Week 1:</b>	Short Literary Texts Academic Vocabulary Enrichment PSEP Overview
<b>Week 2:</b>	Literary Extended Text: Beowulf Academic Vocabulary Enrichment PSEP Project: Narrative essay
<b>Week 3:</b>	Literary Extended Text: Beowulf Academic Vocabulary Enrichment Argumentative Writing PSEP Project : Cover Letter
<b>Week 4:</b>	Short Informational Texts Academic Vocabulary Enrichment Argumentative Writing PSEP Project: Resume
<b>Week 5:</b>	Short Literary Text: Selections from Canterbury Tales Argumentative Writing PSEP Project: Financial Plan
<b>Week 6:</b>	Informational Extended Text Academic Vocabulary Enrichment Argumentative Writing PSEP Project: Career Outlook
<b>Week 7:</b>	Short Informational Texts Academic Vocabulary Enrichment PSEP Project: College Research & Scholarship Application
<b>Week 8:</b>	Short Literary Texts: Selections from Canterbury Tales Academic Vocabulary Enrichment PSEP Project: Continue Development
<b>Week 9:</b>	Unit One Review PSEP Project: Continue Development Mid-Term

<b>Week 10:</b>	Literary Extended Text: Hamlet Academic Vocabulary Enrichment PSEP Project: Continue Development
<b>Week 11:</b>	Literary Extended Text: Hamlet PSEP Project: Revisions
<b>Week 12:</b>	Literary Extended Text: Hamlet Argumentative Writing PSEP Project: Revisions
<b>Week 13:</b>	Literary Extended Text: Hamlet Argumentative Writing PSEP Project: Publication
<b>Week 14:</b>	Short Informational Texts Argumentative Writing PSEP Project: Submission
<b>Week 15:</b>	Short Informational Texts Senior Project Part 2 Overview
<b>Week 16:</b>	Short Informational Texts Unit 2 Review Senior Project Preparation
<b>Week 17:</b>	Finals Week

**Extended Texts:**

*Beowulf*

*Canterbury Tales*

*Hamlet*

*Frankenstein*

*Brave New World*

*Geoffrey Chaucer*

*William Shakespeare*

*Mary Shelley*

*Aldous Huxley*

**\*\*\* Please note the above list and selections are subject to change based upon but not limited to the availability of texts and students learning needs and abilities.**

**Senior Project:** An important portion of this class is the Personalized Learning Senior Project that offers a personalized approach to learning. The senior project consists of two major components: The PSEP for first semester and a self-selected topic/research project over the course of second semester. ALL students are expected to participate in this project and meet deadlines that will be outlined in the Research Project Compact.

**Evaluation and Grading:**

Course Components	Weights	Grading Scale	
Writing and Compositions	15%	100-90	<b>A</b>
Classwork and Participation	25%	89-80	<b>B</b>
Homework	5%	79-70	<b>C</b>
Formative Assessments	25%	69-0	<b>F</b>
Summative/Unit Tests/ Projects/Performances	30%	Not Evaluated	<b>NE</b>
<b>TOTAL</b>	<b>100%</b>		

**Campus Portal for Parents and Guardians:** Visit <https://ic.apsk12.org/portal> to view class schedules, attendance records and grades. To activate your account, visit the school to receive your login (activation key).

**Required Materials:**

1. 3-Ringed Binder
2. 5 Dividers
3. Notebook Paper
4. Blue or Black Pens
5. Highlighters

**Classroom Expectations:**

1. Be Prepared
2. Be Productive
3. Be Proactive
4. Demonstrate Respect

**Classroom Rules:**

1. Follow directions.
2. NO food, drinks, headgear, cell phones, or electronic devices.
3. DO NOT leave the room without permission.
4. NO profanity, teasing, yelling, arguing, bullying, harassment, horse playing or lewd behavior.

**LATE ASSIGNMENTS:** It is important that students are responsible and meet established due dates for assignments. Late is defined as anytime work is submitted after the assignment has already been collected by the teacher.

**MAKE-UP AND MISSING ASSIGNMENTS:** Students with an excused absence will be expected to submit missed work on or before the third class meeting after the absence. Pre-announced assignments are due upon return to school.

**School-wide Expectations:**

**MASTERY LEARNING:** With mastery learning, a unit of material is taught, and student understanding is evaluated before students are able to move on to the next unit. Students who have not shown mastery for a particular unit will receive feedback and support in reaching mastery. They may be given practice exercises, study guides, group work or complementary resources to help them improve and achieve mastery. Students who demonstrate mastery of the content for a particular unit are given enrichment exercises like special projects, tasks or academic games to further or broaden their knowledge of the material.

**DEFICIENCY REPORTS:** Parents and guardians are informed when students are making unsatisfactory progress in classes. Poor performance will be reported to parents and guardians as soon as problems are evident. Deficiency reports with plans for remediation will be written for all students making unsatisfactory progress, and parent-guardians conferences must be scheduled. Unsatisfactory grades should never come as a surprise to parents, guardians, or students. Teachers will:

- Contact parents and guardians early in the semester if academic, attendance, or behavioral difficulties are apparent.
- Notify the counselor, SST/RTI Chair, and the academy leader of serious problems that are affecting classroom performance.

**ATHLETIC ELIGIBILITY:** Students wanting to participate in athletic programs governed by the GHSA and extracurricular activities must meet eligibility requirements to participate. The Athletic Director (and the Extracurricular Activities sponsors) will collaborate with teachers to monitor and to identify students in danger of failing courses. All faculty members will be given a master list of students participating in extracurricular activities and athletics under the auspices of the GHSA.

