British Literature Course Syllabus
Stone Mountain High School

Teacher: Valerie Spann- Robinson, Ed.S.
Room: C-220
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Semester: Fall 2011
Hall Literature
Course Code: 23.0520010
Tutorial Location/ Room: C-220
Tutorial Days/ Hours: Tuesday & Thursday, 3:20- 4:00 (Also available upon request)

DEPARTMENT PHILOSOPHY

The belief of the English Department of Stone Mountain High School is that all students are educable. This department understands the need for higher order thinking skills coupled with excellent communication skills, in order to create well-rounded, productive citizens. For this reason, we are committed to excellence in our instructional preparation and delivery. Our students’ achievement is our primary goal and we will work collectively to create an excellent learning environment. We are sure that our students will benefit from our instruction and will be able to transfer their learning into real life situations. As the climate changes, in this new technological millennium, we understand the need to be flexible yet unafraid to administer discipline as needed. We also understand the need for values as we nurture the humanity in our students. Our students will be allowed to express their ideas and interact in group settings which will teach them the importance of team work. We will use differentiated instructional techniques to reach each student because we know that students have different needs and modalities of learning. The Department will treat each student with dignity and respect allowing each student to develop at his/her own pace. We will do all we can to motivate and inspire future leaders who exemplify integrity and purpose. In order to create an environment of critical thinkers, we endeavor to provide instruction that will create independent decision makers who are adequately prepared for ultimate success. We hope to produce students who are humane individuals that value education.

Course Description:

This is a theme-related, literature-based, integrated course focused on the history of British literature designed for the heterogeneous student who performs on or above grade level. The literature is chronologically divided into historical literary periods, beginning with the Anglo-Saxon Period and ending with Twentieth Century Period literature. Attention is given to theme-oriented poetry, short stories, essays, non-fiction, and full-length works. Literary devices, content, style, and cultural diversity are studied. Vocabulary skills, library and research skills, public speaking, various forms of composition, standardized test preparation, as well as the use of technology are integrated into the semester’s study. Students improve grammar and usage skills through guided writing with current technology. Emphasis is placed on the development of critical and analytical thinking skills through discussion and frequent compositions. In order to prepare students for the college setting, knowledgeable discourse of the subject matter will be required. A formal, documented research paper is required as well as a Senior Project. Supplementary reading requirements mandate at least five works, which may include full-length works in the text.

Goals:

- To provide a survey of major British writers and works
- To further develop critical reading and writing skills
- To increase vocabulary

The aim of this course is to study the major writers of the British Isles from the Roman occupation to the present. We study the texts of Britain because it is the birthplace of the most common language spoken in the world today. To understand the present, we must explore the past. This course is a chance to explore the ideas, philosophies, and cultures from bygone eras so that we might benefit from the successes and failures of the people who endured them. One of the best ways to do this is to examine the literature of those people, a direct reflection on time and events in whatever period the text was written.
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<thead>
<tr>
<th>WEEK</th>
<th>THEME</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td><strong>WEEK 1</strong></td>
<td>“Old English/Medieval Period”</td>
<td>“Earthly Exile, Heavenly Home” poetry, analytical essay responses, autobiographical essay</td>
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<td><strong>WEEK 2</strong></td>
<td>“A National Spirit”/Anglo History</td>
<td>Synthesis Project/comparison &amp; contrast writings/“Canterbury Tales” (Chaucer)</td>
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<td><strong>WEEK 3</strong></td>
<td>“Focus on Literary Forms: The Epic”</td>
<td>Beowulf critical essays/literary devices</td>
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<td><strong>WEEK 4</strong></td>
<td>“Perils and Adventure”</td>
<td>ballads/poetry/historical narratives/supplementary novel/Introduction to “senior &amp; career project”</td>
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<td><strong>WEEK 5</strong></td>
<td>“English Renaissance-“Lovers &amp; Their Lines” (Sonnets)”</td>
<td>“Influence of the Monarchy”/King James/essay structure &amp; Organization/“WRITING &amp; RHETORIC” SEMINAR</td>
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<td><strong>WEEK 6</strong></td>
<td>Drama/Elizabethan Theatre</td>
<td>Macbeth (Shakespeare)/persuasive essays/propaganda &amp; debate techniques</td>
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<td><strong>WEEK 7</strong></td>
<td>Macbeth/17th &amp; 18th Century Works</td>
<td>Poetry Project/“Paradise Lost”/“A Modest Proposal”/comparison &amp; contrast essays/“Homeless”/critical analysis</td>
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<td><strong>WEEK 8</strong></td>
<td>Macbeth/extended “senior &amp; career project” protocol</td>
<td>peer writing &amp; editing workshops</td>
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<td><strong>WEEK 9</strong></td>
<td>“Romantic Period”</td>
<td>Intro to Frankensteins/Fantasy &amp; Reality/Lyric Poetry/The Reaction to Society’s Ills (nonfiction)/critiquing persuasive devices/supplementary novel</td>
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<td><strong>WEEK 10</strong></td>
<td>“The Reaction to Society’s Ills”</td>
<td>(nonfiction) critiquing persuasive devices/“The Victorian Period”/Tennyson/Browning/Dickens/Bronte</td>
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<td><strong>WEEK 11</strong></td>
<td>“The Victorian Period”</td>
<td>poetry/Bronte, Hardy/Hopkins/Houseman/Cummings (literary style, technique, voice)</td>
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<td><strong>WEEK 12</strong></td>
<td>Supplementary novel, “senior &amp; career project” reinforcement, writing workshop</td>
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<td><strong>WEEK 13</strong></td>
<td>Detailed Research Process</td>
<td>(documentation styles, format, organization, citation, database searching, syntax, developing style, [source, paraphrase &amp; note cards]) Analytical critique of select novels &amp; literary works</td>
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<td><strong>WEEK 14</strong></td>
<td>“The Modern &amp; Postmodern Periods”</td>
<td>“Waking from the Dream”/Yeats/Eliot/Orwell/Bowen/supplementary novel/**Preparation for “senior &amp; career project” ORAL PRESENTATION</td>
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<td><strong>WEEK 15</strong></td>
<td>“Conflicts Abroad and at Home”</td>
<td>poetry/speeches/nonfiction/short story/supplementary novel/persuasive public speaking [rhetorical devices] &amp; writing techniques</td>
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<td><strong>WEEK 16</strong></td>
<td>“The Short Story”</td>
<td>Conrad/Joyce/Woolf/Spark/Lawrence/Greene/Borges (multimedia report, evaluating literary trends)</td>
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<td><strong>WEEK 17</strong></td>
<td>From the National to the Global</td>
<td>Thomas/Hughes/Larkin/Redgrove/Smith/Desai/Wolfe (judging the value of texts, analyzing bias in news media)</td>
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<td><strong>WEEK 18</strong></td>
<td>Supplementary critiques and creative “student presentations”</td>
<td>Culminating review for cumulative assessment</td>
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**NOTE:** Research skills, analytical essay writing practices, extended novels, and acquired vocabulary (SAT) will be integrated throughout the course. “Senior & Career Project” protocol is also mandated throughout the term.

**ATTENTION:** In reference to all units, assignments, and literary connections, the teacher reserves the right to modify the course requirements and “pacing guide” to more adequately meet the needs and abilities of the pupils.

**Course Prerequisites:**
- Completion of American Literature/Composition
- Completion of World Literature/Composition (End of Course requirements)
- Completion of Ninth Grade Literature/Composition (End of Course requirements)
GEORGIA PERFORMANCE STANDARDS

Reading and Literature Standards:

ELA9/10/11/12RL1 The student demonstrates comprehension by identifying evidence (e.g., diction, imagery, point of view, figurative language, symbolism, plot events) and main ideas in a variety of texts representative of different genres (e.g., poetry, prose [short story, novel, essay, editorial, biography], and drama) and using this evidence as the basis for interpretation. The texts are of the quality and complexity illustrated by the Grade Nine/Ten/Eleven/Twelve reading list.

ELA9/10/11/12RL2 The student identifies, analyzes, and applies knowledge of theme in literary works from various genres and provides evidence from the works to support understanding.

ELA9/10/11/12RL3 The student deepens understanding of literary works by relating them to contemporary context or historical background.

ELA9/10/11/12RL4 The student employs a variety of writing genres to demonstrate a comprehensive grasp of significant ideas in sophisticated literary works. The student composes essays, narratives, poems, or technical documents.

ELA9/10/11/12RL5 The student understands and acquires new vocabulary and uses it correctly in reading and writing.

Reading Across the Curriculum:

ELA9/10/11/12RC1 The student reads a minimum of 25 grade-level appropriate books or book equivalents (approximately 1 million words) per year from a variety of subject disciplines. The student reads both informational and fictional texts in a variety of genres and modes of discourse, including technical texts related to various subject areas.

ELA9/10/11/12RC2 The student participates in discussions related to curricular learning in all subject areas.

ELA9/10/11/12RC3 The student acquires new vocabulary in each content area and uses it correctly.

ELA9/10/11/12RC4 The student establishes a context for information acquired by reading across subject areas.

Writing:

ELA9/10/11/12W1 The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals closure.

LITERARY EMPHASIS:

1. Short Stories (student anthology)
2. Analogous Word Relationships
3. Literal/ Figurative Comprehension Skills
4. Literary Critiques & Analyses
5. Parallelisms of Literary Works via Diverse Mediums
6. Various Literary Terms & Devices
7. Debating Skills via Literary Subjects & Current Events
8. Critical Thinking & Logistics Skills

DEKALB COUNTY GRADING SCALE:  GRADING PROCEDURE/ CALCULATION:

<table>
<thead>
<tr>
<th>Score</th>
<th>Grade</th>
<th>Component</th>
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<tbody>
<tr>
<td>90 – 100</td>
<td>A</td>
<td>20% daily/ class work assignments/participation</td>
</tr>
<tr>
<td>80 – 89</td>
<td>B</td>
<td>10% homework</td>
</tr>
<tr>
<td>71 – 79</td>
<td>C</td>
<td>20% compositions/ journals</td>
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<tr>
<td>70</td>
<td>D</td>
<td>25% portfolios/ (senior projects &amp; college application projects)</td>
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<tr>
<td>69</td>
<td>F</td>
<td>15% tests</td>
</tr>
<tr>
<td>68</td>
<td>F</td>
<td>10% FINAL EXAM</td>
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Suggested Readings:

• To Sir With Love
• Macbeth (Shakespeare)
• Lord of the Flies
• Things Fall Apart by Achebe

(Other novels to be announced)
REQUIRED MATERIALS:  WORKBOOK:

Journal notebook (composition tablet)  The British Tradition, Prentice Hall Literature
English folder/ binder (two-pocket, three clamps)  (Reader’s Notebook, Grade 12)
Unabridged collegiate dictionary (for home use)  Pens/ pencils (blue/black/red)
Thesaurus (for home use)  **Anticipate additional materials for senior & career project (backboard, display materials)

Expectations:
Each student needs to have a loose-leaf notebook in order to keep up with handouts, homework, and writing assignments over the course of the semester. Each student needs to bring his or her text with him/her to class on a daily basis and complete all reading assignments on time. Failure to bring one’s text will result in points deducted from one’s grade. Any out of class writing assignments also need to be completed in the given time frame.

Guidelines (see Student Handbook for complete school rules):
1. Do not bring food, drinks, or gum into class. First offense is a detention, no warnings.
2. Raise your hand if you have a question - no blurting out answers.
3. Do not talk while the teacher or another student is addressing the class.
4. Remain seated until the bell rings or announcements are over - no early gathering at the door.
5. No copying someone else's homework. This is cheating.

Grading:
Grades will be based on a total points system. Pop quizzes may be given at any time on homework assignments.

Papers:
There will be two (2) major papers over the course of the semester. The final paper will be a research paper. Reports will also be assigned for outside reading assignments. Moreover, there will be several minor essays assigned. Plagiarism or the willful copying of another’s work, whether from a fellow student or an Internet resource, will not be tolerated and result in a failure and a reported violation of the integrity code. No late papers will be accepted. A paper is due on the day assigned at the beginning of the period. All papers must be computer generated. I will not accept papers on a disc. Please submit a hard copy and keep one in your notebook for your records.

Paper Requirements:

Style

All papers must follow MLA format, Times New Roman size 12 font (see sample below).

All papers must be submitted at www.nicenet.org, unless stated otherwise. After accessing the website, please enter the Class Key Code: TZ706z9b34 and add your name to the class roster. Your papers will be graded and returned at that website.

James Rock

12 November 2000
British Lit./Comp.
Mrs. Spann Browner, Ed.S.

Building a Dream: Reasons to Expand Ross-Aide Stadium

During the 2000 football season, the Purdue Boilermakers won the Big Ten Conference Title, earned their first trip to the Rose Bowl in thirty-four years, and played consistently to sold-out crowds. (Ross 31) Looking ahead...

Missing Class:
A student will be counted as tardy if he/she is not in their seat at the second bell. For any excused absence, the student will be given appropriate time for make-up work. It is the student's responsibility to contact the teacher about what he/she may have missed. For any unexcused absence, a zero will be given.
Instructional Time/Absence Policy:
Scheduled, supervised instruction in each course is a requirement (along with earning a passing grade and paying required tuition and fees) for a student to earn course credit. Should a student miss more than nine sessions of any class in a semester, the student will not be eligible to earn credit for that course unless he/she spends an amount of time equal to all class time missed for the course (from the beginning of the semester to its end) in structured, supervised instructional time as approved by the Assistant Principal for Instruction.

Tardy Policy:
Students are recorded as tardy when they enter a class after the bell signaling the start of class has rung. Students who enter a class more than ten minutes after the bell has rung are recorded as absent for purposes of calculating the course attendance requirement (but must remain in the class). When students are tardy to any class three times during a semester without legitimate cause, they will serve on Dining Hall detention. Each subsequent tardy will result in a Saturday detention hour. After the sixth tardy a letter will be sent which indicates that this is excessive. After the ninth tardy the student and his/her parents or guardians will be called in the meet with the Dean of Students. After the twelfth tardy, the student will be suspended. (Please see the student handbook for more information)

Integrity Code:
The community of Stone Mountain High School, in accordance with our mission statement, mandates that each person in the school display the highest standards of personal integrity at all times. Stealing, lying, cheating, or any other activity that conflicts with these standards and undermines the integrity of the community cannot be tolerated. Such actions that violate this Personal Integrity Code will result in serious consequences, including possible dismissal.

** ALL SENIORS ARE REQUIRED TO COMPLETE THE SENIOR PROJECT AND THE COLLEGE APPLICATION PROCESS.**

To: Parent/Guardian
From: Valerie Spann- Robinson
Re: Syllabus Content

It is a great pleasure to work with your child. As a seasoned and veteran teacher, I am committed to equipping your child with the tools for literary success and verbal command of the English language. The primary objectives of my program are teaching and learning. In order to assist in the efforts of parent/teacher communication, please sign and return the following contract:

I, ________________________________________, have read and reviewed your syllabus with my child, ________________________________________. I am aware of the course outline and expectations for my child during this school semester in English.

PARENT SIGNATURE-________________________________________
STUDENT SIGNATURE-________________________________________ DATE- _______________