

**NOUVEL CATHOLIC CENTRAL HIGH SCHOOL**

**COURSE SYLLABUS**

<b>COURSE DESCRIPTION:</b>	<p>Honors British Literature and Composition III – 11<sup>th</sup> grade</p> <p>The focus of this course will be to expose students to the rich literary traditions exemplified by British authors throughout history. The sequence of the selected reading will be, for the most part, chronological, beginning with works of the Anglo-Saxon period and concluding with those of the Modern Era. Throughout the survey, students will be able to effectively evaluate the cultural evolution of our British heritage. Moreover, students will read a vast array of genres and participate in a variety of class discussions, group activities written responses and oral presentations. In order to fulfill honors expectations, students will be challenged to develop more advanced critical thinking skills along with developing a more unique and sophisticated writing style. They will write fluently for multiple purposes to produce compositions (e.g. analytical and persuasive essays, research reports, creative writing, etc.). Students must actively participate in all aspects of the class in order to be successful.</p>
<b>MAJOR COURSE GOALS:</b>	<p>The overall thematic focus will cover transformational thinking.</p> <p>Common Core State Standards</p> <ul style="list-style-type: none"><li>• 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.</li><li>• Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li><li>• Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li></ul> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when</p>

	<p>possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <ul style="list-style-type: none"> <li>• Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> </ul> <p>TLW be able to demonstrate an understanding of the historical development of British literature from its oral traditions to its contemporary forms.</p> <p>TLW develop critical thinking skills (Bloom’s Taxonomy) in order to complete written requirements as well as actively dialog with their peers.</p> <p>TLW demonstrate competence and skill in a variety of writing assignments. Additionally students will experiment with writing strategies to solve problems as they write. MLA is a crucial component of the course.</p> <p>TLW recognize and define relevant literary terms and apply them in their reading as well as their writing.</p> <p>TLW journal and annotate as a means of reflection in order to understand the value of connecting.</p> <p>TLW learn to appreciate and respect the timeless value of our heritage.</p>
<p>COURSE ASSESSMENT PLAN:</p>	<p>Tests, quizzes, compositions, in-class writings, projects, presentations, participation and discussion, class work, homework</p>
<p>SUPPLIES AND MATERIALS NEEDED:</p>	<p><i>The British Tradition</i>, Prentice Hall, 1999</p> <p><i>Survival</i>, T.H. Peek Publisher – Students continue to utilize all prior English department writing requirements (MLA)</p> <ul style="list-style-type: none"> <li>• The Investigative Essay</li> </ul> <p><i>S.F. Writer</i>, Addison-Wesley Educational Publishers Inc.</p> <p>Novels: <i>Grendel</i> (John Gardner), <i>1984</i>, George Orwell, <i>Lord of the Flies</i> (William Golding), <i>Jane Eyre</i> (Charlotte Bronte</p>

	<p>Drama: <i>Pygmalion</i> (George Bernard Shaw)</p> <p style="text-align: center;"><i>Macbeth</i> (William Shakespeare)</p> <p>Epic: <i>Beowulf</i></p> <p><i>The Canterbury Tales</i> (Geoffrey Chaucer)</p> <p>Arthurian Legends</p> <p><i>Gulliver's Travels</i> (Jonathan Swift)</p> <p>Nonfiction: Introduction to <i>Frankenstein</i> (Mary Wollstonecraft Shelley)</p> <p>Various additional literature from the textbook.</p> <p>Notebook/binder exclusively for this class.</p> <p>Flash drive, pens, highlighters, loose leaf paper</p>
EXTRA HELP:	<p>Students are encouraged and oftentimes required to conference other than class time (before school, after school, or appointment). Dialog is imperative in order to understand and remedy any issues that arise. Students are always welcomed to share their thoughts and needs.</p> <p>Tutoring is also available.</p>
INSTRUCTIONAL PHILOSOPHY:	<p>A variety of teaching strategies will be utilized in order to foster student's further development of a comprehensive understanding and appreciation of literature as they examine various British genres. They will have the numerous opportunities to engage in interdisciplinary studies by perusing history, culture, and art alongside the literature they read. Additionally, students will actively engage in numerous learning strategies (e.g. discussion, lecture, presentations, independent study, etc.) in order to tap into all their talents. Academic success will occur through hard work, motivation, and respect for all facets of the class.</p>
MAJOR COURSE PROJECTS AND INSTRUCTIONAL ACTIVITIES:	<p>Research, time period thematic presentation, Vocabulary development, analytical compositions, student initiated project/presentation, group projects, independent study, and classroom participation. Investigative composition (research/presentation) second semester.</p>
CLASSROOM	<p>Students are expected to arrive on time to class prepared to</p>

<p>EXPECTATIONS:</p>	<p>begin when the bell rings (seated with materials on their desk).</p> <p>Active class participation and discussion is required.</p> <p>Being unprepared will result in a loss of points.</p> <p>Active participation in Turnitin.com.</p> <p>Students are expected to do their own work. Plagiarism is unacceptable and will result in an automatic zero.</p> <p>All work <u>must</u> be submitted on time.</p> <p>Extra credit will not be given.</p> <p>Attendance is crucial. If there is an absence it is the student's responsibility to check with the teacher upon return at the beginning of class. A prearranged absence for any reason requires that students make prior arrangements with the teacher in advance (preferably at least a week).</p> <p>It is imperative the proper behavior and respect for all is practiced.</p> <p>Any student infraction will be handled at the discretion of the teacher.</p>
<p>HOMEWORK POLICY AND GRADING SCALE:</p>	<p>Homework is an extended crucial component of the learning experience. It provides the opportunity for practice and enrichment not available within the time constraints of the class.</p> <p>Various methods of evaluation will be used. The purpose is to give exposure and experience to a variety of procedures. All work will be assigned point values as determined by their importance.</p> <p>Quizzes: 15-50pts., Tests 50-100pts., homework 5-50pts.</p> <p>Research, time period thematic presentation 50-100pts., Vocabulary development 10-30pts., analytical compositions 50-100pts., novel quotes/passages project 50-75pts., Chaucer creative satirical narrative project 50-100pts., 2nd semester student initiated project/ presentation 50-100pts., <i>1984</i> group project/presentation 30-50pts., independent study 30-50pts., and classroom participation (varies). Investigative composition</p>

	<p>(research/presentation) second semester 75-130pts.</p> <p>A final semester grade is composed of first quarter grade (40%), second quarter grade (40%), and semester examination grade (20%). The grading scale used is published in the Nouvel student handbook</p>
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