

British Literature Syllabus

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Course Description

Students will be reading an extensive variety of British Literature throughout the span of this course. This British Literature class is designed to begin with the earliest examples of British texts and will eventually progress, sequentially, through Great Britain's literary time periods. Because this study follows an historical timeline, students will be learning about significant British historic events and figures to help them better understand *where* and *why* a certain text exists.

This English course is reading and writing intensive. As the school year progresses students will be sharpening their close reading and critical thinking skills. They will be able to identify characters and character development, plot, conflicts, and themes. They will also begin to establish how British literary works are classified into different literary time periods. One of the most critical aspects of literature that I approach with my students is making connections from the texts we encounter. Sometimes these connections exist between other texts, or scripture, or even current/historic aspects in the world around us. This course aims to help students identify values and morals displayed in literature, and compare/contrast them to Biblical examples. We will have numerous class discussions where we will analyze a specific characters' perspective--in light of our own personal experiences.

We will also work on a variety of written assignments; such as persuasive essays, a formal college admissions essay and a research paper at the close of the school year. For each writing assignment students will be encouraged (and given opportunities) to strengthen their grammatical, organizational and descriptive skills in order to develop more compelling and effective papers.

Goals

Students will become more enriched readers; thinking about the significance of literature we read, as well as the (historic) context by which an example of text exists. Students will have a foundational understanding of the rich tradition of British literature.

Students will strengthen their knowledge and understanding of grammar in the written and spoken form. They will be able to identify and incorporate new vocabulary into written assignments and everyday conversations. Students will recognize the importance and beauty in the written word, how God uses our stories to glorify His authorship and sovereignty in our lives.

Mission Connection

LCCS exists to glorify God as a community of faith and learning dedicated to forming disciples of Jesus Christ, pursuing goodness, truth, and beauty, cultivating wisdom and virtue, and furthering the highest ideals and practices of human flourishing. This course supports the LCCS mission in the way that students will grow to appreciate stories that communicate Truth(s) about our human experience(s) through the beauty of the written word. We will discuss that real Truth is based on an objective source of knowledge, the scriptures. Ultimately the stories they read, write and tell can glorify God.

Textbooks and Required Materials

Textbook: Holt: Elements of Literature Textbook, A Collection of British & World Literature

Vocabulary is partially pulled from Classical Roots; volume E, as well as classroom texts/dramas/novels.

Novels: Sir Gawain and the Green Knight, Hamlet, Frankenstein, Lord of the Flies, and 1984

Classroom Expectations

I expect students to be attentive and respectful. I expect students to try their utmost best. This is true with reading and writing assignments, tests, group work and presentations. I do not expect 100% perfect work all the time, but rather, 100% of their best effort. I expect students to ask questions! Please, Do not be afraid to let me know when & how I can help. I expect honesty. My honesty policy applies to how students conduct their behaviors in my classroom. It also specifically applies to producing their own original work. I expect students to make mistakes. No one is perfect. Period. If I can tell they are making an earnest effort then mistakes *will not* be held against them.

Classroom Learning Agreement

God has created us each uniquely. He has also created us to worship Him with our efforts in everything that we do. Seeking to perform at the highest level of excellence is an act of worship to our Creator. As such, I agree to the following:

- I will be **ON TIME** for all classes every day.
I understand that a total of three unexcused tardies to any and all of my classes will result in an immediate before or after-school detention.
 - I will be **PREPARED** for class every day.
I will have a writing utensil, paper, my textbook, and any other necessary resources for success in the classroom. Not being prepared for class may result in a deduction of points from my class participation grade.
 - I will **COMPLETE** all assignments on time.
I understand that late assignments will result in a deduction of 10% of the assignment grade *per day* that the assignment is late up to 50%. After 5 days, the grade becomes a zero for the assignment. Late work will not be accepted for credit but may still be required to be completed.
 - I will **RESPECT** my instructor(s), any LCCS staff member, volunteer(s), classmates, and other students in other grades.
Profanity, rude gestures, cruel teasing or put downs will not be tolerated. Such behavior(s) will first be addressed and managed by the instructor. If such behavior(s) continue students may be referred to the Dean of Students.
 - I will keep my **CELL PHONE OFF** and away at all times during the school day (8 am-3:10 pm).
I understand that if my cell phone is visible or on, the instructor will confiscate the device and the Student Handbook Cell Phone Policy will be followed.
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Discipline: To instruct and govern; to teach rules and practice, and accustom to order and subordination (Noah Webster 1828). Discipline is done in the classroom as necessary to maintain a safe, orderly and conducive-to-learning environment for all students. Students whose behavior is deemed by the teacher to be disrespectful and/or disruptive to the teaching and learning processes by any means will serve the following consequences:

- 1st offense – verbal warning. (seating may be changed)

- 2nd offense – The student will have a meeting with Mrs. Phillips and parents will be contacted.
- 3rd offense – The student will be given a detention and be referred to the Dean of Students.

Students removed from class due to disciplinary problems are responsible to acquire any missed work or notes.

Course Outline

Quarter 1:

Holt: Elements of Literature Textbook: Units 1 & 2 (Anglo-Saxons & The Middle Ages)

Novels: Beowulf, Sir Gawain and the Green Knight, excerpts from The Canterbury Tales

Vocabulary: Classical Roots E., selections from Units 1 & 2

Quarter 2:

Holt: Elements of Literature Textbook: Units 3 & 4 (Renaissance & The Restoration)

Novels: (Concluding The Canterbury Tales), Hamlet

Vocabulary: Classical Roots E., selections from Units 2 & 3

Quarter 3:

Holt: Elements of Literature Textbook: Units 5 & 6 (The Romantics & The Victorians)

Novels: Frankenstein, excerpts from A Tale of Two Cities

Vocabulary: Classical Roots E., selections from Units 3 & 4

Quarter 4:

Holt: Elements of Literature Textbook: Units 5 & 6 (The Modernists)

Novels: Lord of the Flies, 1984

Vocabulary: Classical Roots E., selections from Unit 5

Major Assignments

For each Quarter we will be focusing on one to two significant texts, most likely a class novel, that will be read and discussed by every student. I will periodically assess their ability to remember key points in the plot, key characters, and the overarching theme of each piece of literature. We will also have approximately 3-4 Vocabulary quizzes per Quarter. Major assignments will also include a variety of student written essays. Ideally, I will assign one large composition (approximately 2-5 pages in length) per Quarter. Students will also partake in at least one group presentation assignment before the close of the school year.

Homework:

I do not anticipate assigning homework each and every night. I will do my best to cover as much of the necessary materials during class time as possible. When I do assign homework I will be limiting it to roughly 20-30 minutes per evening. If your child is spending more time than this on a continual basis then please feel free to reach out to me. Homework assignments will most commonly be assigned readings, writing or vocabulary practice.

Assessments:

Students will be given numerous respond and reflect assignments as we read a variety of literary genres together. I have small vocabulary quizzes that assess their most recently given vocabulary list. There will also be quizzes administered at the completion of a class novel or text. We will end the first semester with a Midterm exam, and we'll end the school year with a Final exam. My quizzes and tests contain multiple choice, matching, fill-in-the-blank, true/false and short answer essay questions. Their response handouts, presentations and essays stand as a significant source of their individual assessment.

Field Trips

There are no field trips scheduled at this time.

Grading Overview

Weighted Structure

- 40 % Tests/Projects
- 30 % Quizzes/Labs/Minor Projects
- 20 % Homework/Classwork
- 10% Class Participation

Grading Scale

4.0 = A = 93-100	2.0 = C = 73-76
3.7 = A- = 90-92	1.7 = C- = 70-72
3.3 = B+ = 87-89	1.3 = D+ = 67-69
3.0 = B = 83-86	1.0 = D = 63-66
2.7 = B- = 80-82	0.7 = D- = 60-62
2.3 = C+ = 77-79	0 = F = 0-59

Class Participation and Attendance

Participation is a critical component to a successful ELA classroom. This is why a participation grade is kept separate from "Classroom" work. I desire to hear from every student throughout the class period and I will be taking daily notes on class participation. In my definition, a student who participates and receives a positive mark for the day does one or more of the following during the class period; raises a hand to *answer* a question, *adds* (respectful) *input* to a class discussion, raises hand to *ask* a question, notably assists another classmate if they are lost or confused, and the like. Participation has almost nothing to do with "being right" and giving correct information. It has everything to do with being engaged in the class!

Make-up Work

If you had an excused absence from school I will allow extra time for work to be completed. For example, if a student misses one day of school, they will be given one additional day to make-up missed work. Students are responsible for approaching me and asking about missed work. I will gladly provide any missed papers and explain them after class, or before or after school.

STUDENT: I have read this syllabus and understand what is expected of me.

Signature _____ Date_____

PARENTS: My child has discussed the syllabus with me. I understand it and will support it.

Signature _____ Date_____