



## **BRITISH LITERATURE COURSE SYLLABUS**

### **COURSE RATIONALE**

English language arts instruction is designed to support students in developing proficiency in reading, writing, speaking, and listening. The instruction is intended to support students in achieving the common core state standards for English language arts and prepare students for success in college and the workplace.

### **COURSE DESCRIPTION**

College Preparatory Course (P). This course meets the University of California's b (English) subject-area requirement. Students will have varied and multiple opportunities to read, analyze, discuss, and write about literature produced in the British Isles over the last 1,000 years.

Instruction in each standards-based unit of study integrates reading, writing, speaking and listening, and language study. Students are provided with multiple opportunities to articulate their own ideas as well as to question, interpret, analyze, extend, and evaluate others' ideas.

The goal of instruction is to support students in becoming independent, strategic, critical readers, writers, listeners, and speakers who communicate effectively in various forms, for genuine purposes, and to authentic audiences.

### **STUDENT EXPECTATIONS FOR SUCCESS**

The extent to which a student will succeed in this course involves a combination of time management, goal-setting, and adherence to societal expectations regarding interaction with and respect for fellow students and staff. To demonstrate effective time management skills, students are expected to maintain a calendar/planner and devote enough time each night to complete the homework, review concepts, and study, as well as read regularly as part of the independent reading component of the course. To meet goals, students need to continue a cycle of self-reflection: *what did I need to learn today (what was the purpose of the lesson), did I achieve the stated outcome, and what can I do to continue to improve/learn?* To achieve success in the La Jolla High School environment, read the school's mission statement, core values, and student-learner outcomes.

### **LA JOLLA HIGH SCHOOL'S MISSION STATEMENT AND CORE VALUES**

LJHS strives to provide an effective, innovative, and relevant educational experience for its students, challenging them to achieve their full intellectual, social and emotional potential.

#### **CORE VALUES:**

- Excellence – We encourage faculty, staff, coaches, and students to innovate and collaborate with each other in order to experience a productive process and meaningful outcomes.
- Honor – We create a culture of honesty and respect for all interactions.
- Fortitude – We foster an appreciation and respect for intellectual curiosity, academic rigor and the hard work required to achieve lasting success.
- Community – We engage fully in our environment—on campus, in our neighborhoods, and in the world beyond us.

### **LA JOLLA HIGH SCHOOL'S SCHOOLWIDE STUDENT-LEARNER OUTCOMES (SSLO's)**

#### **1. COMMUNICATE AND COLLABORATE**

Students will demonstrate effective oral, written, technological, visual, and interpersonal communication skills in order to experience a productive and meaningful outcome.

2. **ANALYZE AND EVALUATE**  
Students will demonstrate the higher order thinking skills of analysis, synthesis, application, and evaluation in order to cultivate intellectual curiosity, engage in academic rigor, and develop a focused work ethic.
3. **ENGAGE AND INTERACT**  
Students will engage in their school environment in order to create a school community that fosters a culture of honesty and respect for all interactions. Students will develop strength of character that prepares them to make a significant difference in the world.
4. **THINK BEYOND**  
Students will become thoughtful, engaged citizens in a global society prepared for participation in the world beyond high school. Students will learn about the cultural, political, historical, scientific, ethical, and economic forces shaping the world.

### **ASSESSMENT**

Students earn a letter grade each grading period based on the quality of summative assessment and the completion of formative assessments.

#### *Summative Assessments*

Writing (e.g. Essays)	25%
Independent Reading Project	15%
Speaking and Listening	15%
Reading Assessments (e.g. tests or quizzes, etc.)	20%

#### *Formative Assessments*

Daily Classwork and Preparation	25%
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### **TIMELINESS, LATE WORK and MAKEUPS**

I do accept late work, but it will incur a penalty. Major classwork (essays, projects) will be docked 10% for each day or class period they are late. In-class summative assessments, whether multiple choice, written or oral discussions, are assigned well in advance, so if you know you are going to be absent the day of a summative assessment, please let me know as soon as possible via email. Formative assessments (daily classwork, etc.) are accepted late at a penalty of 20% and are not accepted once I have returned other students' work. Students who are truant, absent without a parent or guardian's excuse, or who display a pattern of absenteeism may not participate in make-ups. For further clarification, see the [LJHS student handbook](#).

Student attendance permitting, we review tests and multiple-choice summative assessments in class, but students do not get to keep summative assessment copies or answer sheets. These may be reviewed in detail by appointment.

Catastrophic emergencies will be dealt with in an appropriate and sensitive manner. Computer and printer problems are not catastrophic events; either follow my instructions for printing or using a classroom computer in advance of the due date or accept the late penalty. Any late work still eligible for a grade must be submitted prior to the final week of each six week grading period.

Excused absences of five (5) school days or longer usually require a work contract through the office; if you're absent two (2) periods or longer, contact me by email prior to your return so work can be prepared for make up.

### **ACADEMIC HONESTY**

Rigorous academic honesty is my expectation. A student will earn a low scholarship grade if he or she chooses not to follow the academic honesty policy. A first offense for plagiarism or cheating is a "0" on the assignment, a referral, and a "U" in citizenship for the six-week progress reporting period. A second-time offense will earn an "F" in scholarship, a referral, a "U" in citizenship for the semester, and removal from the course. This is a promise to uphold academic integrity for the sake of our school and especially for students whose achievement reflects their own honesty and integrity.

### **CITIZENSHIP GRADING**

To graduate from high school, and to participate in many extracurricular activities including athletics, students are required to maintain a 2.0 GPA in citizenship. The following descriptions should provide a guide in determining what students can expect in this course.

4.0 E = Excellent

3.0 G = Good

2.0 S = Satisfactory

1.0 N = Not Satisfactory

0.0 U = Unacceptable

The following are the citizenship descriptors and attendance policies of LJHS:

- The "E" student demonstrates the citizenship values above, consistently participates in class, and shows leadership qualities. The student has no warnings or reminders about behavior. The student consistently meets and often exceeds behavioral expectations. His/her absences are minimal and excused. The student follows classroom rules consistently and dependably. The student completes assignments on time. The student has fewer than three tardies.
- The "G" student demonstrates the citizenship values above, participates a few times, and has at most one reminder about behavior. The student typically displays positive behavior and contributes to the learning environment. The student is consistently on task and engaged. The student follows classroom rules. The student generally submits work on time. The student may have one to three tardies.
- The "S" student may demonstrate citizenship values above, but his/her participation is inconsistent. The student has turned in late work more than a few times. The student is inconsistent about following classroom rules. The student has been warned about a recurring unacceptable behavior and has not corrected or changed his/her behavior. The student may have more than three tardies. The student may have one or two unexcused absences.
- The "N" student does not demonstrate citizenship values above. The student frequently exhibits disruptive behavior and fails to follow classroom rules. The student is almost always late with assignments, or does not turn them in at all. Negative behavior patterns have not improved. The student has more than five tardies. The student may have three unexcused absences.
- The "U" student breaks classroom rules regularly (at least weekly, sometimes daily), and has received multiple warnings. The student makes little attempt to change his/her behavior. The student seldom completes work. The student has frequent tardies, three or more unexcused absences (or one verified truancy), or has exhibited behavior in class that led to severe disciplinary action.

### **OFFICE HOURS**

To support student learning, I am available most days before or after school for conferences or tutoring. Please make an appointment with me in advance since I occasionally have other meetings and want to make sure you come at a time when I'm available and can give you undivided attention.

## **HOMEWORK AND PREPARATION**

To be successful, students must read the assigned texts before coming to class in order to be prepared to work with the text in class. Discussing varying aspects of literature is a daily practice. In preparation for these discussions, students will sometimes be asked to complete written homework to accompany reading homework. Students who have not demonstrated completion of the reading (and are thus unprepared to contribute to the discussion) will not participate and may lose formative assessment points or speaking and listening assessments points which may not be made up.

## **WRITING TASKS**

The kinds of writings in this course will vary, but include *writing to understand*, *writing to explain*, and *writing to evaluate*. Critical writing asks that students evaluate the effectiveness of a literary piece, but a real writer must have the tools to understand and explain in order to evaluate. It is the writer's ability to incorporate all three of these modes of thinking into their writing that lies at the core of scholarship. In this course, students will develop conscious choices of diction and the appropriate use and revision of word choice for specific audience and effect, the ability to create varied and effective syntactic structures, the capacity for coherence and logical organization, the aptitude to balance generalizations with specific and illustrative details, and their faculty to combine rhetorical processes into an effective, unified whole.

## **UNIVERSAL TARDY POLICY**

The first week of each semester will be a tardy grace period (i.e., tardies will not be recorded). Teachers will counsel students about the tardy policy, and tardies will count thereafter. After the first week:

- **Level 1:** For the first 1-3, teachers give a warning.
- **Level 2:** For 4-5 tardies; after 4 tardies: citizenship grade may be lowered, parent contacted by teacher. After 5 tardies: citizenship will be lowered, parent contacted by teacher.
- **Level 3:** After 6 tardies, student gets a referral and sent to a VP for further disciplinary action. Tardy counts start over at the semester.

"On time" to class means that you are in your seat when the bell rings. If you miss a warm-up or quiz grade due to tardiness, then that is a logical consequence of being late. If you enter the class after the bell, I will ask if you have a pass. If the answer is no, then this is a tardy.

## **LJHS UNEXCUSED ABSENCE POLICY**

By the end of each progress reporting period, I will check the absence records for students and count the number of unexcused absences. One to two unexcused absences may reflect a clerical error or failure by the parent to call in an excuse. But a third unexcused absence in a 6-week progress reporting period shows a pattern of absences that will lower a student's citizenship grade to an N. Four or more unexcused absences will earn the student a U. If an unexcused absence is verified as truancy (marked with a "Z") then the citizenship grade may drop immediately to a U.

## **HOMEWORK REQUIREMENTS**

Homework is the practice needed to improve the skills and expand the knowledge introduced during class time. It is also essential preparation for class activities.

- Homework includes reading, completing study guides, discussion preparation, writing, study for tests, and work on the independent reading project.
- Work not completed in class should be finished for homework.
- It is incumbent on the student to keep up with the reading and writing assignments.
- Homework assignments will be communicated by the teacher daily, both visually and verbally.

## **STUDENT SUPPORT PLAN**

Before a unit of instruction begins:

- Daily agenda will list the purpose and outcome for each day's lesson.

During instruction:

- The teacher will provide instructions in at least two ways (verbal, written).
- On specific activities, students will be able to ask for help from fellow students.
- On most writing assignments in this class, multiple drafts are required and reviewed during the workshop process which includes brainstorming, models of the type of writing expected, peer editing, and the chance for revision.
- The teacher is available during Office Hours if a student needs further clarification or help with an assignment.
- The teacher will answer questions via e-mail (but not the night before an assignment is due).

After assessment:

- After a final draft of a writing assignment is graded, a student may ask to review the details of the parts of the paper that did not meet the expected standards in an after school meeting with the teacher upon request, in order to learn from his/her mistakes and improve on the next assignment.
- All tests are final. No retakes are allowed.

## The Year At-a-Glance

Please note that the order of these units may change and supplementary materials added or changed.

### UNIT 1: Old English and Medieval Literature (449-1485)

**Main text:** *Beowulf*

**Supplementary texts:** excerpts from a variety of critical essays on Beowulf  
excerpts from the novel *Grendel* by John Gardner  
excerpts from *The Canterbury Tales* by Geoffrey Chaucer

**Key goals of this unit:**

- Understand the social, cultural and historical influences on early English literature
- Understand various critical perspectives on a text
- Create criteria for defining an abstract idea and determining whether it is met
- Prepare for, participate in, and reflect on discussion
- Defend, challenge and qualify ideas using textual evidence and valid reasoning
- Use correct MLA attribution and citation for a main text and a secondary critical text

### UNIT 2: English Renaissance Literature (1485-1625)

**Main text:** *The Tragedy of Othello* by William Shakespeare

**Supplementary texts:** nonfiction articles  
Film version of *Othello* and/or a documentary on the background

**Key goals of this unit:**

- Understand the social, cultural and historical influences behind the play
- Understand various critical interpretations
- Follow two significant motifs/themes and determine how they interact to develop meaning
- Create a thesis and support it with textual evidence
- Use correct MLA citation for a play

### UNIT 3: Literature of the Seventeenth and Eighteenth Centuries (1625-1798)

**Texts:** excerpts from *Paradise Lost* by John Milton  
"A Modest Proposal" by Jonathan Swift  
excerpts from *Gulliver's Travels* by Jonathan Swift  
excerpts from *Journal of a Plague Year* by Daniel Defoe  
poems by John Donne, Andrew Marvell, and Ben Jonson

**Key goals of this unit:**

- Prepare for, participate in, and reflect on discussion
- Probe reasoning and synthesize and paraphrase ideas in discussion and in writing
- Assess how point of view and purpose shape the content and style of a text
- Analyze word choice and its impact on meaning and tone
- Analyze point of view through distinguishing between what is directly stated and what is actually meant

#### **UNIT 4: The Romantic Period (1798 – 1832)**

**Main text:** *Frankenstein* by Mary Shelley

**Supplementary texts:** a variety of nonfiction on topics related to the main text  
poetry by Percy Bysshe Shelley, George Gordon, Lord Byron, and Samuel Taylor Coleridge  
film of *Frankenstein*

**Key goals of this unit:**

- Understand the social, cultural and historical forces influencing the Romantic and Gothic movements
- Analyze plot structure and its impact on characterization and theme
- Analyze the impact of specific word choices on meaning and tone
- Analyze multiple interpretations of a story and evaluating how each interprets the source text
- Conduct and report on research

#### **UNIT 5: The Victorian Period (1833-1901)**

**Main text:** *The Picture of Dorian Gray* by Oscar Wilde

**Supplementary text:** *Pygmalion* by George Bernard Shaw

**Key goals of this unit:**

- Participate effectively in discussion having come prepared, referring to evidence from the text, and building on others' ideas
- Understand the artistic and social philosophies underlying the texts and determine the author's perspectives on them
- Perform a close analysis of a particular passage
- Identify and employ the four strategies of definition: exemplification, negation, function, and classification

#### **UNIT 6: Modern and Postmodern Periods (1901 – present)**

**Main text:** *Brave New World* by Aldous Huxley or *1984* by George Orwell

**Supplementary texts:** nonfiction articles related to the novel  
*Never Let Me Go* by Kazuo Ishiguro

**Key goals of this unit:**

- Participate in discussion which includes paraphrasing, synthesizing, and linking multiple texts
- Recognize how the author uses literary allusion and analyze the impact and message conveyed
- Follow the viewpoint of multiple characters on multiple themes and contrast/compare them with our own
- Analyze the settings and their impact on themes