

BRITISH LITERATURE

FALL 2018

Ms. Patt Ligman, Room 212

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Course overview:

- .50 credit*
- One trimester*
- No prerequisite*
- For grade 10-12 students*

Course description

Students will read British literature from a variety of eras and analyze how each piece has an effect on modern American lives. This course explores important and influential British authors as well as connects authors and literary works to their history and time period. Students are encouraged to develop an understanding of British history as well as our country's heritage, and an appreciation for different types of literature that has influenced our thinking.

Required supplies:

- One three-ring binder with lined paper for class notes and to organize research notes, etc.
- General supplies (pens—blue or black only, printer paper, etc.)

Textbook/Reading list (not all may be used):

- *Beowulf*
- *Frankenstein*
- *1984*
- *Macbeth*
- *Parts of Canterbury Tales*
- A variety of essays, short stories, etc.

Video list (not all may be used):

- A variety of video clips pertaining to the class may be used

Summary of state standards met by this class:

11.4.1.1. 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.

11.4.2.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text; provide an objective summary of the text.

11.4.3.3 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).

11.4.5.5 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.

11.4.6.6 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).

11.4.7.7 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.

11.5.3.3 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.

11.7.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- 11.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 11.7.5.5 Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 11.7.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 11.7.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- 11.11.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 11.11.3.3 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.
- 11.11.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Information that can be found on the course website:

Information that can be found on the course website includes homework assignments, worksheets, dates assignments are due, topics to be taught in class, dates of quizzes, tests, brief lesson plans, etc.

Classroom expectations:

Respect everyone and their opinions. Students are expected to actively participate in class every day. In order to fully participate in discussions and cooperative learning, students are required to complete all homework assignments prior to class.

Homework expectations:

Students are responsible for all assigned work, and for turning it in on the specified date. Written assignments should be done neatly in blue or black ink on standard loose-leaf paper (college- or wide-ruled) or typed. Students will be expected to type longer assignments.

Students are expected to do their own work. Cheating or plagiarizing on class work, on a test, or any other assignment will be dealt with according to academic policy. Parents and school administration will be notified of the dishonesty and a referral will be written into the student's record.

Late work:

All assignments are expected to be handed in on the date they are due. Any assignment that is late will receive a maximum of 65% credit; if an assignment is more than two weeks late, the amount of credit will be reduced. The one exception to this rule is if a student decides to use a "Mulligan Pass." A student has one Mulligan Pass per trimester, and can use it to turn in one assignment up to three days late with no penalty. The student must follow the rules stated on the Mulligan Pass.

Absences:

If a student is absent from a class, he or she is responsible for finding out what was missed. The student is responsible for getting copies of the notes and/or handouts. Copies of handouts/assignments are available in the room for the student to take.

Make-up work:

In the case of an excused absence, students have two days to getting and completing any missed work. Students have five school days to make up a missed test; two school days to make up a quiz. NOTE: Students must arrange with the teacher for a time to take a missed test/quiz. Class time will not be used for missed tests/quizzes. Any student with a legitimate reason for missing a paper or major project may arrange make-up assignments with the instructor. *The student is responsible for completing all assignments in a timely manner—if a student is absent and has additional time to turn in work, it does not mean the student receives additional time for future assignments assigned when the student is in school!*

