***Believe – Achieve – Succeed***

**COURSE TITLE:** British Literature and Composition

**Instructor:**

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**SCHOOL WEBSITE:** http://www.paulding.k12.ga.us/Page/73

**COURSE DESCRIPTION:** The Advanced Placement, Honors British, and British Literature and Composition courses are designed to instruct the student to write more efficiently and confidently across a variety of curriculum areas in multiple formats (expository, analytical, argumentative, and creative). The student will look at a wide variety of prose styles form different genres and periods and become an authoritative and a skilled reader through informal, formal, and timed writings. These courses are designed to challenge the student to stretch beyond his/her current skills and abilities to better meet the challenges and the rigorous standards of technical schools, colleges and universities, and the work environment.

**AP/HONORS/BRITISH LITERATURE AND COMPOSITION OBJECTIVES:**

Focusing on major works, short prose, drama, and poetry, the student develops initial understanding of both the structure and the meaning of a work of literature. The student develops initial understanding of the way the form of a work of literature affects the meaning of the work and of the process of interpretation of a text. The student reads thoughtfully and purposefully, constantly checking for understanding of the author’s intent and meaning in order to determine a sound interpretation. The student writes coherent and focused texts that convey a well-defined perspective or tightly reasoned argument. The writing exhibits the student’s awareness of audience and purpose. When appropriate, the texts contain introductions, supporting evidence, and conclusions. The student regularly progresses through the stages of the writing process (e.g., prewriting, drafting, revising, and editing successive versions. The student demonstrates an understanding of listening, speaking, and viewing skills for a variety of purposes. The student observes and listens critically and responds appropriately to written and oral communication in a variety of genres and media. The student speaks in a manner that guides the listener to understand important ideas. The student uses Standard English conventions to help readers understand and follow the student’s meaning, while errors can be distracting and confusing. The student encounters a variety of informational and fictional texts in all genres and modes of discourse.

**GRADING POLICY:**

**Daily Average:**

Summative Grades (Tests/Essays/Projects) 71%

Formative Grades (Quizzes) 29%

**Final Average:**

Summative + Formative 80%

Course Final Test 20%

**FOR ESSAYS**: All essays will be graded using the High School writing rubric from the county which can be found on the district website.

**CLASSROOM EXPECTATIONS:** BE READY - BE RESPONSIBLE - BE RESPECTFUL

RULE #1: Students must be seated in their desks and ready to begin work with the bell.

RULE #2: Students must remain seated until dismissed by their instructor.

RULE #3: Students must respect others while they are speaking.

**DISCIPLINARY CONSEQUENCES:** Failure to follow policies or to comply with class expectations outlined above may result in any of the following:

- Teacher/student conference - Phone call to parent

- Teacher detention - Discipline referral to administration

**LATE WORK, MAKE-UP WORK, RECOVERY, AND TECHNOLOGY POLICY:**

This is a crucial time in your student’s life to prepare them for any post secondary responsibilities he/she might encounter in his/her future. In order to make your student competitive in the workforce, college, technology school, et cetera we must have high expectations and hold them to a more rigorous work ethic. For this reason the South Paulding High School English Department will instigate the following late work, make-up work, and technology policy for the 2015-2016 school year.

**LATE WORK POLICY:** For each day a summative assignment is late, 10 points will be deducted. Late assignments will not be accepted after 2 weeks.

**MAKE-UP POLICY**:

A student who is present and actively participates is more likely to be successful; however, if a student is absent, he/she has the number of days absent plus one day to make up assigned work. If the student does not make up the work, a zero will be given for the missed work and cannot be recovered.

**RECOVERY POLICY:**

Students will have one week from the time a graded assignment is returned to recover it. Formative assignments **cannot** be recovered. Any student wishing to recover a summative grade must have attempted the assignment AND submitted it on time. Additionally, students must attend at least one tutoring session before resubmitting any recovery work. **IMPORTANT:** The highest possible score for any recovery assignments will be an 85.

**TECHNOLOGY POLICY:**

Classroom use of cell phones, tablets, laptops, iPods, etc. is only permitted for teacher approved academic purposes.

Communication is key to student’s success. With this in mind, all a student has to do is ASK, and I will be happy to designate a time for make-up and/or recovery work. Remember, that **IT IS THE STUDENT’S RESPONSIBILITY TO COMPLETE ASSIGNMENTS BY THE DATE DUE, RECOVER WORK WITHIN THE TWO WEEK TIME PERIOD, AND/OR MAKE UP THE WORK!**

**Infinite Campus:** https://campus.paulding.k12.ga.us/campus/portal/paulding.jsp?status=portalLogoff&lang=en

**ACTIVITIES/TOPICS/UNITS:**

Upon conclusion of each Thematic Unit, students will complete a series of essays, projects, and practice Exam Questions that will enhance the students’ ability to understand the true artistry of literature as well as the structure, style, and themes of each work. Students will also illustrate the ability to recognize audience, tone, imagery, symbolism, and the use of figurative language in literature and how literature symbolizes society of the past, the present, and the future.

**WRITING ASSIGNMENTS, PROJECTS, AND OTHER ASSIGNMENTS:**

Students will write following MLA guidelines, edit (individual, instructor, and/or peer), and rewrite one of the following: A close reading, a compare and contrast essay, a literary analysis, an expository essay, literary criticism, and/or a persuasive essay. Each essay will focus on one or more of the following: theme, word choice, syntax, purpose, audience, tone, rhetoric, symbolism, and/or imagery using supporting details to convey a specific idea or meaning. Students will create one or more of the following: a photo essay, a WebQuest, a Literary Quilt, Film Storyboard, Symbolic Book Covers, CD Soundtracks/MP3 Play lists, Setting 3D Models, and/or several forms of creative writings. Each project will focus on one or more of the following: theme, symbolism, imagery, historical background, and/or literary influence.

**Writing Workshop:** Each time students write an essay outside of class, they bring a paper copy and a flash drive with the essay on it to class (final copy) for a Writing Workshop. I determine the focus and students spend a period in writing workshop "fixing" what is wrong or making better what is weak--then they take the essay home and make corrections and bring another copy the next day for assessment.

**Daily Journals:** Students will have a quick writing prompt each day at the beginning of class. All entries will be kept in a composition notebook what will stay in the classroom. A small formative grade will be given at the end of each week for content and completion.

**Major Works Data Sheet:** Groups consist of no more than six students. Each group will prepare a data sheet that highlights the work’s themes and then the significance of quotes, characters, opening scene, closing scene, historical and biographical material, and symbols to those themes. Groups will follow a prescribed four-page format.

**DIDLS:** **D**iction – examine the words for text, subtext; key words; signal words, etc. **I**mages – examine the passage for appeals to the senses-all five, not just sight. **D**etails – select words, images that identify or build claims, evidence, and tone. **L**anguage – develop a point of view that understands and uses different types and levels of language that sees language being purposely used in specific ways. **S**entence Structure – understand and use the different types of sentences; e.g. question, declarative, imperative, exclamatory; length; loose, periodic, balanced; inverted, repetitive, parallel, juxtaposed, etc. This mnemonic device is helpful for reading and writing.

**TP-CASTT: T**itle **–** ponder the title before reading the poem. **P**araphrase - translate the poem into your own words. **C**onnotation –contemplate the poem for meaning beyond the literal. Attitude – observe both the speaker’s and the poet’s attitude (tone). **S**hifts – note shifts in speakers and in attitudes. **T**itle – Examine the title again, this time on an interpretive level. **T**heme – determine what the poet is saying.

**TWIST:** **T**one-What is the author's tone? **W**ord Choice - What particular word choice may be indicative of the author's feelings? **I**magery - Is there any specific imagery or use of detail that indicates the author's attitude or evokes a particular reaction from the reader? **S**tyle - Does the author demonstrate any characteristic style that may help with interpretation? **T**heme - And, finally, what theme does the author present in his or her passage or poem? This mnemonic device is helpful when students are asked to create a thesis in response to a prompt that refers to a selection of prose or poetry. In such a case, the student is encouraged to consider the following aspects of the piece under investigation.

**Authors studied may include but are not limited to:** Selections/Authors studied may include but are not limited to: Beowulf, Chaucer, Shakespeare, Donne, More, Spenser, Jonson, Herrick, Herbert, Marlowe, Marvell, Pope, Defoe, Swift, Johnson, Robert Burns, William Blake, William Wordsworth, Samuel Taylor Coleridge, Lord Byron, Shelley, Keats, Dickens, Hardy, Kipling, Stevenson, Eliot, Wilde, Tennyson, Darwin, Bronte, Browning, Arnold, Rossetti, Joyce, Conrad, Lawrence, Thomas, Orwell, Yeats, Shaw, Auden, Eliot, Hughes, Rowling, Bishop, Woolf, Atwood.

**ACADEMIC INTEGRITY:** *Cheating is considered a serious matter. The parents of a student who has been involved in cheating will be notified and the student will receive a grade of zero for the test or evaluation period, and a grade of U in conduct.*

For this course, cheating is defined as, but is not limited to, the following acts:

1. Copying anyone’s answers to questions, exercises, study guides, class work or homework assignments
2. Taking any information verbatim from any source, including the Internet, without giving proper credit to the author, or rearranging the order of words and/or changing some words as written by the author and claiming the work as his or her own, i.e., plagiarism.
3. Looking onto another student’s paper during a test or quiz.
4. Having available any study notes or other test aids during a test or quiz without the teacher's permission.
5. Collaborating on assignments when independent work is expected.