

English 3/British Lit
Course Syllabus
2009-2010

Mrs. Sally Frederick, instructor
Email: sfrederick@ndsion.edu
School phone: 816-942-3282 ext. 1126
207 11:00-3:30

Course Description:

The literature component of English 3 introduces students to not only the literature of Great Britain, but also the historical and cultural events that influence the literature. Students will read widely, and write often in a variety of writing formats. In addition to the literature covered, the course includes vocabulary study and practice of mechanics and usage skills. Students will sharpen their skills in preparation for ACT and SAT text taking, as well as beginning the college application process with a personal essay.

Course Objectives:

- To become familiar with the periods of British literature starting with old English and continuing through the 20th and 21st centuries
- To recognize the distinguishing ideas of the major literary periods
- To explore the relationship between literature, history, and culture
- To recognize various archetypal themes or ideas that run throughout the literature
- To learn and use a variety of traditional literary terms
- To become more confident in reading adult literature
- To write in a variety of situations using a variety of writing forms and voices
- To build on writing skills introduced in English 1 and 2
- To increase both sight and personal vocabulary
- To use language and its mechanics and usage more carefully
- To learn and practice effective study skills and habits
- To edit more thoroughly and more accurately
- To gain appreciation for the power of language to influence whether in the writing of established authors or in one's own work

“Reading is to the mind what exercise is to the body.” Sir Richard Steele

“How do I know what I think, until I see what I say?” E. M. Forster

Texts:

Summer Reading:

The Curious Incident of the Dog in the Night-time – Mark Haddan

Mister Pip – Loyd Jones

Great Expectations – Charles Dickens (a movie version)

2009-2010 School Year:

Elements of Literature (a classroom set)

- Appelbaum, Stanley, Ed. English Romantic Poetry: An Anthology. New York: Dover Publications, 1996.
- Austen, Jane. Pride and Prejudice. New York: Dover Publications, 1995.
- Brooks, Geraldine. Year of Wonders. New York: Penguin, 2001.

- Chaucer, Geoffrey. Selected Canterbury Tales. New York: Dover Publications, 1994.
- Fugard, Athol. Master Harold and the Boys. New York: Penguin, 1984.
- Negri, Paul, Ed. English Victorian Poetry: An Anthology. New York: Dover Publications, 1999.
- Shakespeare, William. Macbeth. (Folger Shakespeare Library) New York: Washington Square Press, 1992.
- Shostak, Jerome. Vocabulary Workshop, New Edition Level G. Sadlier-Oxford, 2005.
- VanderMey, Randall et. al. The College Writer: A Guide to Thinking, Writing, and Researching. Boston: Houghton Mifflin Co., 2007.
- Wilde, Oscar. The Importance of Being Earnest. New York: Dover Publications, 1990.

Anglophilia – The Love of All Things British

Anglophilia is an enrichment program that includes our Jane Austen Society of Notre Dame de Sion (JASNDS) and a movie program that meets after school to watch a series of British films, most based on classic British literature or British history. Both programs are entirely voluntary. Anglophila is a less structured, more casual way of expanding our curriculum beyond the classroom.

Required Materials:

Hard-covered three-ring binder (2 inch)
 Lined, loose-leaf notebook paper (**no spirals**)
 Pencil and/or blue, black pen (**no iridescent ink**)
 Tabbed indexes
 Highlighter, note cards
 Flash drive

Binder Requirements:

The purpose of the binder is to increase your organizational skills and to keep track of handouts and papers I return. You must have your binder with you every day. Please create a tab for the following sections:

Vocabulary/ Grammar/Usage
 Literature units
 Writing handouts and notes
 Returned Assignments (optional to keep in binder but important to keep)

Expectations:

Sion is made up of a variety of communities: teams, choirs, faculty, junior class etc. Those of us who meet in room 207 are also a community, a learning community. The expectations described below are ones consistent with the policies of our school and are meant to create a friendly yet purposeful classroom.

- • • Be on time! You are expected to be in the room when the bell rings. You will be counted tardy unless you have a dated, timed, and signed pass from faculty or staff. Please stay in your seat until the dismissal bell rings.
- • • Have all class related materials:
 Textbook

3 ring binder for English

Pen or pencil/ notebook paper (**NO SPIRAL PAPER**)

- • • Expect to stay in the classroom for the entire class period. I will sign passes only for class business or emergencies. We will use the passes in your planners. Please have them with you. **You may not leave the classroom if you do not have your planner/passes.** You may not borrow a classmate's planner for this purpose.
- • • No food or drink or chewing gum. Clear water bottles are permissible; have them filled when you come to class. No passes to drinking fountain to fill bottles.
- • • Follow the school uniform policy from head to toe. My role in enforcing this policy is one I will **NOT** enjoy, yet I **WILL** enforce.
- • • Manners are the lubricant that smoothes the functioning of any group:
Raise your hand and be recognized before speaking.
All opinions are welcome. Treat differing viewpoints with respect.
You are expected to participate: speak, listen, and pay attention.
Stay in your seat during class discussions or teacher lecture.
When class is "in session", do not talk with classmates.
- • • Reserve the class period you spend with Mrs. Frederick for English. I will silently collect any other class work you may be working on and place on my desk. You can collect from me at the end of the hour or forfeit that work. I will autograph these for your other teacher.
- • • Respect the deadlines for assignments. If you are absent, check my web page for your work or your assignment sheet. Work should be completed within one week of your return to school, or it is unacceptable. I will follow the English department's policy of assigning reduced credit for late work.

Late Policy

Late work due to absence:

- • • Assignments that were due the day on which the student was absent will be due the day the student returns to school. A letter grade will be deducted for **each day** the assignment is late.
- • • Make-up work (work missed because of absence) must be completed according to the time frame explained in your school handbook. Once we have taken a test over material, no homework associated with that material will be accepted and these missing scores **will be recorded as an incomplete which is zero points.** Work that is put off becomes problematic for both teacher and student.

Other late work:

- • • Assignments not turned in when the instructor collects the papers and the student is present will be reduced by one letter grade for each day the assignment is late. If the assignment is evaluated as a B, a C will be recorded, etc. No late vocabulary work will be accepted after you have taken the quiz.

Acceptable excuses for late work without deduction: **death in the family and extended illness.**

Computer issues are inexcusable unless you have had a total system meltdown and a parent can confirm it over the phone. Most "computer disaster" excuses are usually due to file mismanagement on the student's part. To avoid this, read the following carefully.

When working on your computer, **save your document every five minutes**, pay attention to **WHERE** (which directory or folder) on your hard drive you are saving, and back up your work. To stay organized, create a folder on your hard drive for English assignments.

If you are not able to print your work at home for any reason, **save the work** to a **flash** or **zip** drive to bring your work to school. You can use this device in the computer lab to **print it out BEFORE you come to class. Printing essays in class is not permitted.** Also, do not send me your essay via email and expect me to print for you. If you are having printer difficulties, save to a zip or flash drive or **send** email to your own person's sign and print from there **BEFORE YOU COME TO CLASS.**

Extra Time and Other Special Accommodations

If you have been diagnosed with a learning disability, ADD/ADHD, or any other disorder that might affect your performance in this class, please make an appointment with me as early as possible so that we can discuss accommodations and strategies. I will be meeting with your counselor as well, but hearing from YOU about your own learning history is more meaningful and helpful than hearing about it from a third party.

If you have documentation that allows for extra time on exams and in-class essay, you must arrange in advance to take the exam after school the day the exam is given. Missing part or all of your next class because of the extra time you require for your English exam can put you at a disadvantage in the class you are missing. If I can divide the test into sections, I will. I will give you only as much as you can complete within the class period, and you must come in after school to complete. If I cannot divide such a test or assignment, YOU MUST come in after school to complete the work.

Oops Passes or Personal Business Passes

I understand that we all could use a few breaks. The Oops Pass provides you this sort of opportunity. You can present one of the 3 semester passes for the following ONLY:

- • • Turning in an assignment **one day late** (staple pass to assignment) Two days late = 2 passes etc.
- • • Arriving late to class (within 5 minutes) without a signed pass from another teacher

Passes will not be replaced if lost. Unused passes will be rewarded at the end of the semester.

Plagiarism:

Plagiarism is a type of cheating where a student presents the work of another as her own. In high school English classes this can include, but is not limited to, **copying home work assignments** or **reproducing a piece of text** (whether in whole or in part) word for word and **presenting it as your own.** Failure to cite information as required by academic style can also result in plagiarism. Changing several words or rearranging sentence structure does not reduce the charge of plagiarism. **You may be asked to provide resource materials used if your text is in question.**

Any instance of plagiarism will result in a non-negotiable zero on the assignment or rubric and a conference with your parents and the academic dean about further disciplinary action. Please remember that integrity is difficult to regain once tarnished.

Course Framework

Weeks 1-2 Summer Reading

We will cover the summer reading assignments.

The Curious Incident of the Dog in the Night-time – Mark Haddon

We will explore the worlds of the fictional Christopher Boone, as well as the real life Daniel Tammet, Kim Peek, and Sue Rubin for better understanding of our own.

Mister Pip– Loyd Jones Like Christopher, Matilda lives in a world of her own. However her isolation is caused by a blockade of her island home, Bougainvillea during civil war (see post on my faculty page). Also, like Christopher, Matilda is given expectations in her life by Mr. Watts, a teacher who uses Dickens' classic, Great Expectations, as his text.

A **reading check** over Curious Incident. . . is scheduled for Friday August 21st: objective questions centering on Christopher. Reading checks over Mr. Pip and the movie version of Great Expectations will follow next week.

Week 3- Vocabulary and Mechanics

Introduction to our vocabulary study plus some mechanics expectations and review.

Weeks 4-5 Old English

“The Anglo Saxons” handout or presentation

Beowulf handout

“Warrior Culture” handout

Concepts: epic poetry, loyal dependency, pagan/Christian split, invade and conquer, Celts, Brits, Druid

Literary Concepts: epic, kenning, caesura, iamb

Unit test

Personal essay

Weeks 6-10 Middle Ages

“The Middle Ages” handout or presentation

Selected Canterbury Tales – Geoffrey Chaucer paperback

“Prologue”

“Pardoner’s Tale” and “Wife of Bath’s Tale”

Sir Gawain and the Green Knight - handout

“Le Morte D’Arthur” Sir Thomas Malory - handout

“Le Morte D’Arthur” William Wordsworth - handout

“Le Belle Dame Sans Merci” John Keats - handout

Concepts: English social structure, satire/irony, courtly love, chivalry, romance

Literary terms: iambic pentameter, irony, satire, exemplum, archetype, direct/indirect characterization

Selection and Unit tests

project

Weeks 11-13 Renaissance

“Renaissance” - handout or presentation

“Death Be Not Proud” John Donne - handout

Macbeth– William Shakespeare paperback text

Concepts: Macbeth as history

Macbeth as drama – exposition, conflict, characterization, rising action, climax

Macbeth as literature theme, motif, symbol

Macbeth as humankind (characterization)

Macbeth as political (the nature of power and rule)

Project: Imagery or Theme Class Presentation: thesis, text support, visual, modern correlation, oral presentation

King James Bible – selection of your choice You must find the selection and be prepared to write about it. (optional)

Concepts: great chain of being, loyal dependency, Renaissance man (Sionian woman ☺)

Literary terms: iambic pentameter, irony, theme, motif, symbol, exposition, conflict, rising action, climax, falling action, resolution

Unit test

Creative writing – parody

Weeks 14-15 Enlightenment or Restoration

The Year of Wonders – Geraldine Brooks

“Restoration” handout or presentation

England reacts to Oliver Cromwell and Puritanism (think The Crucible)

Concepts: How does the novel incorporate concepts that have made up our 1st semester studies: role of women, supernatural and the occult, religion, English social structures, etc.

Week 16 – Introduction to Jane Austen

Introduction to Austen

Introduce Pride and Prejudice – Jane Austen paperback Winter break reading assignment.

Week 17 – Review and Finals

Review Day/Semester Exams

Vocabulary: Units 1-7 vocabulary lessons from Vocabulary Workshop, New Edition Level G

Quizzes: 9/4 9/18 10/2 10/16 10/30 11/13 12/4

Mechanics and Usage skills – Reviewing phrases, clauses, and sentence structure and agreement, especially pronoun. Edits: We will practice standard usage and mechanics skill by editing sentences composed by the teacher to illustrate these rules.

Second Semester

Weeks 1-5 Jane Austen’s World “Janeuary”

“Classical and Restoration England” - Review the major ideas of this era from first semester
Pride and Prejudice – Jane Austen

Concepts: entail, English social class, marriage customs, an accomplished woman

Literary terms: characterization, irony

Unit and selection test

Personal essay – contemporary civility and social status

Jane Austen Society of North America (enrichment) Emma, calling cards, tea, courtesy, accomplished women

Weeks 6-9 Romantic Poetry

English Romanticism, an introduction handout

English Romantic Poetry: An Anthology - Stanley Appelbaum, Ed. paperback

William Blake – “Songs of Innocence and Experience”, “London”; William Wordsworth, “. . . Tintern Abbey”, “I Wandered Lonely as a Cloud”, “. . . Westminster Bridge”; Samuel Taylor Coleridge “Rime of the Ancient Mariner”; This list is not inclusive and can change.

Concepts: French Revolution, organized innocence, spot of time, Lyrical Ballads, willing suspension of disbelief

Literary terms; imagery, symbol, rhyme, rhythm, speaker, narrative, lyric, sonnet, metaphor, simile, personification,

Selection tests

Weeks 11-13 - Victorian Poetry

”An introduction to Victorian England” - handout

English Victorian Poetry: An Anthology - Paul Negri, Ed. - paperback

Alfred, Lord Tennyson, “The Lady of Shalot”, “Morte d’Arthur”, “Ulysses”; Robert Browning, “My Last Duchess” “Porphyria’s Lover”; Elizabeth Barrett Browning, “Sonnets. . .”; Matthew Arnold, “Dover Beach” Thomas Hardy “Darkling Thrush” This list is not inclusive and can change.

Concepts: “Poets are the unacknowledged legislators of the world”, Industrial Revolution, growth of the urban center, social stability

Literary terms: imagery, symbol, rhyme, rhythm, speaker, narrative, lyric, sonnet, metaphor, simile, personification, dramatic monologue

Selection tests

Resume/college essay

Week 14 - Victorian Drama

The Importance of Being Earnest – Oscar Wilde paperback

Read play and view film

Concepts: Victorian obsession with decorum, gentility and social class

Literary terms: wit, epigram, irony, satire, farce

Weeks 15-17 - 20th –21st Centuries

“Introduction to the Modern England” handout/lecture

English Colonialism

Master Harold and the Boys Athol Fugard paperback

The burden of the system on the individual – trust and betrayal

Concepts: colony, imperialism, apartheid,
Literary terms: extended metaphor

Short Story Unit: To be chosen from: Saki, “Sredni Vashtar”; James Joyce, “Araby”; Elizabeth Bowen, “The Demon Lover”; Frank O’Connor, “My Oedipus Complex”; Katherine Mansfield, “Miss Brill”
Poetry: “The Hollow Men” T. S. Elliott, “Unknown Citizen” , Musee Beaux Arts W. H. Auden These will be handouts.

Concepts: alienation, anti-hero, psychological literature
Literary terms: point of view, criteria

Week 18 – Review and Finals

Review Day/Semester Exams

Vocabulary - Units 8-15 vocabulary lessons from Vocabulary Workshop, New Edition Level G
Quizzes: 1/15 1/29 2/12 2/16 3/12 4/2 4/16 4/30

Mechanics and Usage skills – Continuing phrases, clauses, and sentence structure and agreement, especially pronoun, hyphen, colon. Edits: We will practice standard usage and mechanics skill by editing sentences composed by the teacher to illustrate these rules. Good practice for taking ACT and SAT.