Course Name: British Literature (Brit Lit)
Course Number: ENG 335
Teacher Name(s): Jesse McDowell

Course Description:

British Literature incorporates both a thematic and chronological approach as it surveys the literature of Great Britain and its colonies. Readings will span the Anglo-Saxons to the early 20th century to focus on the evolution of British literature. Readings include Beowulf, *The Canterbury Tales*, Shakespeare's *Othello*, *Frankenstein*, *Brave New World* and numerous other pieces including short stories and poetry. Alignment to the Iowa Core Curriculum: Instruction, learning, and assessment are built primarily on the 11-12th grade-band expectations of the Iowa Core Reading, and Speaking and Listening Strands.

Iowa Core Standards:

Standard 1: Reading Strand - Literature
Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.
Standard 2: Reading Strand – Informational Text
Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.
Standard 3: Writing
Students will routinely write to learn and to communicate for a range of tasks, purposes, and audiences.
Standard 4: Speaking and Listening
Students will participate effectively in a range of rich, structured conversations, collaborations, and presentations.
Standard 5: Language
Students will apply knowledge of the English language and its conventions when reading, writing, speaking and listening.

Assessment:

I will provide a variety of assessments during the course—quizzes, small and large-group discussions, journal responses, essays, projects and presentations, and a semester exam. We will look at assessment as a means of determining learning mastery. My goal is for students to become adept as self-assessment during the learning acquisition. Final assessments for units and the semester test will focus on application of acquired understanding. Learning will occur in an environment that encourages risk-taking and exploration. Students will be aware of expected learning goals and be involved in setting individual target goals. We will work together to determine assessment methods and weights. A letter grade will be awarded based on the percentage of total points earned in the class.

Content: (See course outline at the end of this document.)

Reading: short stories, drama, poetry, nonfiction, informational texts, novels
Writing: analytical writing, poetry, and journaling
Speaking and Listening: pair-share, small-group discussion, large-class discussion, presentations
Language: etymological mini lessons, appropriate grammar, usage, and mechanics application

Instructional Strategies:

Students will set learning goals and work collaboratively with peers to:
   o   Investigate concepts
   o   Discuss thinking
   o   Propose products and processes
   o   Communicate understanding
I will facilitate the learning environment, which will consist of some direct instruction, online work through Canvas (an online learning management system/learning platform), individual and corporate research, and

opportunities for verbal and written communication. Periodically students will be expected to prepare for learning at home. This may entail watching a short video; reading an article, essay, poem, short story, or section of text; and/or participating in an online discussion. The following day in class will be spent in individual or small-group learning stations. It is my goal to help your student become an independent critical thinker.

Resources:
Text: *British Literature* (Glencoe) and various novels
Class website: **https://dubuque.instructure.com**
Students are expected to maintain online coursework. Students can check out tablets and mobile hotspots in the library should they need access to technology at home.

Academic/Behavioral Expectations:
Students are expected to follow the expectations outlined in the student handbook. In addition, I'd like to emphasize:

A) Respect
The most important expectations for one to follow during class are to conduct oneself towards others with *honesty* and *respect*. As a teacher, I set the same expectations for myself. If we can do this as a class, we will avoid many difficulties or dilemmas.

B) Effective Communication
Communication and forward thinking will help all of us to understand each other more. Simply, I ask that you communicate needs or accommodations as they arise, and be open about your progress in the class and things that I need to do better. I am learning and improving with the rest of you!

Additionally, you will not always agree with everyone, and that is OK. During open discussions (but not as a disruption), each person has the right to express a point of view for the sake of discussion or consideration. Addressing the content of one's argument is acceptable, but personal attacks are not. Separation between a speaker and the ideas they express will be necessary; for the sake of exploration and risk taking, you may be asked to speak from a point of view that is not your own, and respond to others who are doing the same.

C) Consequences and our Learning Environment
I want what is best for all of you, and what is best for all of our learning. Sometimes, behaviors get in the way of this, and when they do, I will stop them. However, sometimes it is best for everyone if I wait until after class to avoid disruption or embarrassment and maximize mutual understanding.

D) Late and Make-up Work
Students have 48 hours for each day absent to make up missed work. Students are responsible to find out what work they have missed and gather the resources to complete that work, and should come before school or during my office hours on the day they return. Students absent on due dates are expected to turn in the work the day they return. Additionally, students absent on the day of a test are expected to review the materials using our learning management system and take the test on the day of their return. Late work without a prior arrangement will result in loss of points on the final score.

Student work that I do not receive on the due date will be entered as a "0." This is for communication purposes only. This score will be replaced with "Collected" upon receipt of the work, and the final score after it is assessed.

E) Technology
My classroom will be a hands-on-technology zone. Students will often have access to laptops. They may use their smart phones as learning tools. Additionally, students are expected to abide by the updated district Responsible Use Policy and should avoid technological distractions during class.

Student IDs: Per District expectation, high school students are expected to wear their student ID while at school at all times. In this classroom, you will be expected to wear your student ID. Infractions of this expectation will result in one of the following consequences: teacher/student conference, parent contact, and/or office intervention.

Grading Plan:
I will follow the grading scale set forth in the student planner.

Plagiarism Guidelines:

The Hempstead Policy on cheating located on p.19 of the student agenda, states: "Students are expected to do their own schoolwork. Cheating by looking at another student's schoolwork, copying others' work, copying from other sources or similar cheating is not tolerated. In addition to the discipline outlined in this planner, **discipline may include the loss of class credit and failing grade**." In English courses, the consequences for incidental plagiarism (i.e., using a key phrase from another text without using quotation marks) will be decided by the classroom teacher. In the event that a student chooses to blatantly plagiarize (i.e., cutting and pasting entire documents or significant portions of documents), the Hempstead English teachers will institute the following specific consequences:
British Literature: 0% on plagiarized piece; the student may also risk loss of credit and failing grade for both quarter and semester.

Communication Plan:
Phone: (563) 552-5180
E-mail: jmcdowell@dbqschools.org
School website: www.hempstead.dbqschools.org
Office Hours**:** 7:00-7:30 AM**,** Period 1 or by appointment in Eng/SS office

British Literature Course Outline ***

Culture
- American vs. British Culture
- British Humor

The Restoration and the Eighteenth Century
- *The Importance of Being Earnest*
- Social Satire text excerpts
- *Pride and Prejudice*
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Anglo-Saxons & Middle Ages
- Background research
- Cain and Abel
- *Beowulf* excerpts
- Gardener's *Grendel*
- "The Seafarer" & "Nine Sea Monsters"
- Excerpts from *Le Morte d' Arthur*
- Clips from *Monty Python and the Holy Grail* (film)
- Chaucer's Prologue and selected tales from *The Canterbury Tales*

The Renaissance
- *Othello*
- Sonnets
- Excerpts from *Pilgrim's Progress*

The Romantic Period
- Romantic poetry
- "The Rhyme of the Ancient Mariner"
- Excerpts from *Paradise Lost*
- *Frankenstein*
- *Young Frankenstein* (film)
- Victorian poetry
- *Alice's Adventures in Wonderland*

The Twentieth Century to the Present
- "The Hollow Men"
- *Brave New World*

Final Investigative Unit: Exploring additional British Literature
      Assessment: Group Presentation on selected work

***This outline is subject to change at the instructor's discretion. Some of these texts will comprise the final investigative unit, and will not be read by all students.