

British Literature

Mrs. Dianne Koch

Room: A-226

Email: dkoch@dbqschools.org

Class Website: Canvas at <https://dubuque.instructure.com/courses/7205>

Availability: 7-7:35 a.m. and 2:20-2:45 p.m.

“It is the mark of an educated mind to be able to entertain a thought without accepting it.”

–Aristotle

We are committed to providing your student with a well-rounded/diverse educational experience, involving a wide variety of topics and relevant social issues encountered in our pluralistic society. In our classrooms, all opinions are valued and critical thinking is expected. The focus of instruction is centered on both the Dubuque Community School District and Iowa State Standards.

Parents and/or guardians are welcome/encouraged to read, view, and discuss material with their student.

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 *King Lear*, *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.

Course Objectives: At the end of the course, the student will be able to:

- Appreciate the relevance of literature to life.
 - Recognize the extent to which literature reflects cultural growth and change.
 - Demonstrate, through written and oral expression, an understanding of the non-American cultures of the world.
 - Appreciate not only the cultural differences but also likenesses through the best mirror possible—the literature of a people.
 - Recognize the growth and development of various literary genres.
 - Approach a literary work with sharpened analytical skills.
 - Write an organized, coherent, and specific analysis of a literary work.
 - More fully enjoy reading and discussing literary classics.
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- **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.
 - **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.
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- **Materials:** You will be responsible for bringing the following supplies to class each day: paper, pen and pencil, binder with dividers, book, agenda, and completed homework.

Units of Study & Major Texts:

- I. Songs of Ancient Heroes - *Beowulf* (Anonymous) and Anglo-Saxon Ballads
- II. Medieval Ages – *The Canterbury Tales* (Chaucer)
- III. Renaissance/*Macbeth* or *King Lear* (Shakespeare)
- IV. 17th and 18th Century non-fiction

- V. The Romantic period poetry/*Pride and Prejudice* (Austen)
- VI. The Victorian period poetry
- VII. Modern and Postmodern Literature novel, short stories, drama, poetry/
Pygmalion (Shaw) / *A Passage to India* (Forster)/*Brave New World* (Huxley)

Activities: A variety of teaching techniques and strategies will be used to address various learning styles: lecture, small and large group discussion and activities, role-playing, individual student projects or reports, technology activities, recordings, websites, videos, films, and music.

Assessment: The following methods will be used to determine student achievement: Study guides, reading check quizzes, journal responses, presentations/ reports, small and large group discussions, web quests, Socratic Circles, roleplaying, various formal writing assignments, timed essay writing, and unit tests (objective and essay).

Expectations: I expect respectful, cooperative, and appropriate classroom behavior at all times. Furthermore, you are to be punctual, prepared, and productive in class. No food or drink in the classroom other than water bottles. Cell phones are not to be used in class unless asked for by the teacher.

Tardies and dismissal: You are to be in your seat when the bell rings and stay seated until you are excused. After four tardies, you will be subject to disciplinary procedures.

Make-up work: This is your responsibility in case of an absence. Due dates will vary based on the length of absence. Homework is due within two days of a short absence and three days of a long absence. Consult the class calendar for homework or ask me if you are unsure of the assignment details.

Tests or quizzes: Tests will be taken on test days as announced. If you are absent, you will take the test within two days if the absence was short, or within three days if the absence was long. Again, consult with me for a test make-up date. This is YOUR responsibility, not mine.

Grades: Assignments will be weighted according to their importance. Longer tests and essays will obviously carry more weight than shorter and easier assignments. Quizzes and short assignments will also factor in with class participation. Late assignments will receive half credit and may be turned in up to a week late.

Grading scale: A=90-100% B=80-89% C=70-79 D=60-69% F=59 and below



