

Honors British Literature Syllabus

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Bishop Montgomery High School

Course Description

This year-long honors course is a survey of British literature from the Anglo-Saxons to the present day, emphasizing a study of major literary works and periods through critical formalist readings, through an understanding of historical and cultural context, and through the lenses of various literary theories. As accelerated students in a college-preparatory class, students are expected to independently read and complete assignments on seven novels as well as *The Heart of Darkness*, come to class with the level of preparation required for a seminar course, incorporate research into two presentations, one historical research paper, and one critical analysis of a poet's work, and continue to develop their writing through vocabulary work, a refined understanding of literary terms, and various timed and process papers.

Classroom Rules

Failing to adhere to classroom rules will result in a violation

1. Show respect for me, your fellow students, and yourself at all times
2. Be sitting in your seat when the bell rings and remain in your seat until the closing bell rings
3. Bring necessary texts and supplies to class every day
4. Use your time in class wisely and productively
5. Do not turn in work that is not entirely your own
6. Follow all rules outlined in the BMHS handbook

Academic Honesty

Students are expected to do their own work. Any student caught copying from another student, allowing another student to copy from him/her, or appearing to do either will face the consequences outlined in the BMHS handbook.

The *BMHS Student Handbook* defines plagiarism as: "The copying of three or more words in succession from any source other than yourself."¹ It goes on to include paraphrasing in its description. Plagiarism—the act of passing someone else's work, words, or even *ideas* off as your own—is cheating and will be punished as such. To avoid plagiarism, always cite where you found your information, even if you put it into your own words. All major assignments will be checked for plagiarism by turnitin.com. The class password for turnitin.com is _____.

Required Materials

You must bring your notebook, writing utensils, vocabulary book, and the book we are currently studying to class each day.

Books

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| ✦ <i>Literature and Language Arts: The British Tradition</i> | ✦ <i>She Stoops to Conquer</i> , Oliver Goldsmith |
| ✦ <i>Vocabulary for the College Bound</i> | ✦ <i>Hamlet</i> , William Shakespeare |
| ✦ <i>Pride and Prejudice</i> , Jane Austen | ✦ <i>Heart of Darkness</i> , Joseph Conrad |
| ✦ <i>Great Expectations</i> , Charles Dickens | ✦ <i>Arms and the Man</i> , George Bernard Shaw |
| | ✦ Seven Independent Reading Books |

¹ *BMHS Student Handbook: 2011-2012*. (Bellingham, WA: CPSIA: Premier Agendas Inc., 2011.) 13.

Other Materials

- Single subject notebook or one-inch binder
 - Notebook checks will occur at random throughout the year. The first notebook check, worth fifteen points, will occur **Tuesday, September 2nd**.
- Several black or blue pens, red pens, #2 pencils (preferably mechanical), and a highlighter
- Post-its (if you are unable to write in your books)

Grading Policies

Within the first few weeks of school, grades for all courses will be available on Aeries. Students and parents will receive information regarding access to grades as soon as possible.

- Writing will be graded according to rubrics (see attached example) that consider content, structure, style, and grammar.
- **Any assignments turned in without its author's name will be docked five points.**

Homework

- The weekly homework schedule will be posted in class and online.
- All written homework should be typed, double-spaced, with 12-point Times New Roman font and one-inch margins.

Participation

- At the beginning of the semester, all students begin with 40 out of 50 possible participation points (an 80% or a "B-" in participation).

Assignment Type	Worth
Homework, Class Work, and Reading Quizzes	25%
Projects, Papers, and Presentations	30%
Tests (Vocabulary and Unit Exams)	20%
Semester Final	15%
Participation	10%

Earn participation points by:

- Participating in group and class discussions
- Staying on task
- Taking good notes

Lose participation points by:

- Coming to class without your required materials
- Disrupting class

Late Work Policy

- Homework is due *at the beginning of class*.
- **Computer and/or printer problems are not an acceptable excuse for late work.** Email homework to a friend and have him/her print it for you. Use the school computer lab. Be sure to frequently save your work. If some sort of traumatic and unavoidable computer emergency occurs, contact me **as soon as possible** and **not** the day the assignment is due.
- You are responsible for making up late work. I will not remind you.
- If you turn homework in a day late, it will automatically be docked 20% of its total worth.
 - A small 10 point assignment will earn, at most, 8 points
 - A 50 point essay will earn, at most, 40 points.
- If you turn in homework two days after it is due, it will be docked 50% of its total worth.
 - The 10 point assignment will earn, at most, 5 points
 - The 50 point essay will earn, at most, 25 points.
- Assignments turned in over two days after their due date will not be scored and will earn no points.
- **Due to this generous late work policy, there will be no excused late work.**

Highest Possible
Scores for Late Work:

1 Day Late:	80%
2 Days Late:	50%
3 Days Late:	0%

Absences and Late Work

- If your absence is unexcused, you may **not** make up your work.
- If you have an excused absence, it is your responsibility to find out from me or your classmates what you missed and to make up your work.
 - If, due to an extracurricular activity, you anticipate missing my class, you must discuss making up your work with me **before** your absence.
 - **If you are absent, you must contact a classmate and be caught up with reading assignments prior to your return.**
- Allowances may be made for extraordinary circumstances.

Fall Outline and Project Due Dates

8/21-8/22	Introductions, Syllabus, 100 Things I Love, Discuss Summer Reading
8/25-8/29	Summer Reading Exam (Scantron) 8/25, Summer In-Class Essay 8/26, , Sign up for first novel on 8/27, Introduce Seminars, Seminar sign ups 8/29
9/2-9/5	Anglo-Saxon Literature, Research Paper introduced, Research Question and Working Outline Due on 9/5
9/8-9/12	Seminars Begin (and continue all semester), Anglo-Saxon Literature, <i>Beowulf</i>
9/15-9/19	Anglo Saxon Literature
9/22-9/26	Medieval Literature, Sign up for second novel 9/26, Thesis and Revised Working Outline Due 9/27, Grading Period ends 9/26
9/29-10/3	Annotated Bibliography Due on 9/30, Medieval Literature, <i>Canterbury Tales</i> presentations
10/6-10/10	Thesis and Revised Working Outline due 10/7, Exam on Anglo-Saxon and Medieval Literature, Modern Pilgrim
10/14-10/17	Renaissance Literature, <i>Macbeth</i> , Sign up for third novel 10/17, Novel 1 & 2 Interview Due 10/17,
10/20-10/24	Renaissance Literature, <i>Macbeth</i>
10/27-10/31	Renaissance Literature, <i>Macbeth</i> , Research Paper Rough Draft Due 10/31
11/3-11/7	Begin Seventeenth Century Literature, Grading Period Ends 11/7
11/10-11/14	Seventeenth Century Literature, Itinerary Project Due 11/14, Sign up for fourth novel 11/14
11/17-11/21	Research Paper Final Draft due 11/17, Renaissance and Seventeenth Century Exam, Begin Restoration Literature
11/24-11/26	Restoration Literature, <i>She Stoops to Conquer</i> Reading Exam 11/25
12/1-12/5	Restoration Literature
12/8-12/12	Restoration Literature, Fourth Novel Essay Due on 12/11, Study for Final
12/15-12/17	Final Exams

Contacting Me

- Please feel free to contact me with questions or concerns.
- The best way for students and parents to contact me is through my email address, **tmcdorman@bmhs-la.org**.
 - Please include a descriptive subject (ie: “Our H Brit Lit Assignment” or “A question about Browning”) so that I do not mistakenly delete your email.
 - Sign your full name at the end of your email.
- Parents may also contact me through Bishop Montgomery: 310-540-2021

I reserve the right to make changes to this syllabus. If I do make policy changes, I will immediately inform my students.

Sample Essay Rubric

Student Name: _____

Score: _____ /100

CATEGORY	Excellent = 10	Good = 8	Satisfactory = 6	Poor = 4
Introduction (Organization)	The introduction is inviting, states the main topic and preview s the structure of the paper.	The introduction clearly states the main topic and preview s the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Thesis (Content)	There is one clear, well-focused thesis. The argument stands out and is supported by detailed information.	The thesis states the main idea of the essay but does not form the basis for an argument.	Thesis is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Support for Topic (Content)	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.
Accuracy of Facts (Content)	All supportive facts are reported accurately.	Almost all supportive facts are reported accurately.	Most supportive facts are reported accurately.	NO facts are reported OR most are inaccurately reported.
Sequencing (Organization)	Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader.	Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
Conclusion (Organization)	The conclusion is strong and leaves the reader with a feeling that he/she understands the writer's argument.	The conclusion is recognizable and ties up almost all the loose ends.	The conclusion is recognizable, but does not tie up several loose ends.	There is no clear conclusion, the paper just ends.
Flow & Rhythm (Sentence Fluency)	All sentences sound natural and are easy-on-the-ear when read aloud. Each sentence is clear and has an obvious emphasis.	Almost all sentences sound natural and are easy-on-the-ear when read aloud, but 1 or 2 are stiff and awkward or difficult to understand.	Most sentences sound natural and are easy-on-the-ear when read aloud, but several are stiff and awkward or are difficult to understand.	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive, or difficult to understand.
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.

Capitalization & Punctuation (Conventions)	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow .	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow .
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