

English 12B: British Literature

Syllabus

Course Central Motif: The Influence of Environment on Literature

Students will examine both nonfiction and fiction texts written in England, examining how the environment of the authors influenced what they wrote. Throughout the course, students will learn about the geographical, political, religious, and other elements that affected the authors and what they wrote. Students will look at the influence on different genres of literature including: poetry, prose, plays, essays, etc.

Students will think about these essential questions as they continue through the course:

1. What is the relationship between literature and place?
2. How does literature shape or reflect society? How does society shape or reflect literature?
3. What is the relationship of the writer to tradition?

These essential questions as well as the central motif will be revisited throughout the course. Students are expected to think about these questions as they respond to all of their assignments and participate in the discussions.

Reading Material:

There is no required textbook for this course. All reading material can be downloaded or read online, and links are provided. Students who wish to read hard-copy versions of the material can go to their local library to borrow it.

Course Project:

At the **end of the course**, students will be completing a multimedia project where they will be creating a portfolio for one of the authors studied. Students should read through the project guidelines and work on the project throughout the course, to submit at the end of the course.

Literary Movements and Genres

Students will examine the following literary movements and genres in England:

- Romantic Poetry and Fiction
- Victorian Poetry and Fiction
- Modern and Postmodern Poetry, Fiction, and Nonfiction

Each literary movement and genre will require students to refine his/her skills in reading, writing, listening, and speaking. All units require students to do research about the environment of the authors. Students will also analyze key texts from the period in order to master common core standards. Each literary movement will require literary analysis and writing in order to provide practice for students to master common core standards.

Students will receive feedback from the teacher on submitted general assignments as soon as the teacher can review their work. Students are encouraged to ask the teacher questions via email.

Reading Quizzes

Every unit has a reading quiz with basic questions about the reading selections. Students must read the required selections and take the quiz before continuing on to complete the assignments for the unit. It is advised that students review the unit's lectures and assignments before taking the quiz to become more familiar with the reading material.

Background Research

Students will be required to do research about a particular subject relating to each unit's theme. Research can be done with traditional books as well as online, but all sources must be properly cited according to MLA standards.

Unit Assignments

Each unit has a group of assignments for students to work on towards their understanding of common core standards in relation to the reading assignments. Questions require students to analyze the literature read in that unit.

Vocabulary & Grammar

In this course students will be studying punctuation. Students will explore the rules for each punctuation mark throughout the first 7 units, completing worksheets in each unit, and then there will be a final using the skills learned in the 8th unit.

Writing Workshops and Unit Assessments

Each unit has a Writing Workshop, where you will learn how to write for a specific audience in a certain style. The workshops will prepare you to complete the unit's Assessment, which uses the writing style learned in the Workshop to show a deeper understanding of the literature of that unit and mastery of common core standards. Unit Assessments should be final drafts when they are submitted.

Threaded Discussions

Each unit has at least two topics for discussion. Students should respond to each topic in a well-thought and supported response. Discussions can not be one sided. Students must respond to at least two of their classmates' posts (some topics may ask you to respond to more than two). This is your class participation grade.

Midterm

At the end of the 4th unit, there is a Midterm. This midterm shows the student's understanding of the literature from the first four units.

Finals

Unit 8 in this course is the finals. There are reading selection and then a 4-part final. All four parts must be completed. Please read the directions for each final, as they are all different. The finals reflect what students have learned throughout the course and show over-all mastery of all common core standards covered in this course.

Course Expectations:

- Students will spend a minimum of 10 – 15 hours per week working on course work.
- Students will contact teacher through the course via **e-mail** with all content questions/concerns prior to turning in assessments.
- Students are responsible for reading the Class Announcements for teacher clarification and/or additional tasks.
- Students **must follow proper MLA guidelines and rules of grammar** with **all** responses. Since this is an online course, where many responses are posted for other students to see, students need to treat each assessment as a formal academic assessment. This means that proofreading is important before posting/submitted assignments.
- Students will participate in the course with academic integrity. **Plagiarism** is when a student copies, lifts, steals another individual's ideas or work either intentionally or unintentionally and passes it off as his or her own. This means that students must use proper in text citations when paraphrasing and using quotations. See MLA link on course home page for additional guidance to avoid plagiarism. **Note:** All essays are submitted through turnitin.com, a tool to check on sources and catch plagiarism.

Course Outline

Unit	Activities
Unit 1: Romantic Poetry	Read Burns ("To a Mouse" and "To a Louse"), Blake ("The Lamb" and "The Tyger"), Wordsworth ("The World is Too Much With Us" and "I Wondered Lonely As a Cloud"), Coleridge ("Kubla Khan"), Byron ("She Walks in Beauty"), Shelley ("Ozymandais" and "To a Skylark"), and Keats ("When I Have Fears that I May Cease to Be", "Ode to a Nightingale," and "Ode on a Grecian Urn") Review Lectures about Romantic Poetry, Imagery, Keats, Literary Context and Figurative Language, Ode, Paraphrasing, Poetic Sound Devices, Questioning, Robert Burns and Dialect, Romantic Art and

	<p>Poetry, Symbols and Visuals, The Shelleys, William Blake, and Wordsworth</p> <p>Take Reading Quiz</p> <p>Do Background Research PowerPoint presentation about Romantic Era poets</p> <p>Complete Unit Assignments</p> <p>Complete Vocabulary & Grammar assignment on Punctuation</p> <p>Complete Writing Workshop about Romantic style poetry and analysis</p> <p>Complete analytical essay Unit Assessment</p> <p>Participate in Threaded Discussions</p>
<p>Unit 2: Romantic Fiction</p>	<p>Read Mary Wollstonecraft Shelley's <i>Frankenstein</i></p> <p>Review Lectures about Frankenstein and Gothic Romanticism</p> <p>Take Reading quizzes</p> <p>Do Background Research about controversial historical figures</p> <p>Complete Unit Assignments</p> <p>Complete Vocabulary & Grammar assignment on the comma</p> <p>Complete Writing Workshop on Expository Literature Essay</p> <p>Complete Unit Assessment by writing an expository essay about <i>Frankenstein</i></p> <p>Participate in Threaded Discussions</p>
<p>Unit 3: Victorian Poetry</p>	<p>Read poetry by Tennyson ("The Lady of Shalott"), R. Browning ("My Last Duchess" and "Porphyria's Lover"), E. Browning (Sonnet 43), Brontë ("Remembrance"), Hardy ("Ah, Are You Digging on My Grave"), and Housman ("To an Athlete Dying Young" and "When I Was One-and-Twenty")</p> <p>Review Lectures about Victorian Poetry; Applying Biography and Background; Dramatic Monologue; Housman; Rhythm, Meter, and Poetic Sound Elements, Stanzas and Irony; The Brownings; The Speaker in Poetry</p> <p>Take Reading quiz</p> <p>Do Background Research and create a PowerPoint presentation about Victorian poets</p> <p>Complete Unit Assignments</p> <p>Complete Vocabulary & Grammar assignment about the semicolon and colon</p>

	<p>Complete Writing Workshop about Expository Compare/Contrast essay</p> <p>Complete Unit Assessment by writing a compare/contrast essay between the Romantic and Victorian era poetry</p> <p>Participate in Threaded Discussions</p>
<p>Unit 4: Victorian Fiction</p>	<p>Read <i>The Importance of Being Earnest</i> by Oscar Wilde</p> <p>Review Lectures about <i>The Importance of Being Earnest</i></p> <p>Take Reading quizzes</p> <p>Do Background Research Victorian etiquette</p> <p>Complete Unit Assignments</p> <p>Complete Vocabulary & Grammar assignment about parenthesis and brackets</p> <p>Complete Writing Workshop about Proofreading and editing expository essays</p> <p>Complete Unit Assessment by writing an expository essay about <i>The Importance of Being Earnest</i></p> <p>Participate in Threaded Discussions</p> <p>Complete Midterm which covers the first half of the course</p>
<p>Unit 5: Modern and Postmodern Poetry</p>	<p>Read Yeats (“When You Are Old,” “The Lake Isle of Innisfree,” and “The Wild Swans at Coole”), Eliot (“Preludes,” “Journey of the Magi,” and “The Hollow Men”), Auden (“In Memory of W. B. Yeats” and “Musée des Beaux Arts”), War Poetry (“The Soldier” by Brooke, “Wirers” by Sassoon, and “Anthem for Doomed Youth” by Owen), and Thomas (“Do Not Go Gentle into That Good Night”)</p> <p>Review Lectures about Auden, Inferences, Judging the Message, Modernism, Symbolism, Theme, Voice, War Poetry, and Yeats</p> <p>Take Reading quiz</p> <p>Do Background Research and create a timeline of British and world events from the 1900s until present time</p> <p>Complete Unit Assignments</p> <p>Complete Vocabulary & Grammar assignment about quotes and apostrophe</p> <p>Complete Writing Workshop about multimedia presentations</p> <p>Complete Unit Assessment by creating and presenting a multimedia presentation on modern poetry</p> <p>Participate in Threaded Discussions</p>

<p>Unit 6: Modern and Postmodern Fiction</p>	<p>Read short stories by Bowen (“The Demon Lover”), Lessing (“No Witchcraft for Sale”), Woolf (“The Lady in the Looking Glass: A Reflection”), Spark (“The First Year of My Life”), Lawrence (“The Rocking-Horse Winner”), and Greene (“A Shocking Accident”)</p> <p>Review Lectures about 20th Century Literature, Cultural Differences, Elements of a Plot Diagram, Identifying With a Character, Irony, Point of View, Questioning, Responding, The Ghost Story, and Theme</p> <p>Take Reading quiz</p> <p>Do Background Research about modern short story authors</p> <p>Complete Unit Assignments</p> <p>Complete Vocabulary & Grammar assignment about ellipsis, slash, dash, and hyphen</p> <p>Complete Writing Workshop preparing to write a short story</p> <p>Complete Unit Assessment by writing a short story</p> <p>Participate in Threaded Discussions</p>
<p>Unit 7: Modern and Postmodern Nonfiction</p>	<p>Read NUVHS ESLRs, Common Core Standards, “Wartime Speech by Churchill, “The Rights We Enjoy, the Duties we Owe” by Blair, “Shooting an Elephant” by Orwell, and “We’ll Never Conquer Space” by Clarke</p> <p>Review Lectures about Persuasive Speakers, Speeches, Tone and Irony, Recognizing the Writer’s Attitude, Prophecies, Job Applications and Resumes</p> <p>Take Reading quiz</p> <p>Do Background Research about media bias</p> <p>Complete Unit Assignments</p> <p>Complete Vocabulary & Grammar assignment end marks</p> <p>Complete Writing Workshop about how to write a resume</p> <p>Complete Unit Assessment by creating a job portfolio</p> <p>Participate in Threaded Discussions</p>
<p>Unit 8: Finals</p>	<p>Read Blake’s “Infant Sorrow,” Hopkins’ “Spring and Fall: To a Young Child,” Joyce’s “Araby,” and Hornby's "I'm Like a Bird"</p> <p>Take Final—Part I: Timed Exam</p> <p>Take Final—Part II: Reading</p> <p>Take Final—Part III: Writing</p> <p>Take Final—Part IV: Punctuation</p>

	Participate in Threaded Discussions
Project	Finalize and submit the Multimedia Portfolio Project

Point Values

Each submitted activity has a specific point value. Additionally, each activity type is worth a percentage of your total grade. It is important to complete *all* assignments to the best of your ability. There is no way for your teacher to tell you how many assignments you need to complete to pass the course. It depends on which assignments you complete and how well you complete them. Here is the break-down of the activities, their point values, and their percentage:

Activity	Point Value	Percentage
Background Research	10 points each	10% of total grade
Finals	Final I = 60 points Finals II-IV = 50 points each	10% of total grade
Midterm	50 points	5% of total grade
Project	100 points	10% of total grade
Reading Quizzes	Unit 1 = 18 points Unit 2 = 50 points Unit 3 = 13 points Unit 4 = 30 points Unit 5 = 14 points Unit 6 = 12 points Unit 7 = 10 points	5% of total grade
Threaded Discussions	10 points each	10% of total grade
Unit Assessments	25 points each	15% of total grade
Unit Assignments	10 points each	15% of total grade
Vocabulary & Grammar	10 points each	10% of total grade
Writing Workshops	10 points each	10% of total grade
1052 Points Possible in Course		