**Early British Literature**

Fall Semester 2015

Wednesday, August 19, 2015

Dear students, parents/guardians:

Welcome to Early British Literature. This handout contains a basic syllabus and some fundamental information about the structure of this class. I believe every student has the potential to succeed in this class. I will do my best to present the information in a way that makes it accessible to all students, to create meaningful assignments, and to provide useful feedback in a timely manner. It is your responsibility as a high school student to be an active participant in your learning process, to meet the academic and behavioral expectations of this class, and to see me **outside of class** if you have questions, work to make-up due to absences or are in need of extra help.

I encourage the involvement of parents/guardians and look forward to developing a strong partnership between us. Parents/guardians, please take a moment to review this handout with your student. Don’t hesitate to contact me if you have a comment, question, or concern. Email is the most efficient way to contact me. I promise, I read my emails every day and I will get back to you.

**Contact Information:**

Teacher: Mary Peterburs

Location: Room 104

Phone: 479-2261, ext. 120

E-mail: mary.peterburs@k12northstar.org

Website: http://hut-mpeterburs.weebly.com

**Course Description:** This integrated course combines a survey of Early British authors with composition. British prose, poetry, and drama are used as vehicles for examining culture and improving writing skills. Formal literary analysis is required, as well as a variety of other writing experiences.

**Objectives:**

Students will be able to:

* Evaluate the interrelationship between history, literature and cultural identity
* Determine themes or central ideas of a text and analyze their development over the course of the text
* Practice research skills in exploring authors, critical resources and time periods
* Identify, analyze and evaluate the literary elements such as plot, setting, character development, point of view, theme and tone
* Identify, analyze and evaluate the use of literary devices such as dialogue, simile, metaphor, foreshadowing, etc.
* Identify, analyze and evaluate a variety of different literary genres including novels, drama, short stories and poetry
* Identify, analyze and evaluate an author’s intended meaning when applied to satire and parody

**Literature Selections** will include:

* Collection 1, The Anglo-Saxons: 449-1066—*Beowulf*
* Collection 2, The Middle Ages: 1066-1485—*Canterbury Tales* (Chaucer)
* Collection 3, The Renaissance: 1485-1660—*The Tragedy of King Lear* (Shakespeare)
* Collection 4, The Restoration and the 18th Century—*Don Quixote* (Cervantes)
* Collection 5, The Romantic Period: 1798-1832, *Frankenstein* (Shelley)

**Supplies:**

* Writing utensils—1 pencil, 1 blue pen or 1 black pen, 1 red pen (for correcting)
* 3-ring binder with lined paper—**ABSOLUTELY NO SPIRAL NOTEBOOKS**
* Textbook, novels

**\*\*\*Don’t ask to “borrow” supplies from me. Students are expected to come to class, with all necessary materials, prepared and ready to work. If you don’t have what you need, borrow from a classmate\*\*\***

Textbooks and novels are checked to each student individually. It is each student’s responsibility to care for his/her book(s). I expect them to be protected and well cared for. Please do not mark in them. They are expensive and many other students will need to use them before they are retired from service.

**Homework:** Homework usually consists of completing reading begun in class, revising writing assignments and studying for quizzes and tests. Students are expected to complete homework thoughtfully, thoroughly, and on time. **Homework is due at the beginning of the next class period**. After that, it is late.

**Writing Assignments** may include:

* 1 Fully developed, revised essay analyzing a piece of literature
* On-demand writing assignments including analysis, argument, and/or compare/contrast
* Informal responses as assigned

Your writing will be assessed on the 6 + 1 Trait Writing Analytical Model <http://educationnorthwest.org/resource/503>

1. Ideas
2. Organization
3. Voice
4. Word Choice
5. Sentence Fluency
6. Conventions

 + 1—Presentation

Students will use MLA formatting <https://owl.english.purdue.edu/owl/resource/747/01/>

**Quizzes and Tests:** Most quizzes and tests will be announced and students will be given ample time to prepare for them. Students will have only one opportunity to demonstrate their knowledge on a quiz or test. There are no “do overs” allowed on quizzes and tests, so please study. I reserve the right to confiscate a quiz or test if I catch you talking or I suspect that you are cheating. A student may accept the grade of zero, or negotiate another time to re-take the test. This consideration is at my discretion, but if you feel you have been dealt with unfairly, we will seek the advice/assistance of Ms. Reagin.

**Grading:** I use a point-based grading system. Letter grades are calculated on the following % of points earned scale:

90-100% A

80-89% B

70-79% C

60-69% D

Below 60% F

**Absences and Make-up Work:**

* It is each student’s responsibility to find out what he or she has missed during an absence
* I will post hand-outs on my website as they are distributed in class
* I will post formal lecture notes and power point presentations on my website, but if a student needs informal notes from a class they have missed, they should get them from a classmate
* For each day absent, a student has two days to make up missed work, unless another arrangement has been made with me
* Students have 5 school days to make up a missed quiz or test. Students must make an appointment with me to do this at lunch or after school
* Students who are planning to be out for a long period of time should process a pre-acknowledged absence form and talk to me before they leave about what they will miss and how best to make up the work
* If a student is absent the day a project or assignment is due, I expect the project or assignment to be turned in the day he/she returns even if class doesn’t meet that day

**Late submissions:** Work is considered late if it is not turned into me during regular class time on the day it is due. Late work will lose a total of 10% for each day it is late. Please turn in work even if it is late. Any points are better than zero points.

**Class Passes:**

* **Each and every time a student leaves the classroom for any reason, he/she must have a pass.** I will not stop what I am doing to write individual passes. If you need to be excused, please wait until I am done doing whatever I’m doing and politely request a pass. I don’t expect to write many passes. Passing periods are now 7 minutes long. That is adequate time to go to your locker and pick up what you need or visit the restroom.

**Classroom Behavior:**

* Come to class on time and prepared. Bring everything you will need with you.
* Dress appropriately.
* *Be polite*—Talking while someone else is talking is not polite and will not tolerated.
* *Be respectful*—rude language, put-downs, gossip and bullying will not be tolerated.
* **Cell phones** should be turned off and placed face down at the top of your table. I will let you know when it is appropriate to use them. Otherwise leave them alone.
* **Laptop and/or tablets** are only allowed if a student has a specific need to use them. Electronic devices must be used for legitimate class purposes. This is a privilege. It can be lost.
* No cheating or plagiarism. Violations of this rule will result in a zero for the assignment in question and appropriate disciplinary action.
* Unless I am finished lecturing and you have completed any work I have assigned, do not work on assignments from other classes in my class.
* Stay awake. If your head is down, I will assume you are sleeping. Sleeping in class may result in detention, an office referral, or other appropriate action.

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