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| **Course Title:** | British Literature I | |
| **Department:** | English | |
| **Semesters:** | Spring 2020 | |
| **Instructor:** | Mariah McCune | |
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| **Remind:** | 81010 @britlit1-2 | |
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| **Best Way to Contact:** | Email or website | |
| **Required Texts:** | *Elements of Literature* 6th course, *Macbeth* or *The Taming of the Shrew* by William Shakespeare (These will be checked out to you at no charge) | |
| **Additional Materials:** | You should bring these every day:   * 3-ring binder or folder * Loose leaf paper * Writing utensil * 3 dividers |  |
| **Course Overview:** | Students in this class will expand their literary background through a survey of the literature of Great Britain from 900 C.E to the late 1600s. We will read and discuss notable and universally appealing novels, plays, and poetry by a variety of British authors. The course emphasizes challenging levels of communication demonstrated by aggressive discussion, research, critical thinking and comprehensive reading and writing skills. | |
| **Course Standards:** | **1. Oral Expression and Listening:** Language is the means to higher mental functioning, that which is a species-specific skill, unique to humans as a generative means for thinking and communication. Through linguistic oral communication, logical thinking develops and makes possible critical thinking, reasoning, development of information literacy, application of collaboration skills, self-direction, and invention.  **2. Reading for All Purposes:** This is essential for students to fully participate in and expand their understanding of today’s global society. Whether they are reading functional texts (voting ballots, a driver’s test, a job application, a text message, etc.); reference materials (textbooks, technical manuals, etc.); or print and non-print literary texts, students need reading skills to fully manage, evaluate, and use the myriad information available in their day-to-day lives.  **3. Writing and Composition:** This is a fundamental component of literacy. It promotes problem solving and mastering new concepts. Adept writers can work through various ideas while producing informational, persuasive, and narrative texts. In other words, writing can be used as a medium for reasoning and making intellectual connections. As students arrange ideas to persuade, describe, and inform, they engage in logical critique, and they are likely to gain new insights and a deeper understanding of concepts and content.  **4. Research and Reasoning:** These are pertinent for success in a postsecondary and workforce setting. Students need to acquire these skills throughout their schooling. This means students need to be able to distinguish their own ideas from information created or discovered by others, understand the importance of creating authentic works, and correctly cite sources to give credit to the author of the original work. | |
| **Course Instructor Philosophy:** | Have you ever been curious about where you come from; your ancestry; your heritage? Like you, the English language has a family tree that stretches across several countries and continents. Its roots trace back to the Anglos, the Saxons, the Romans, even the Greeks. By studying early British literature, we are studying the roots of our language, and language is what we use to help formulate our thoughts, opinions, and perceptions. British Literature then becomes a necessity of study for all English speakers as it helps us to form our identities and know more about our shared heritage. Knowing the importance of Brit Lit, all students in this class have the right to learn and grow. In order to accomplish this, all students deserve a positive learning environment based on high expectations and a respectful relationship between student and teacher. | |
| **Course Outline/Topics:** | Unit 1: Old English. Here we discover where the English language began. We will use *Beowulf* as our primary text, exploring the roles of loyalty, faith, trust, honor, courage, and dignity in Old English culture as well as our own.  Unit 2: Middle English. Here we see the development of the English identity as separate from other influencing cultures in Europe. We will use *The Canterbury Tales, Robin Hood* and/or *King Arthur* as our primary texts, tracing the ways in which the valued character traits in Old English have evolved.  Unit 3: Modern English. We finish our course in the throes of the English Renaissance, and who better to study than William Shakespeare. Here, the English identity solidifies itself as something completely unique from other European cultures and something absolutely foundational to our own American identity. We will use *The Taming of the Shrew* or *Macbeth* as our text of study. | |
| **Use of Technology:** | During the semester students will be given information via a classroom LCD projector. In addition, students may be asked to utilize audio/visual media as well as computer technology in order to complete assignments thoroughly. | |
| **Assessment Plan:** | Students will complete a major assessment tied to each unit of study. They will also be assessed on participation, discussions, assignments, and quizzes.  Grades are weighted using the following categories:  Daily Work/Assignments 30%  Tests/Quizzes 30%  Essays/Projects 30%  Participation/Attendance 10%  Grades are calculated using the following scale:  90-100% A  80-89.9% B  70-79.9% C  60-69.9% D  59.9% and below F | |
| **Course Policies/Expectations:** | 1. **Cheating and plagiarism** will not be tolerated. This includes copying someone else’s work, quoting a source without giving credit, or turning in work written by someone else but that has your name on it. The first infraction results in a zero for the offending assignment and a phone call home. The second infraction results in a zero for this course and a trip to the office. 2. **Late work** for relevant assignments is accepted up to two weeks after feedback is given. 3. **Reassessments** are an option for students wishing to improve their scores within two weeks of receiving feedback on a summative assessment. Only summative assessments are accepted for reassessment. These require a teacher conference ahead of time and must be completed during Tiger Time. 4. **Absences/tardies** – I follow Grand Junction High School’s absence and tardy policy by marking you as such. E-mail me or consult the class website if you are sick to see what you are missing. 5. **Food, drink, and gum** – Theseare allowed as long as the following conditions are met: 1. The items in question do not create a distraction for you or anyone else in the learning community. 2. You clean up after yourself; this includes all spills, wrappers, and crumbs. This is a privilege, not a right, and may therefore be revoked at any time if these conditions are not met. 6. **Cell Phones and other electronics** – These are powerful tools if used appropriately. There may actually be days when I ask you to use your phones to look-up information. However, I reserve the right to confiscate any phones being used inappropriately. Inappropriate uses include, but are not limited to, texting, facebook, snapchat, playing games, etc. 7. **Website** – This course has a website companion that will prove an invaluable resource for parents and students alike. The website contains a course calendar, links to research and citation databases, as well as the activities we will be doing in class. It is important that you familiarize yourself with this resource as soon as possible. The web address is [**mariahmccune.weebly.com**](https://connect.d51schools.org/schools/gjhs/students/weekley/United%20States%20History/mariahmccune.weebly.com). You can also access this by visiting the GJHS website and clicking on my name under the department listing. 8. **REMIND** – You and your student may choose to sign up for text message reminders for upcoming due dates. This software allows me to safely communicate with you without collecting or being able to view any of your personal contact information. Simply text **@britlit1-2** to **81010** and follow the instructions. Standard data and messaging rates may apply. | |
| **Suggestions for Success:** | In order to be successful in this class, students must do more than merely attend:   * Attend class regularly * Have a positive attitude * Take notes * Follow directions * Ask questions of the instructor and classmates * Read assigned information * Complete assignments * Enjoy the class | |

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***Please tear off this bottom section, fill it out with your parent/guardian, and return it by Tuesday.***

My child \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and I have reviewed and understand the expectations for this class.

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Parent/ Guardian Name (printed) Parent/ Guardian Signature Date

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Student Signature Date

To the parent/ guardian: How may I contact you\*?

Phone # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email address \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*Please circle the method of communication you would prefer