

Senior English Syllabus

Welcome to Senior English! I have outlined information you will need to do well in this class. It will also give you an idea of what to expect throughout the year.

Course Description

British and World Literature is the study of literature of various times and places. Course content will include selected works from the Anglo-Saxon Period, the Middle Ages, the Renaissance, the Restoration, the Romantic Period, the Victorian Period, and the Modern World. Students will be required to write a research paper using MLA format for documentation. This course is also designed to help students develop a personal style, encourage students to write, and learn the editing skills necessary to polish a final draft. Students will provide extensive study and practice with a wide variety of topics and forms such as personal narration, description, exposition, argument, persuasion, and analysis. Grammar/Composition is designed to build upon previous writing skills, emphasizing word choice, usage and mechanics. Vocabulary development will focus on using words in context through informational texts.

Grading Scale

- A 100 – 93
- B 92 – 86
- C 85 – 78
- D 77 – 70
- F 69 – 0

Texts

Vocabulary Workshop (Sadlier) Copyright 2010
Elements of Literature, Sixth Course (Holt) Copyright 2007
Various handouts for the study of grammar and punctuation

Course Objectives

Grammar & Composition Course Objectives:

At the completion of this course, each student will be able to do the following:

- Use the rules governing capitalization, punctuation, spelling and vocabulary correctly while writing.
- Follow the rules of usage (phrases, clauses, word choice) while writing.
- Write in well-constructed and complete sentences, paragraphs, and compositions.
- Follow the writing and revision process, using the steps of the 6+1 writing traits.
- Write and present in several formats to reach specific audiences and to suit different purposes.
- Write research papers using the correct citation method.
- Summarize and paraphrase information effectively.

British & World Literature Course Objectives:

At the completion of this course, each student will be able to do the following:

- Students should demonstrate the ability to read a fictional passage or text, understand and articulate what the text directly as well as indirectly states in order to make an assumption about or respond to prompts from the text.
- Students should be able to identify, extract, and cite text to thoroughly support the student's response.
- Students should demonstrate the ability to identify a passage or text that leaves unanswered questions, to determine possible reasons for the ambiguity, and to articulate the implications from the uncertainties.

- Students should demonstrate the ability to articulate the theme(s) or central idea(s) of a fictional text, providing specifics from the text to support the response.
- Students should be able to articulate how specific characters, setting, and elements of the plot reveal and contribute to the theme of the text.
- Students should be able to write a summary of the text that is free of bias and personal opinions.
- Students should be able to identify elements of an author's style.
- Students should be able to identify character motivations, how characters conflict with and influence each other, and how characters respond and change as the plot moves forward.
- Students should be able to articulate how certain incidents in a text further the plot, reveal character traits directly or indirectly, or provoke characters to make decisions based upon the incident.
- Students should be able to articulate elements of the plot, including plot structure, how the elements are arranged, and how the elements influence and affect each other.
- Students should be able to identify elements of the setting, including social and historical influences, elements of time and place, how the setting affects the characters and plot advancement, and how the setting creates a conflict for the characters.
- Students should be able to identify the use of figurative language, i.e. metaphor, simile, personification, imagery, hyperbole, etc. in a text.
- Students should be able to demonstrate the meaning of a word or phrase within the passage, based upon the context clues of the sentence.
- Students should be able to identify shades of meaning of words and phrases.
- Students should be able to articulate the meaning and impact of diction, including the use of dialect, slang, accents, etc.
- Students should be able to demonstrate the ability to recognize and explain the meaning and impact of the meaning of specific word choice on a passage.
- Students should be able to analyze analogies or allusions to other texts, including the meaning of the analogy or allusion and how it contributes to or helps clarify or support the themes and/or central idea of the text.
- Students should be able to articulate how figurative language and sound devices affect the reader and assist in the overall understanding and enjoyment of a text.
- Students should be able to identify the mood and tone of a passage, and the meaning and impact of word choice on the mood and tone of the passage.
- Students should be able to articulate how specific word choice and language affects the overall meaning of a work, represents a specific time and place, reveals an author's attitude, or sets an informal or formal tone.
- Students must be able to identify theme, setting, and other basic elements of plot.
- Students should be able to recognize elements that contribute to the theme, setting and plot within a fictional text.
- Students should be able to articulate differences in structure between fictional texts, including drama, poetry, novels, short stories, etc.
- Students should be able to make predictions based on the information given in the text.
- Students should be able to articulate the differences in text structure, including the effects of foreshadowing, flashback, flash-forward, development of plot, mood, etc.
- Students should be able to recognize the rhetorical devices the author uses to influence the reader or enhance the author's purpose.
- Students should be able to articulate the similarities and differences between the structure, author's style and approach, order/sequence, approach to similar themes and ideas, etc. of fictional texts.
- When responding to a literary text, students should be able to consider and reflect upon the perspective/point of view of both the author's background knowledge and cultural experience, and the reader's background knowledge and cultural experience, making a comparison of the differences.

- Students should be able to identify different types of points of view (first-person, third-person limited, third-person omniscient, etc.) and narrators (reliable, unreliable) within a text or passage.
- Students should be able to demonstrate how the point of view within a text affects the reader and contributes to the overall mood, tone, and overall understanding of the text.
- Students should be able to demonstrate an understanding of how the speaker (reliable or unreliable) can shape a text and how the reader views the characters and/or events of the plot.
- Students should be able to articulate the author's overall purpose for writing a text, how the author's choices reflect his/her viewpoints, attitude, and biases, and how these perspectives shape the literary text.
- Students should be able to recognize the rhetorical devices the author uses to influence the reader or enhance the author's purpose.

Standards

The curriculum for this course aligns with the state standards for English Language Arts. The state standards can be found here: <https://doe.sd.gov/contentstandards/documents/1018-ELA-612.pdf>

Expectations

1. All students are expected to participate and contribute to a positive classroom environment.
2. Respect your teachers, your peers, our school, and yourself.
3. Keep hands, feet, & belongings to yourself. Please keep your bookbags, computer bags, etc., next to your table and not in the walking space between tables.
4. Teasing, rude comments, rough-housing, and bullying will not be tolerated.
5. Please use the bathroom & get drinks between classes.
6. Be on time and be prepared. Bring your supplies EVERY day. This includes your computer, charger and headphones. HAVE YOUR COMPUTER CHARGED and ready for class!
7. Please refer to the Redfield MS/HS Student Handbook for additional policies about expectations and classroom procedures.

Assignment Completion (as found in the student handbook)

The Redfield School District believes that our students need to learn and achieve at a proficient academic level. In order to reach proficiency, students are expected to complete ALL classroom assignments. If a student fails to complete an assignment, he/she will be subject to the following consequences:

- Students will receive one (1) free pass per class per semester where no detention will be given but the grade deduction still affects the assignment.
- Student will receive a 30 minute detention and grade deduction per teacher policy.
 - Date and time will be determined by the teacher.
- Students will notify their parent/guardian by phone of the unfinished assignment.
- Assignments that are three days late will result in a zero recorded in the gradebook and Saturday School.

Grade Deduction for Late Assignments

- An assignment is considered late if you do not turn it in when I ask for it to be turned in. If you do not have your homework completed when you come to class, you will be given detention.
- Deduct 20% off the score if a late assignment is turned in by the next class period.
- Deduct 50% off the score if a late assignment is turned in within two class periods.
- No credit will be given for assignments after the third day without approval by the teacher of extenuating circumstances.

Makeup Work

You will receive the same amount of days to finish your homework that you missed due to an illness. If you know you will be gone, makeup work must be completed and turned in prior to leaving. If work is not turned in prior to a leave, the assignments will be considered late.

Discipline

I will be following the point system that has been implemented by Redfield Public School. Refer to your Redfield Middle School / High School Student Handbook for specifications – this can be found on the school website at <https://www.redfield.k12.sd.us/>.

Headphones

All students will need a set of headphones or earbuds to use when we are utilizing the on-line textbook sites.