

# British Literature 2008-9

**Mrs. Schafstall**  
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## Class Description and Goals

In British Literature and Composition, students will continue to build upon vocabulary and composition skills learned in earlier grades while emphasizing the study of British literature. The student will read and study British literature chronologically and will learn to evaluate and discuss literary works in terms of literary merit and in relation to the history and culture of Britain. The main emphasis of the course will be in further developing reading, writing, and critical thinking skills.

## Class Texts

- ② *Britain in Literature*, America Reads Classic Edition
- ② *Writing about Literature*, Edgar Roberts, 9<sup>th</sup> Edition
- ② *Elements of Style*, William Strunk and E.B. White
- ② *Lord of the Flies*, William Golding
- ② *Beowulf*
- ② *Hamlet*, William Shakespeare
- ② *Pride & Prejudice*, Jane Austen
- ② *Frankenstein*, Mary Shelley
- ② *The Importance of Being Earnest*, Oscar Wilde
- ② *Great Expectations*, Charles Dickens

## Grading Scale

Essays	40%	Tests	25%
Homework	20%	Midterm	15%

Note: For the spring semester, tests are worth 20% and the cumulative final exam is worth 20%.

## Class Supplies

Students are expected to bring the following materials to class each day: Students who are not prepared for class will receive a zero for that day's participation grade.

- ② Book(s) needed for class that day. Students must bring their own paperbacks.
- ② Class Notebook: must include the following sections at a minimum: 1) class handouts, 2) current unit notes and handouts, 3) writing handouts and your graded written work (essays); and 4) loose notebook paper (non-spiral). You may want to further divide your notebook (grammar, vocabulary ,etc.). You may clean out your "current unit" section at the end of each unit; do not throw materials away. You may "share" a large notebook with another class as long as you have clear divisions between classes.
- ② Blue/Black ink pens. You will lose a letter grade for assignments or classwork written in an ink color other than blue or black. Pencil is acceptable for most assignments.

## Classroom Expectations

- ② The most important rule in this classroom is respect for others and their ideas. This includes both the teacher and your classmates. Disruptive behavior, such as talking with other students and off-topic comments, will not be tolerated.
- ② Students should take notes in class each day. Studies show that after two weeks, students forget approximately 80% of what they have heard in class. I will use the board, but most of what we share together will be oral. You will have occasional quizzes based upon the previous day's class discussion. It is important to take notes and make sure that you understand class material as it is presented. I typically do not hold review days before tests.
- ② Students should refrain from working on outside homework or work from other classes during class; this includes revising essays and copying notes missed during absences.
- ② Students using the restroom need to return to the classroom in a reasonable, quiet, and timely manner. Do not loiter in the restroom hallways waiting for a free restroom, especially at the beginning of class. No more than 2 students should be out of the classroom at any time.
- ② You should not take any books that reside in this classroom without permission.
- ② When you leave this classroom, you should take all personal materials with you, dispose of any trash, push in your chair/stack chairs, etc.
- ② No electronic equipment is allowed in class, including cell phones and cameras.
- ② Students should not interrupt my classes for personal reasons.
- ② Students are not allowed to chew gum, drink (except bottled water), or eat during class. These items should not be visible during class even if you are not eating/drinking them. You will be asked to either throw the item away or put it away in your bag (not under the desk or on the classroom shelves). Please do not finish food in the restroom hallway after class has begun; this will earn you a demerit for eating and a tardy.
- ② Students are not dismissed from class until the bell rings. This includes test periods, even if the test is given during last period.

- ② If you do finish a test before the bell rings or before the end of the allotted time allowed, you will be expected to work quietly until all students have completed the test. There is absolutely no talking allowed during tests or quizzes; you must come up to my desk if you have any questions for me during the test.
- ② Students need to follow all other guidelines listed in the Student Handbook.

### **Class Policies**

#### Homework:

- ② Assignments are typically due at the beginning of class, and it is your responsibility to make sure you've turned in your work. You will lose one letter grade for each day late. Some assignments will not be accepted late.
- ② Please take pride in your work and remember that you are handing in assignments to me for grading; they should be legible and free from doodles or other marks. The same is true for in-class work (tests, quizzes, etc.). You should also refrain from using abbreviations on homework assignments, tests, essays, quizzes, or any other written work that you hand in to me. I will deduct one point per abbreviation. I will deduct one letter grade if you use an ink color other than blue or black.
- ② I prefer cross-outs to either white out or erasing, which are messy.
- ② If you are experiencing difficulties with completing assignments on time, please discuss this with me well in advance of due dates.
- ② Students will receive a "late pass," which will allow them to hand in an essay or project up to three days late without penalty once during the school year. This pass may not be used if the student had an unexcused absence on the assignment due date.

#### Make-Up Work:

- ② Students will receive monthly calendars listing homework assignments, essays, tests, and presentations. Plan absences accordingly whenever possible.
- ② Please remember that according to the Student Handbook, you must hand in assignments ahead of time when you take a personal day or for any other absence that you plan ahead of time (trip, doctor's appointment, boarder travel day, etc.). You may put it in my box before class or send it in with another student. If you fail to do so, your assignment will be counted late or not accepted. I will consider making an exception if you discuss the circumstances with me ahead of time.
- ② Assignments assigned prior to your absence are typically due the day of your return. For short-term assignments assigned during your absence, you have 3 days to make up the work. This includes class notes. While I will not necessarily check to see that you have made up class notes, you will be held responsible for all missed material.
- ② If you miss a quiz, you need to make it up within two days of your return. This includes reading quizzes; your make-up quiz may differ from the original.
- ② Students are generally expected to take a test if they return from an absence on a test day and the test was announced in advance of the absence. If you feel that you cannot take the test on the day of your return, you must discuss this with either me, a principal, or Miss Balk before the class period. I will not exempt a student from a test at the beginning of that class period except in the case of extended absences for illness.

- ② It is your responsibility to obtain missed assignments and to hand in assignments upon your return. It is also your responsibility to schedule make-up tests and in-class essays with me. They will be scheduled during school hours. If you fail to show up for a make-up test, I will deduct 10 points from your grade.
- ② Students have one week from their return to make up tests or in-class essays missed during their absence, either during free periods or after school. You will receive a “zero” if it is not taken during this one week period. The only exception to this is if you have had an extended absence and have planned your make-up work calendar with either Mrs. Limor or Miss Balk.
- ② For unexcused absences, students will receive a zero for that day’s assignments and tests. If a long-term assignment is due that day, you will receive a late grade.
- ② Remember that you may lose course credit for excessive absences. Please refer to the Student Handbook for specifics.

**Tardies:**

- ② Students are expected to make every effort to be in their seats by the time the bell rings at the beginning of class; the bell signals that you are late, not whether I am in the classroom or not. You should remain in the classroom even if I’m not there.
- ② Being on time to class is extremely important, especially on test days. You should not waste time loitering in the restroom area, and you will not receive extra time if you do so.
- ② If you leave the classroom after the bell rings to retrieve supplies, you will be counted tardy.
- ② If you use the restroom at the beginning of the class period, you need to be back in your seat during the first five minutes or you will be counted tardy.
- ② Tardy students will not be given extra time on beginning of class quizzes, tests, or writing responses unless the tardy is excused.
- ② You should not disrupt the class when you arrive late whether your tardy is excused or not.
- ② Any student who is more than 15 minutes late or who is out of the classroom for more than 15 minutes will be counted absent. I will also count you absent if you fall asleep in class.

**Academic Integrity**

- ② One of my goals is to create a secure classroom environment in which all students benefit from the personal integrity and honest behavior of each member. To help ensure this environment, there are consequences for academic dishonesty.
- ② In my classroom, cheating includes, but is not limited to, the following activities::
  - Allowing others to copy test answers, verbally giving answers, or receiving answers.
  - Using papers and/or other work completed by students in previous classes in an inappropriate manner (such as copying).
  - Copying homework answers. Unless otherwise directed, I expect you to attempt all work on your own. This does not mean that you cannot work together or

check answers. However, working together does not mean that each student completes one question and copies the rest from other students.

- ② Plagiarism involves taking someone else's work and claiming it as one's own: the failure to distinguish the student's own words and ideas from those of a source the student has consulted. Ideas derived from another, whether presented as exact words, a paraphrase, a summary, or quoted phrase, must always be appropriately referenced to the source, whether the source is printed, electronic, or spoken. Whenever exact words are used, quotation marks or an indented block indicator must be used, together with the proper citation style. (Adapted from *The Plagiarism Handbook* by Robert A. Harris)
- ② In your language arts classes as well as other classes at Temima, you will be taught skills, including paraphrasing and proper citation, that will enable you to avoid plagiarism in your work.
- ② I distinguish between blatant plagiarism (cutting and pasting a paper from the Internet, using a paper found on the Internet, using a previous student's paper) and inadvertent plagiarism (sources cited improperly, incorrect paraphrasing). Both are serious issues; however, blatant plagiarism involves issues of honesty and integrity while inadvertent plagiarism often results in a conference with the student to re-teach or reinforce skills. Both may involve grade penalties and disciplinary action depending upon the individual case. Blatant plagiarism most often results in a "zero" for the assignment and disciplinary penalties. I have had to deal with both blatant and inadvertent plagiarism at Temima.
- ② A student should schedule a conference with the teacher if she fears that her work may contain plagiarized material or is unsure how to avoid plagiarism.
- ② Suspected cheating or plagiarism will result in a teacher conference, parental notification, grade penalties, and disciplinary action.

## Fall Semester

### Unit I: Summer Reading

- ② *Lord of the Flies* - William Golding
- ② Unit Test
- ② Introduction to *Elements of Style*, Strunk & White
- ② The Integration of Quotes, etc. - Roberts, Appendix B
- ② Essay Assignment

### Unit II: The Anglo-Saxons (450-1066) & The Medieval Period (1066-1500)

- ② *Beowulf*
- ② *Beowulf* Boast Written Assignment
- ② Essay Assignment - Rewrite a modern tragic event
- ② *The Canterbury Tales* - Geoffrey Chaucer
  - “The General Prologue” (97)
  - “The Pardoner’s Tale” (116)
  - “The Nun’s Priest’s Tale” (handout)
  - “The Clerk’s Tale” (handout)
- ② Chaucer Assignment
- ② Unit Test

### Unit III: “Who’s There?” - The Tragic Hero

- ② *Hamlet* - William Shakespeare
- ② Creative Assignment: “To Be or Not To Be” Parody
- ② Literary Essay Assignment
- ② Unit Test

### Unit IV: The Renaissance (1500-1660)

- ② Sonnet 75 - Edmund Spenser (180)
- ② Selected Sonnets - William Shakespeare (186-8)
- ② Literary Essay Assignment: Shakespearean Sonnet Explication
- ② “The Passionate Shepherd to His Love” - Christopher Marlowe (266)
- ② “The Nymph’s Reply to the Shepherd” - Sir Walter Raleigh (266)
- ② Creative Written Response
- ② Holy Sonnets: Sonnet 10 - John Donne (282)

- ② “On His Blindness” - John Milton (293)
- ② Literary Essay Assignment – Comparison
- ② Unit Test

### **Unit V: The Age of Reason**

- ② “A Description of a City Shower” - Jonathan Swift (335)
- ② “A Modest Proposal” & Written Assignment
- ② from “An Essay on Man” - Alexander Pope (387)
- ② from “An Essay on Woman” - Mary Leapor (Handout)
- ② Written Response
- ② *Pride and Prejudice* - Jane Austen
- ② “A Vindication of the Rights of Women” – Mary Wollstonecraft (444)
- ② Literary Research Essay Assignment
- ② Unit Test

### **Midterm Exam**

### **Spring Semester**

#### **Unit I: The Romantic Imagination (1780-1830)**

- ② Introduction to *Songs of Innocence and Experience* - William Blake (429)
- ② “Holy Thursday” (431)
- ② “Composed Upon Westminster Bridge, Sept. 3, 1802” - William Wordsworth (454)
- ② “The World Is Too Much with Us” (457)
- ② “Lines Composed a Few Miles Above Tintern Abbey” (450)
- ② *Frankenstein* – Mary Shelley
- ② “Ozymandias” - Percy Bysshe Shelley (504)
- ② “On First Looking into Chapman’s Homer” - John Keats (509)
- ② Poetry Presentations on additional unit poems
- ② Unit Test
- ② Literary Essay

#### **Unit III: The Victorians (1830-1880)**

- ② Sonnets 1 & 43 - Elizabeth Barrett Browning (549)
- ② “The Lady of Shalott” - Alfred, Lord Tennyson (552)
- ② “My Last Duchess” - Robert Browning (595)
- ② “Dover Beach” - Matthew Arnold (613)

- ② *The Importance of Being Earnest* - Oscar Wilde
- ② Literary Essay Assignment - Humor
- ② Unit Test

#### **Unit IV: The Making of a Gentleman**

- ② *Great Expectations* - Charles Dickens
- ② Unit Test
- ② Term Paper Assigned

#### **Unit V: New Directions (1880-1915) & Literature of the 20<sup>th</sup> Century (1915-Pres.)**

- ② “Shooting an Elephant” - George Orwell (812)
- ② “Araby” - James Joyce (793)
- ② “The New Dress” - Virginia Woolf (805)
- ② “The Doll’s House” - Katherine Mansfield (799)
- ② Short Stories - One or More Written Responses
- Poetry Presentations:
  - ② “To an Athlete Dying Young” - A.E. Housman (726)
  - ② “The Wild Swans at Coole” - William Butler Yeats (736)
  - ② “Dulce et Decorum Est” - Wilfred Owen (770)
  - ② “The Unknown Citizen” - W.H. Auden (841)
  - ② “Do Not Go Gentle into That Good Night” - Dylan Thomas (871)
- ② Unit Test

#### **Final Exam**