



SUBSIDIARY COURSE AGREEMENT AND SYLLABUS

Course: English Literature 1 and 2
Subject Teacher: Dr. Kris Rodenberg

Course Number: 1641/1642
Email: krodenberg@sandi.net

DESCRIPTION OF SEMESTER COURSE

This is a full year course, based on the California English Language Arts Content Standards for Grade 12. Focus is on supporting students' development of skills and strategies for independent reading and writing of grade-level texts. The goal of this college preparatory course is to facilitate students' becoming strategic, critical readers and writers, listeners and speakers, who communicate effectively in various forms for a variety of purposes and audiences. This course includes units centered on the British canon, including poetry, drama, exposition, and fictional tales. Activities in each unit integrate reading, writing, oral communication, and language study, including Standard Academic English (SAE) grammar, word analysis and usage, spelling, and punctuation. Students are expected to hone their skills in literary analysis through additional independent assignments.

OBJECTIVES AND METHODS OF STUDY

Each month, students in this course must complete the following work:

1. Read text selections as described in monthly assignment packets and complete all written and oral tasks. Additional outside readings may be assigned in conjunction with the adopted textbook.
2. Monthly written work includes writing workshops, responses to assigned readings questions, completion of selected language skills worksheets, on-demand writing, and essays reflecting the focal genre or literacy skill of the month. Assignments are designed to guide students in advancing writing proficiency across different genres and for different purposes.
3. Show best effort and progress over the course of the semester. To accomplish this, all work must be original. Plagiarism is grounds for disciplinary action.
4. Turn in all parts of the monthly assignment packet each month with the cover sheet attached on time to receive timely feedback on the work. Feedback is intended to guide improvement.
5. Spend time reviewing vocabulary each month to develop lexical skills. This includes not only knowing definitions of words, but also investigating their roots, etymologies, and derivations.

RESOURCES


- *Literature: The British Tradition* (Prentice Hall Publishers)
- Selected novels (available in school library for check out)
- Monthly assignment packets, weekly class seminars, and tutoring *by appointment*
- Rodenberg website linked to Mt Everest Academy
- Common Core State Standards for English Language Arts:
<http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>
- Mt. Everest Academy multimedia laboratory

MONTHLY CONCEPT AND TECHNOLOGY FOCI

Month	Reading	Writing Focus
1	Early English/The Hero's Journey – <u>Canterbury Tales</u> (prologue + two tales) and <u>Sir Gawain and the Green Knight</u> (from King Arthur's Tales)	Autobiographical Narrative (college application essay #1) and formal letter of introduction
2	Elizabethan Era – Shakespeare's <u>Hamlet</u> and selected poems	Autobiographical Narrative (college application essay #1) and resume
3	Elizabethan Era – Shakespeare's <u>Hamlet</u> and <u>A Man for All Seasons</u> (excerpt	Script writing and functional document (formal introduction)
4	Gothic Era – <u>Frankenstein</u> and <u>Prometheus</u>	Exploration of theme: Can one have too much knowledge?
5	Edwardian Mannerism – <u>The Importance of Being Earnest</u>	Analysis of symbolism and humor
6	Romantic Era – <u>Pride & Prejudice</u>	Analysis of character contrasts in plot development
7	Victorian Era – excerpts from Dickens, Bronte, Wilde, and Swift	Historical context and annotated bibliography
8	Modern British voices – selected speeches and essays (Sagan, Blaire, +)	Analysis of historical allegory
9	Postmodernism – <u>Brave New World</u>	Connecting modern science from science fiction – white paper proposal
10	Research – Academic White Paper	Presentation of modern issue and peer evaluation

EVALUATION CRITERIA AND METHODS

Each set of monthly assignments includes evaluation criteria and point values for each task. Credit for all assignments is based on submission of work by due dates. Work submitted after the due dates cannot earn full credit without prior authorization. Academic grades are based on the quality, accuracy, and effort evident in work submitted on time in accordance of directions



outlined on the monthly assignment sheet. Some assignments are reviewed during class session times. Unit examinations are included in the academic grade and must be taken during the normal class period. Taking the unit test at any other time is subject to a 5% point reduction is at the discretion of the instructor. In keeping with the San Diego City Schools procedure #4705, the following grades are assigned:

“A”	= consistently superior work quality
“B”	= above average work quality
“C”	= satisfactory or average for grade level work quality
“D”	= below average quality or quantity of work
“F”	= failure, credit not granted
“I”	= incomplete course work. Six weeks allowed for make-up.
“NC”	= No Credit

SCHOOLWIDE LEARNER OUTCOMES

- Communicate effectively through reading, writing, listening and speaking.
- Think and solve problems independently and critically.
- Demonstrate the confidence, resilience, and self-esteem to succeed in life.
- Use resources, including technology, to locate needed information.
- Demonstrate good citizenship and personal integrity.

