

SENIOR ENGLISH - SYLLABUS 2009-2010 - MRS. HAWLEY

CLASSROOM EXPECTATIONS

Respect things, position, people

Eat no food in here; water bottle is okay; no other drinks

Speak appropriately when given permission

Trust us

Involve yourself in class on time and all period

earn the grade you are capable of; achieve your level of ability

Prepare for class, attend each day and turn work in on time

Energize yourself with sleep and good meals to be alert in class

Anticipate what you need & bring paper, pen/pencil, books, etc.

Close in on your lifetime goals

Be enthusiastic and excited about learning and proud of your accomplishments

BEHAVIOR POLICY

Appropriate behavior is expected and failure to follow directions in school will result in negative consequences just as in real life. Not only must students do their own work, no student will be permitted to hinder other students from doing their work. Actions that detract from the learning environment are unacceptable. Lifelong success depends on making responsible choices. All students deserve the most positive educational climate possible for his or her growth. My goal is to ensure the success of all students this year.

GRADING POLICY

Every activity, assignment, writing response, quiz and test will have a total number of points possible. Points earned during the grading period will be divided by the total number of points to figure a percent. Bonus points are possible only when all assignments have been completed and additional points are needed to pass or to raise the percent to a higher letter grade.

89.5% + = A, Very Good; 79.5% + = B, Good;
69.5% + = C, Satisfactory; 59.5% + = D, Deficient;
59.4% and below = F, Failing Work

COURSE OUTCOMES AND OBJECTIVES

Assignments will address the following Kansas State Standards:

Standard 1 - Reading: Learners demonstrate skill in reading a variety of materials for a variety of purposes.

Standard 2 - Writing: Learners write effectively for a variety of audiences, purposes and contexts.

Standard 3 - Literature Genres: Learners demonstrate knowledge of literature from a variety of cultures, genres and time periods.

Standard 4 - Literature Response: Learners demonstrate skills needed to read and respond to literature.

COURSE DESCRIPTION

This year-long class will satisfy the fourth requirement for English. It is, therefore, a final opportunity to improve basic reading, writing, listening, speaking, viewing and thinking skills.

The literature emphasis first semester will be on Shakespeare's tragedies and comedies. Second semester assignments will stress comparing and contrasting a variety of works of literature around the common theme of conflict resolution. There will also be activities related to career planning, job hunting and life-long learning.

LITERATURE ASSIGNMENTS

Page numbers refer to Prentice Hall Literature, *Timeless Voices, Timeless Themes*, The British Tradition, 2005 edition

Epic Literature - Homer from the *Iliad* - The Battle of Hektor and Achilleus, pg. 67

Medieval Literature - Geoffrey Chaucer from *The Canterbury Tales*, pg. 94

Perils and Adventures - Sir Thomas Malory from *Morte d'Arthur*, pg. 176

English Renaissance Period - William Shakespeare tragedies and comedies, pg. 290; adapted versions of *Hamlet, Macbeth, King Lear, Othello, Romeo & Juliet, Julius Caesar, Much Ado About Nothing, Taming of the Shrew, As You Like It, All's Well That Ends Well, Merchant of Venice; A Midsummer Night's Dream;*

The King James Bible, pg 276

Romantic Period - Mary Shelley from *Frankenstein*, pg 650; compare to *Dr. Jekyll and Mr. Hyde* and *Dracula*

Victorian Period - Bronte Sisters from *Jane Eyre* and *Wuthering Heights*, pg 865

Modern and Postmodern Periods - D.H. Lawrence from *The Rocking-Horse Winner*, pg. 1176; compare main character Paul with the Paul's in *Silent Snow, Secret Snow, I am the Cheese* and *Paul's Case*.

This is a content list, not necessarily the order of assignments. Some may be omitted and other works (probably *The Natural* by Bernard Malamud) may be included as time allows.

