

## Course Syllabus

### Syllabus - English 12A



12th Grade English is a British literature survey course. The first semester of the course covers historical literary periods and several literary genres including poetry, speeches, satires, drama, the essay, and the semester problem solving project. This course will introduce students to the requirements of the student essay and offers the opportunity to write poetry and dramatic monologues. Students will involve themselves in self-assessment as well as in teacher guided practice and assessment throughout the course. The central focus of the course is the contribution of the various periods of British literature to modern English. We will also focus on the intellectual development apparent within this literature over the eight hundred years that are covered by our study. Our study includes forming generalizations about how historical, scientific, social, and political experiences are reflected in the literature which represents ways of seeing events and creating meaning in the various periods we study.

The literature of the course includes selections from Beowulf, Geoffrey Chaucer, Sir Thomas Malory, Christopher Marlowe, Sir Walter Raleigh, William Shakespeare, John Donne, Ben Jonson, Andrew Marvell, Robert Herrick, John Milton, Amelia Lanier, Richard Lovelace, Jonathan Swift, Samuel Johnson, Thomas Gray and Anne Finch, Countess of Winchilsea.

### Class Objectives

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Upon successful completion of this course, students will be able to:

- apply knowledge of Latin roots to understand new vocabulary
- make assertions about the argument of an author and interpret what is written
- use examples from a text to support an argument
- analyze an author's philosophical beliefs and assumptions
- analyze characteristics of poetry, prose and essays
- analyze the way the theme of a selection represents a comment on life and can use examples from the selection to support the analysis.
- analyze irony and satire in a selection
- demonstrate an awareness of purpose, speaker and audience in his/her writing and utilize point of view and irony purposefully.
- write a well organized essay with strong transitions using sustained, persuasive support and precise, relevant examples
- use natural, fresh, and vivid language to establish a specific tone in his/her writing.
- develop presentations using clear research questions and critical research strategies
- revise text to highlight voice, sentence variety and enhance subtlety of meaning.
- write fictional narratives, responses to literature, reflective compositions, and historical investigative reports.
- deliver effective multimedia presentations
- demonstrate effective control of grammar, diction, paragraph and sentence structure.
- deliver reflective presentations, oral reports on historical investigations, and responses to literature.

### Content Standards:

English 12A is written to the content standards adopted by the [California State Board of Education](#) and the [National Council of Teachers of English](#).

### Required Text:

Publisher: Pearson Prentice Hall

Title: Literature Timeless Voices, Timeless Themes -- British Tradition

Author(s): Kinsella, Carroll, Feldman, Stump, Wilson  
 Year published: 2002  
 Student edition text: ISBN 013054793X  
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**Prerequisites:**

English 9, English 10, and English 11

**Description of  
Class  
Methodology**

- This is an inquiry-based course. Students will generate knowledge through online readings, synchronous chats, asynchronous discussions with students and their instructor, interactions with online tutorials, and online and hands-on simulations.
- A semester project developed by each student will be used to demonstrate knowledge and understanding of the material in the course.
- The instructor will act as a guide, a facilitator, an events planner, and a resource advisor. He/she will always be available through e-mail.
- The student must actively construct and acquire knowledge by being intrinsically motivated to succeed. To succeed, students must participate and complete all readings and activities. This course requires the student's active participation.
- Both formal and informal assessment methods will be used in the course. Informal assessment will include an evaluation of the quality and timeliness of participation in class activities. Formal assessment may include multiple-choice quizzes, tests, discussion board participation, and written assignments. A final exam will be given at the end of the course.

Unit	Topics	Assessments	Activities	Readings
	The introduction to British Literature  The Epic	Vocabulary Prewriting	Vocabulary Comparison/contrast writing Essay questions Textbook questions Discussion questions Discussions about old English and it's impact on modern English	Timelines for British Literature Changing English Language from Beowulf
	Characterization in the Middle Ages  Chaucer and the story poem	Vocabulary Quiz over poetry Research assignment	Web research Persuasive writing or poetic writing Essay questions Textbook questions Discussion questions Discussions about the character of middle class Britons during the middle ages and how similar they are to modern middle class Americans	From Canterbury Tales Women in Medieval Culture
	Lyric Poetry	Vocabulary Sonnet essay Quiz over poetry	Response to poetry essay Essay questions Textbook questions	The Changing English Language Timeline for British

	Shakespearean Sonnet		Discussion questions Discussions about the tone and topics of sonnets as they reflect modern attitudes Essay revision	Literature The Passionate Shepherd to His Love The Nymph's Reply to the Shepherd Shakespeare Sonnet 29 Shakespeare sonnet 130
4	Macbeth  Renaissance tragedy	Vocabulary Quiz Response to literature essay	Essay questions Textbook questions Discussion questions Discussions about relationship between Renaissance tragedy and modern tragic characters Essay revision	Macbeth
5	Civil War, The Turbulent Time  Lyric Poetry	Vocabulary Midterm Essay on extended metaphor	Discussion of the extended metaphor Textbook questions Discussion questions Essay Revision Discussion of semester problem solving project	Timelines for British Literature The Changing English Language The Bait Meditation Song: To Celia To His Coy Mistress
6	Reformation	Summarizing Quiz Write a poem	Textbook questions Discussion questions Discussions about Semester Problem Solving Project Discussion on how reformation attitudes impact on modern perception of gender roles	from Paradise Lost Eve's apology in Defense of Women To Lucasta, On Going to the Wars To Althea, from Prison
7	Satire in the Age of Reason  The Dictionary	Vocabulary Quiz Research results	Research on vocabulary Textbook questions Discussion questions Discussions about impact of early dictionary on modern usage Work on semester problem solving project	Gulliver's Travels Elegy Written in a Country Churchyard A Nocturnal Reverie from A Dictionary
8	Assessment of interpretative skills learned during the semester	Essay exams: Reading Writing Self Assessment Problem solving	Discussion questions Presentation of Semester Problem Solving Project Student input into projects of all students	Knights of Legend Medieval Romance Sir Gawain and the Green Knight

Assessment of communication skills learned during the semester	Project	Self Assessment	Student Projects Self Assessment document
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**Assessment**

Assignments	
Assignments	1 point each (6-8 per unit)
Major Writing Assignments	5 points each (1 per unit)
Discussion Board Prompts	2 points each (1-2 per unit)
Problem Solving Project	14 points (Unit 8)
Final Exam - Reading	5 points each (Unit 8)
Final Exam - Writing	5 points each (Unit 8)
Final Exam - Literary Terms	5 points each (Unit 8)
Final Exam - Vocabulary	5 points each (Unit 8)

Grading Scale	
Letter Grade	Percentage Earned
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	59% and lower

**Student's Role and Responsibilities in this Course**

**Expectations:**

Students are expected to conduct themselves in a responsible manner that reflects sound ethics, honor, and good citizenship. It is the student's responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of NUVHS through their conduct and behavior. Students are expected to abide by all NUVHS policies and regulations. Any form of academic dishonesty, or inappropriate conduct by students or applicants may result in penalties ranging from warning to dismissal, as deemed appropriate by NUVHS.

**Communication:**

Throughout this course students will need to be in close contact with their instructor and fellow students. Students are expected to communicate via email and electronic discussion boards. Therefore, students should plan on checking email at least three times a week and participate in the discussion boards during the weeks they are live.

Instructors strongly encourage and welcome open communication. Clear, consistent, and proactive communication will ensure a successful experience in this course. It is the student's responsibility to notify the instructor immediately if and when a personal situation occurs that

affects his/her performance in this class. Being proactive with communication will result in a quick solution to any problems that may occur.

Technical Support is offered through Spectrum Pacific Learning Company (SPLC). Should a student need any technical assistance, he/she should email the Help Desk as soon as possible at [helpdesk@myonlinelogin.com](mailto:helpdesk@myonlinelogin.com) or call 1-877-533-4733. SPLC will help resolve technical problems and walk through the solution with students. If a problem persists for more than 48 hours, the student must also notify his/her teachers and NUVHS.

#### **Time Required For This Course:**

To complete this course in eight weeks, students should plan to allocate at least 12-15 hours per unit on assigned readings, assignments, discussions (asynchronous and synchronous), and exams. It is highly recommended that students organize themselves around the course schedule.

### **NUVHS Expected Schoolwide Learning Results (ESLRs)**

#### **NUVHS Expected Schoolwide Learning Results (ESLRs):**

It is anticipated that NUVHS students will be:

##### **Engaged Learners**

1. Demonstrate self-directed learning skills such as time management, and personal responsibility through the completion of course requirements
2. Develop an understanding of their own preferred learning styles to enhance their overall academic potential
3. Incorporate effective and relevant internet and multimedia resources in their learning process to broaden their knowledge base

##### **Critical Thinkers**

1. Effectively analyze and articulate sound opinions on a variety of complex concepts
2. Illustrate a variety of problem-solving strategies that strengthen college preparation and workforce readiness
3. Formulate a framework for applying a variety of technology and internet-based research to enhance information literacy and collaborative thinking

##### **Effective Communicators**

1. Demonstrate awareness and sensitivity to tone and voice in multiple forms of communication
2. Express concepts and ideas in a variety of forms
3. Enhance communication skills through the use of media rich or other technology resources

##### **Global Citizens**

1. Appreciate the value of diversity
2. Understand the range of local and international issues facing today's global community
3. Demonstrate awareness of the importance of cultural sensitivity and social responsibility in the 21st century