**British Literature**

**Jedidiah Bickle**

**Course Syllabus 2024-2025**

**Course Description**

This course focuses on the study of British literature and informational texts, writing modes and genres, and essential conventions for reading, writing, and speaking. The students develop an understanding of chronological context and the relevance of period structures in British literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students encounter a variety of informational and literary texts and read texts in all genres and modes of discourse. Reading across the curriculum develops the students’ academic and personal interests in different subjects. While the continued focus is expository writing in British literature, the student will also demonstrate competency in argumentative and narrative genres. The students will engage in research, the impact that technology has on writing, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of speaking and listening skills for a variety of purposes.

**Textbook**

HMH Into Literature (Grade 12)

**Unit/Concept Names**

Unit 1: Anglo-Saxon & Medieval Periods

Unit 2: The English Renaissance

Unit 3: Restoration & Enlightenment Periods

Unit 4: Romanticism

Unit 5: The Victorian Period

Unit 6: The Modernist & Postmodernist Periods

**Major Course Projects and Instructional Activities**

In the fall we will write a multi-paragraph research essay based on texts read in the class. This essay will be taken slowly. Large portions of the essay will be completed in the class with trips to the library. The class will review and practice every step of the writing process.

In the spring students will write a multi-paragraph essay based on a novel of choice read outside of the classroom. (A letter will be sent home with more information in January.) Less time will be spent on the essay within the class period, and students who need extra help and support will need to set up tutoring sessions with the teacher after school. This slow shift of responsibility throughout the school year is in preparation for their first year of college where essays are written completely out of school independent of class time.

**Course work/Classwork**

Students will receive a variety of assignments designed to enhance their learning. If a student is absent, the student is responsible for the missed assignment.

Students are expected to submit work on time. Doing so exhibits pride in producing quality work and fulfilling student responsibility. This work habit is a behavior that supports academic achievement and demonstrates characteristics from our Richmond County School System Profile of a Graduate. Late work can negatively impact learning and your ability to demonstrate mastery of the standards.

When the assignment calls for students to produce original work, students will not use Artificial Intelligence (AI) to generate the assignment for them. Assignments are given to help students learn and demonstrate what they know. While there may be appropriate times for students to use AI during the learning process, using AI to generate original work in place of the student completing the work, is considered

Academic Dishonesty and can be punished according to the rules outlined in the Code of Conduct.

*See RCBOE IHA-R Grading Practices*

**Late Work (Grading Policy- See RCBOE IHA-R Grading Practices)**

Students may have their scores reduced by 5% per school day for a 25% maximum reduction (five school days). ***Late work submitted after the fifth school day will only be accepted at the teacher’s discretion.***

**Make-Up Work (Grading Policy)**

Students are expected to make-up assignments and assessments that were missed due to absence from

school. Students are responsible for asking teachers for the make-up work upon returning to class.

Make-up work should be completed by the student within the time specified by the teacher**.**

**Evaluation (Grading Policy)**

* Minor Grades (Quizzes, Class work, Graded Writing Assignments, Group Work, etc.)
* Major Grades (Unit & Chapter Test, Projects, Tasks)

**Relearn and Reassess Plan**

For any major assessments, students will have the opportunity to submit a relearning plan for parent and teacher approval. Upon satisfactory completion of the plan, as determined by the teacher, students will be given a minimum of **ONE** opportunity to be reassessed. Only students scoring below 70 on a major assessment can complete a relearning plan unless exempted with parent approval.

Reassessments may be different from the original.

The reassessment score will replace the original score (the scores will not be averaged).

Reassessments should be completed **within 7 school days** of receiving the original grade. Teachers should have discretion to extend the timeline to address extenuating circumstances.

*See teacher class page for Relearn/Reassess*

**Classroom Procedures & Expectations**

1. In keeping with school-wide policy, **cell phone use is NOT permitted under any circumstances. Use of cellphones WILL lead to confiscation and disciplinary action.**
2. Plagiarism is **cringe**. I KNOW some nerd on the internet has an answer to my questions; I don’t care about them. I care about you and your thoughts, even if you are unsure. Please give me YOUR best effort, and I will give you mine.
3. Speak professionally. This means no slurs, no swears, and no topics inappropriate for school.
4. Irrelevant chatter is the MOST disruptive thing in a classroom. Please stay on topic, and only speak when appropriate/prompted.

The overarching expectation in this class is to represent WAR (W, Accountable, Respectful)

Below are the expectations for how to W.A.R. in class!

|  |  |
| --- | --- |
| **Wholehearted** | * **Participate in class discussions, tasks, and collaborations**
* **Attempt all work (Be “All in”)**
* **Bring your authentic self to your learning.**
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| **Accountable** | * **Bring needed materials for class daily**
* **Complete all work with academic honesty**
* **Turn in work on time**
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| **Respectful** | * **Consider how your behavior affects your classmates, teachers, and WHS community as a whole.**
* **Communicate with teacher via email or face to face when issues arise.**
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**Course Materials**

\* Pencils \* Highlighters\* Loose Leaf Paper

**My contact information:**

Email: bicklje@boe.richmond.k12.ga.us

Remind codes:

1st period: bickle1

2nd period: bickle2

3rd period: bickle3

5th period: bickle5

6th period: bickle6

7th period: bickle7

**Student Contract:** I understand that all work should be completed on time. I understand that my teacher may deduct five points per day and communicate this in my Infinite Campus gradebook. I also understand that work turned in after the learning has occurred may not be graded (no more than 5 school days from the due date). I understand that using Artificial Intelligence to complete assignments where I am asked to produce original work will be considered Academic Dishonesty.

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_

**Parent Contract:** I understand that my child is expected to complete assignments on time. I will

remain in communication with my child’s teacher and monitor missing and late work as noted in Infinite Campus Parent Portal. If my child continues to submit work late, I understand that a parent-teacher conference will be needed to co-develop a plan of action. I understand that my child should not use Artificial Intelligence to complete assignments where students are asked to produce original work.

Parent Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_