**12th Literature and Composition Course Syllabus *2019-2020***

Room #2204

**Coach Marcusky** [chris.marcusky@cobbk12.org](mailto:chris.marcusky@cobbk12.org) **www.weebly.marcusky.com**

Co-teacher: Debra Roberts [debra.roberts@cobbk12.org](mailto:debra.roberts@cobbk12.org) Edmodo blog

**Course Description**

This course focuses on the study of literary theory in order to strengthen your ability to construct meaning from a text. There will be an emphasis on British Literature for major readings. However, there will be multicultural literature also used. This course will also focus on enhancing speaking and listening skills through individual/small group performance. Studying theory is a means of becoming aware of competing visions of truth that we will examine and define from these multiple perspectives. The units concentrate on several major literary theories to introduce and enhance the idea that the world is full of ideologies, theories, and biases through which we filter our understanding. We will analyze both classic and modern literature using various critical lenses; we will also author our own works that will include argument, expository, and narrative writing.

**Materials Required**

* Lined paper, pens, pencils, highlighters
* An organized binder
* Textbook: Springboard English language Arts Grade 12(consumable textbook)

**CCSD Grading Scale**

90-100 = A 80-89 = B 74-79 = C 70-73 = D 69 and below = F

**Grading Percentages for Course Work**

*20% EOC/Final*

*25% Summative Reading and Listening/Speaking*

*25% Summative Writing and Language*

*15% Formative Reading and Listening/Speaking*

*15% Formative Writing and Language*

\*\*Please note that some assignments will count for both Summative Reading and Summative Writing because each set of standards will be addressed in that test, piece of writing, and/or project. There is no EOC in this class.

**Suggested Semester Schedule**

|  |  |  |
| --- | --- | --- |
| **Unit Theme** | **Summative Assessments** | **Essential Questions** |
| **Unit 1: Perception is Everything**  *Big Ideas/Enduring Understandings:*  Students will:  -examine the idea that the world is full of ideologies, theories, and biases through which we construct our understanding of our own and others’ experiences  -show how point of view presents the reader with a filter or perspective from which to view the world  -study the literary theories of Reader Response Criticism and Cultural Criticism as well as the first two lenses through which we interpret literature and the world -have the opportunity to apply these literary theories to their own and others’ writing. | Summative EOC Style Test  Summative Photo Essay  Summative Essay “Stranger in the Village” | -How does perspective influence perception?  -What does it mean to be a stranger in the village?  **Suggested text:**  Selections from Springboard |
| **Unit 2: The Collective Perspective**  *Big Ideas/Enduring Understandings:*  Students will:  -learn about Archetypal, Marxist, and Feminist Criticism  -analyze characters, characterization, and relationships between and among individuals and groups in a variety of texts, including drama, film, and non-fiction  -deepen their interpretation and discussion of texts by considering the social and cultural implications of analyzing a text, most likely *Pygmalion,* from a particular perspective. | Summative EOC Style Test  Summative Essay | -How does applying a critical perspective affect understanding of and engagement with the text?  -How does power affect people’s interactions and relationships?  **Suggested text:**  *Pygmalion* |
| **Unit 3: Creating Perspectives**  *Big Ideas/Enduring Understandings:*  Students will:  -explore how an event's meaning is shaped by reporting  - analyze the reporting of events.  -examine how reports appear to show a critical perspective and apply a critical perspective to reports  -become an active rather than passive viewer of media and government reports, recognizing that informational texts, like literary texts, need to be read or "decoded" carefully. | Summative EOC Style Test  Group Media Presentation | -How do media sources influence our understanding of the truth and significance of an issue?  -How are media texts constructed to support an agenda or interpretation |
| **Unit 4: Evolving Perspectives**  *Big Ideas/Enduring Understandings:*  Students will:  -deepen understanding of critical perspectives as they apply Reader’s Response, Feminist, Marxist, Cultural, and Archetypal Criticism to scenes from a drama.  -read and analyze text from a critical perspective. | Summative EOC Style Test  Script/Performance | -What role does literature play in the examination of recurring social issues?  -How can a dramatic performance reflect a critical perspective?  **Suggested text:**  Shakespeare’s *The Tragedy of Othello, the Moor of Venice*) |
| **Unit 5: Functional Reading and Writing Unit**  *Big Ideas/Enduring Understandings:*  Students will read a graphic novel and apply multiple perspectives to it. Also, you will write critically with an emphasis on real world applications. | Summative Final Examination | -How can an examination of text through multiple perspectives affect understanding?  -How can the use of diverse media formats shape a message?  -What are the real world applications of reading, writing, speaking/listening skills.  Suggested Text: *The Arrival* |

**General Class Behavioral Expectations**

Students are expected to be in class every day, arrive on time, and remain attentive, respectful, and on task throughout the entire class period.

* **Show RESPECT**: For your teacher, yourself, and your classmates.
* **Please bring ALL necessary materials to class, everyday**; failure to do so will result in a lower conduct grade. Necessary materials include books, notebooks, writing utensils, assignments, etc.
* **No DISTRACTING Food or Drink** – Drinks must have lids and your area must remain clean of food or drink debris. This privilege will be revoked if cleanliness becomes an issue.
* **NO electronic devices permitted** unless the device is being used for academic purposes and has been approved by the teacher. If at any time the teacher believes a student is abusing the privilege of using electronic devices, the privilege will be taken away.
  + Phone calls and/or texting are NEVER permitted in the classroom unless given direct permission by a teacher.
  + Using a PED to take pictures or recordings is NEVER permitted in the classroom unless given direct permission by a teacher.
  + PEDs are NEVER permitted to be out during a testing environment. If a PED is out during a testing situation it will automatically be assumed that the student is cheating and cheating consequences will be implemented.
* **Hall Passes:** The first and last 15 minutes of class is considered “dead time” – no hall passes will be given. You will have 5 bathroom passes to use for the semester. Use them wisely. Students have no more than 5 minutes for a bathroom break, office pass, water fountain break, etc. Failing to return to class within 5 minutes will be considered skipping. **You must have the appropriate lanyard as a pass and be in the appropriate area. No passes will be allowed during instructional time unless there is an absolute emergency. When I am not giving instruction, students who do have an emergency will be allowed to leave one at a time (no more than one student out at a time unless the student is requested by the office).**

**\*Consequences** for breaking any of the above rules:

1) A verbal warning by the teacher

2) A telephone call to the parents or guardian of the student in violation of classroom rules

3) Referral to administration

**\*If misconduct is an extreme offense, consequence one and/or two from above may be by-passed.**

**Late Policy:**

Assignments are due in class on the due date unless otherwise noted. Summative assignments may be submitted late for a penalty of **10% off per day late; but, it will not be accepted after that score cannot exceed a 50%.** In order to optimize feedback and learning, **formative classwork/homework** assignments will **NOT** be accepted late.

**\*\*A copy of this syllabus is available on the class blog should you need to refer back to it at any time.\*\***

**Please complete the attached portion and return it to the teacher ASAP**

**2019-2020 Policies & Procedures Contract**

I have read, understand, and agree to abide by the policies and procedures for **Senior Literature** taught by Coach Marcusky at Kell High School. I also understand that my student will be using a variety of technology including but not limited to [www.prezi.com](http://www.prezi.com/), [www.animoto.com](http://www.animoto.com/), the Kell High School app and edmodo sites which require parental awareness and consent. By signing below, I give my student permission to use these sites.

I have read, understand, and agree to meet the expectations set by Coach Marcusky.

|  |
| --- |
| Student's Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Student's signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Parent's/Guardian’s Printed Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Parent's/Guardian’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Day time Phone:  Evening Phone: \_\_\_\_\_\_    Parent's/Guardian’s E-mail Address: (PLEASE PRINT CLEARLY)  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Will the student be able to access the Internet from home? YES NO |