

*GPLHS Syllabus*

**Description:**

Grammar and Composition  
English Literature

Mr. Myers

A. Grammar and Composition

This one semester course focuses on writing skills that will enable the student to succeed at college or in the work force. Expository and other factual writing styles will be stressed, along with college writing strategies. Grammar will be studied formally as well, with emphasis on improving writing skills through the use of advanced grammatical techniques.

B. British Literature

This semester-long course surveys British literature from its known beginnings of 600 AD to the present day. Students will study the various types of genres found in historical British literature and learn how the types of literature reflected the times in which they were written. Students will study authors and vocabulary in context; some required projects will encompass reading, writing, speaking, listening, and artistic compilation.

Textbook: Writer's Choice Grammar and Composition, Glencoe/McGraw Hill, 1991;  
English Literature, Glencoe/McGraw Hill, 1991

Materials: Notebook  
Pencil

**Objectives** (Broad)

Upon completion of courses, the student will be able to

- \*Understand and analyze elements of literature
- \*Develop skills in stylistic analysis of prose passages
- \*Organize information in written documents using reader-based principles
- \*Express ideas logically, clearly, and coherently in writing with sound supportive data
- \*Use reading and research skills to develop self-selected topics and acknowledge sources correctly using the conventions of standard written English

**Objectives** (Precise)

A. *Understand and analyze elements of literature*

The student will

- \*Read extensively and intensively for different purposes in varied sources in increasingly demanding texts
- \*Analyze literary elements for their contribution to meaning in literary texts
- \*Interpret the possible influences of the historical context on a literary work
- \*Propose and provide examples of themes that cross texts and genres
- \*Understand literary forms and terms such as author, drama, biography, autobiography, myth, hyperbole, metaphor, dialogue, tragedy and comedy, structure in poetry, epic, ballad, protagonist, antagonist, paradox, analogy, dialect, and comic relief as appropriate to the selection being read
- \*Compare and contrast elements of texts such as themes, conflicts, and allusions

both within and across texts

\*Identify and analyze the effect of artistic elements such as character development, rhyme, imagery, and language within literary texts

\*Apply given criteria in making critical evaluations

*B. Develop skills in stylistic analysis of prose passages*

The student will

\*Analyze aspects of texts such as patterns of organization and choice of language for their effect on audiences

\*Describe how a writer's motivation, stance, or position may affect text credibility, structure, and tone

\*Recognize logical, deceptive, and/or faulty modes of persuasion in text

\*Analyze the characteristics of clear text such as conciseness, correctness and completeness

*C. Organize information in written documents using reader-based principles*

The student will

\*Write in a variety of literary forms

\*Write in a voice and style appropriate to audience and purpose (using vocabulary, organization, and rhetorical devices appropriate to audience and purpose)

\*Employ literary devices to enhance style and voice

\*Employ precise language to communicate ideas clearly and concisely

\*Organize ideas in writing to ensure coherence, logical progression, and support for ideas

\*Use a writing process: prewriting, drafting, revising, editing

*D. Express ideas logically, clearly, and coherently in writing with sound supportive data using the conventions of standard written English*

The student will

\*Use elements of text to defend, clarify, and negotiate responses and interpretations

\*Demonstrate control over grammatical elements and convention of punctuation and capitalization

\*Compose increasingly more involved sentences that show mastery of stylistic choices

\*Produce error-free writing in the final draft

*E. Use reading and research skills to develop self-selected topics and acknowledge sources correctly*

The student will

\*Generate relevant, interesting, and researchable questions

- \*Locate appropriate print and non-print information using printed texts and Electronic resources
- \*Produce research projects and reports in varying forms for different audiences
- \*Evaluate the credibility of information resources
- \*Prepare a preliminary and final bibliography for the research paper
- \*Produce accurate parenthetical citations for any borrowed works quoted in their papers
- \*Use a manual of style, such as MLA or APA

**As we accomplish these goals and objectives, it is expected that the student will utilize God's gift of language in a God-pleasing manner and recognize the importance of language skills as a young Christian person and member of the Church. The student will be able to analyze and evaluate literature to determine and differentiate between what is God-pleasing language and ideas and what appeals only to the ideas of the world around us.**

**The Medieval Period (Middle English Period, 449-1485)**

- Beowulf
- Geoffrey Chaucer
  - General Prologue
  - The Pardoner's Tale
  - The Wife of Bath's Tale
- Sir Thomas Malory
  - *from* Le Morte d'Arthur

**The Elizabethan Age (1485-1625)**

- William Shakespeare
  - Selected Sonnets
  - Macbeth

**Seventeenth Century (1625-1700)**

- John Donne, Selected Works
- Ben Johnson, Selected Works
- Jon Milton, Selected Works

**Restoration and the Eighteenth Century (1660-1798)**

- Jonathan Swift, Selected Works
- Alexander Pope
  - from* "The Rape of the Lock"
- Samuel Johnson, Selected Works
- Thomas Gray, Selected Works
- William Blake, Selected Works

**The English Romantic Age (1798-1837)**

- William Wordsworth, Selected Works
- Samuel Taylor Coleridge, Selected Works
- Percy Bysshe Shelley, Selected Works
- John Keats, Selected Works

**The Victorian Age (1837-1901)**

- Robert Browning, Selected Works
- Alfred, Lord Tennyson

**Twentieth Century (1900-present)**

- William Butler Yeats
- D.H. Lawrence
- Virginia Woolf
- James Joyce
- T.S. Eliot
- George Orwell
- William Golding

**Methods**

Instructional methods include lectures, group work, discussions and presentations. We will watch videos and listen to some materials regarding the time periods we are presently studying.

**Evaluation**

I use the point system. ALL work is weighted equal value. Assessment includes daily assignments, verbal responses, written assignments, tests, quizzes, papers, compositions, essays, and projects (individual and group). Students will be graded on a weekly basis regarding individual effort, attitude, and participation. Semester exams are worth 20% of your grade.

Quarter 1 40%  
Quarter 2 40%  
Sem. Exam 20%

Quarter 3 40%  
Quarter4 40%  
Sem. Exam 20%