

Notebook One

English IV (English Literature/Composition)

Teacher: Trey Logsdon Room: 11

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Planning period: 9:15-10:00. I am also available by appointment before or after school.

The English language is steeped in rich and diverse texts that really matter even in today's world. This year we will be exploring a sampling of these texts by authors outside the borders of the USA. We will begin the year creating our own texts, as we focus on some of the principles of composition.

I believe the most important element in any classroom is the student, and I want to encourage you, as a class, to bring creativity and fun into your exploration of British Literature and composition. Let me know of any suggestions for special projects, dress-up days, or field trips.

Materials needed include:

1 large (1 ½"-2") notebook

Loose leaf lined notebook paper

Section tabs for the notebook (optional)

Pencils/pens (please do not use green or red ink)

I know that back-to-school costs can be quite great, so please let me know if any alternative arrangements are needed for school supplies.

Your notebook should be *organized* as follows:

1. Vocabulary
2. Daily Work/Handouts/Reading Checks
3. Author Information/Time Lines/Outside Research
4. Composition/Grammar

The *grading scale* for this class will be:

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

D = 60 – 69%

F = Below 60%

An Overview of the Course:

Semester I

Vocabulary: a constant in my classroom

Composition boot camp: a quick review of composition ranging from the sentence, descriptive writing, narrative writing, expository writing (exemplification, process, cause and effect, comparison and contrast, definition), and argumentative/persuasive writing. We will be responding to literature that exemplifies the various styles of composition as well. A world altering research paper in MLA format will be the culmination of our efforts.

A cursory overview of the history and literature of England and its commonwealth countries.

The units are generally categorized chronologically and include:

The Old English Period

The Medieval Period

The Poem

Grammar and Usage: another constant in the classroom

Semester II

Vocabulary: again? Yes.

The history and literature of England and its commonwealth countries continued.

The English Renaissance

The Restoration and Age of Reason

Romanticism

The Victorians

Modernity

Reflections and the Future: So we attended school for over 12 years now. Why? What matters?
So what now?

Grammar and Usage: Everyone needs practice.

Texts

We will be reading from a variety of sources throughout the year including but not limited to: *Prentice Hall Literature: The British Tradition*, *Beowulf*, *Macbeth* by William Shakespeare, *Frankenstein* by Mary Shelly, A novel of your choice by an author outside of the American experience. Time permitting we have a trove of further novels to explore by James Joyce, The Bronte sisters, Thomas Hardy, Jane Austen, Aldous Huxley, William Golding, Charles Dickens, etc. Byng has a wonderful and expansive literary collection.

For Parents/Guardians:

So, you want your child to be:

A titan of industry,
A surgeon of note,
An advocate of right,
A force of might,
A good husband
A caring mother,
A real, live adult (eventually, eventually),
A quality human being?

Well here are some things that they need, I need, and you might need to connect and challenge them in their exploration of the English language:

- Ø Ask them what they're reading—we're always reading something in my class.
- Ø Read with them (on the sly if necessary—I've got extra copies!)
- Ø Pass on interesting articles, books, stories, poems that you enjoy to your child
- Ø Offer to proofread their work
- Ø Talk, talk, talk with them about life, the universe, and everything.
- Ø Stay involved (Obviously you are doing this already because you are reading this. You are a wonderful parent. Keep it up!)
- Ø Explore music, art, and culture with your child every chance you get. Show them what you like

Ø Facilitate a love of life-long learning. Be curious. If your precocious child starts droning on about Anne of Cleeves and you know nothing of Anne of Cleeves, look her up.

Ø Debate them. Any teenager in the world is truly gifted in this arena, but they need a good foil.

Ø Listen

Signatures: For the first daily work grade of 20 points, please sign the following by _____ . The page will be returned to you for a position of honor as notebook page 1.

Students: by signing below, you acknowledge that you have read the syllabus and understand the expectations and excitement ahead for the course.

Student signature: _____

Student name printed: _____

Parents/Guardians: by signing below, you acknowledge that you have read the syllabus with your child and understand the expectations and excitement ahead for the course.

Parent/Guardian signature: _____

Parent/Guardian name printed: _____