

Literature and Composition 12A Syllabus

INSTRUCTOR INFORMATION

Please go to your course and access the [**Course Home**] section for detailed instructor information.

COURSE REQUIREMENTS

All learners must have computer and internet access. Participants in online classes must be comfortable with the basic functions of word-processing software, including GOOGLE DOCS.

COURSE GOALS

To continue to develop critical thinking, reading and writing skills through the exploration of British Literature. This course builds upon skills learned in English 9-11, and completes a full survey of world and multicultural literature. Ultimately, learners should be able to see how stories can be used as a vehicle to understand themselves and the world around them.

COURSE DESCRIPTION

This writing and literature course explores famous British literature and encourages the development of critical thinking and writing skills. We learn all about what makes some of the most classic literature great at the same time that you will be able to practice the art of writing, argument and expression. We will explore figurative language and the value of storytelling. The class emphasizes the importance of logic and flow in writing and encourages learners to have fun with words!

STANDARDS MET

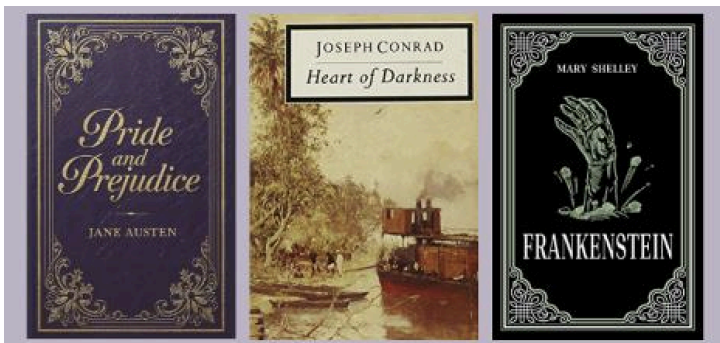
This course meets the following California state standards: [California Common Core State Standards for English Language Arts](#).

REQUIRED TEXTS

All reading materials are available online, but will also be provided as links through the course website. Other selected readings for nonfiction available within the course.

Reading List:

- *Pride and Prejudice* by Jane Austen
- *Heart of Darkness* by Joseph Conrad
- *Frankenstein* by Mary Shelley



COURSE OUTLINE

Below is a summary of the topics of study covered in English 12A (British Literature: Semester A)

Unit One: Pride and Prejudice

- **Block 1: Pride and Prejudice: Chapters 1-17 (up to 18)**
 - 0: Discussion 0: Introduce Yourself
 - 0: Assignment 0: How to Be Successful in the Course
 - 1: Assignment 1: The Regency Period
 - 1: Discussion 1: Universal Truths
- **Block 2: Pride and Prejudice Chapters 18-32 (up to 33)**
 - 2: Assignment 2: Please and Thank You
 - 2: Discussion 2: Judging a Book By Its Cover
- **Block 3: Pride and Prejudice Chapters 33-47 (up to 48)**
 - 3: Assignment 3: You be the Satirist
 - 3: Discussion 3: Making Fun of It
- **Block 4: Pride and Prejudice Chapters 48-end**
 - 4: Assignment 4: Letter Writing
 - 4: Discussion 4: Life Lessons
- **Block 5: Pride and Prejudice Final Project**
 - EXTRA CREDIT: Block 5 Discussion: Love and Marriage
 - Unit 1: Block 5: Peer Review
 - 5: Assignment 5: Pride and Prejudice Final Assignment

Unit Two: Heart of Darkness

- **Block 6: Heart of Darkness Pages 1-51**
 - 6: Assignment 6: Changing the Tide
 - 6: Discussion 6: Questions About Marlowe's Tale
- **Block 7: Heart of Darkness Pages 52-104**
 - 7: Assignment 7: The Danger of a Single Story
 - 7: Discussion 7: Digging into Heart of Darkness
- **Block 8: Heart of Darkness Pages 104-End**
 - 8: Assignment 8: Drawing Connections to Heart of Darkness
 - 8: Discussion 8: Pot Kettle Life Lessons
- **Block 9: Heart of Darkness Final Project**

- EXTRA CREDIT: Block 9 Discussion: Impact of Imperialism
- Unit 2: Block 9: Peer Review
- 9: Assignment 9: Heart of Darkness: Final Assignment

Unit Three: Frankenstein

- **Block 10: Frankenstein Letter 1-Chapter 5 (up to Chapter 6)**
 - 10: Assignment 10: Intro to Frankenstein
 - 10: Discussion 10: Form and Genre
- **Block 11: Frankenstein Chapters 6-11 (up to 12)**
 - 11: Assignment 11: Lab Lit
 - 11: Discussion 11: Bioethics and Frankenstein
- **Block 12 : Frankenstein Chapters 12-19 (up to 20)**
 - 12: Assignment 12: Making Meaning Out of Frankenstein
 - 12: Discussion 12: Who Is the Monster?
- **Block 13: Frankenstein Chapters 20-end**
 - 13: Assignment 13: Theme in Frankenstein
 - 13: Discussion 13: Victims of Prejudice (Life Lessons)
- **Block 14: Frankenstein: Final Project**
 - EXTRA CREDIT: Block 14 Discussion: Movie Adaptation
 - Unit 3: Block 14: Peer Review
 - 14: Assignment 14: Frankenstein Final Assignment
- **Block 15: Culminating Project**
- **Block 16: Culminating Project**

RESOURCES/MATERIALS USED IN THIS COURSE

Unit 1: Blocks 1-5 Resources:

- Youtube: Chapter Summaries and Analysis, Social Class in Pride and Prejudice, Crash Course Pride and Prejudice, How to Be a Gentleman or Lady, satire, what is theme, and film adaptation excerpts
- Facilitator created content: Discussion expectations and help, Being Successful in the Course (video and written lesson), Using MLA Formatting and Citing Research, AI and Plagiarism Guide, Lesson on Reading Strategies (video and written lesson), Pride and Prejudice Intro video, Lesson on Writing an Essay (also video) or a Short Story, Essay

Structure doc, analytical writing guide and video, and Analysis and Commentary video

- Other resources: Lit Charts, Podcast, Use of Satire in *Pride and Prejudice*, and Theme handout

Unit 1: Blocks 6-9 Resources:

- Youtube: Video Sparknotes Summary, The Scramble for Africa, TED The Danger of a Single Story, and What is allegory
- Other reading resources: Lit Charts, Critical Study About Colonialism in *Heart of Darkness*, Cliffnotes *Frame Tale*, Why *Heart of Darkness* Should be Read in School, and The Trouble with *Heart of Darkness*

Unit 1: Blocks 10-14 Resources:

- Youtube: *Frankenstein* Quick Context Analysis, American Dad *Frankenstein*, Crash Course *Frankenstein*, Analysis of *Frankenstein*, The Importance of Context in *Frankenstein*, *Stranger than Fiction*, The Importance of Title, Role of Women, The Importance of Setting, The Genre, Character Analysis of Dr. *Frankenstein*, Character Analysis of the Creature, Similarities Between the Creature and Others, and Nature vs Nurture
- Other reading resources: Lit Charts, Intro to *Frankenstein*, Lab lit examples, and The Strange and Twisted Life of *Frankenstein*

METHODS OF INSTRUCTION

This is an online course, and while there is flexibility in how and when you do assignments, it's best to log in and complete work each day according to the posted pacing schedule. Due dates will be clearly stated for each assignment in the course calendar and the weekly schedule. It is highly recommended that learners follow the pacing schedule posted, but work may be submitted late. This course uses project based learning to encourage an authentic, developed appreciation of the topics covered. That means that while it may include quizzes and some traditional assessments, the bulk of the coursework focuses on projects that require learners to display their learning in a thorough and creative manner. If you are struggling to complete your work or you need some assistance with an alternate schedule or workload, please contact me as soon as possible. I am more than happy to help support your success in the class!

LEARNER EXPECTATIONS

The learner is expected to participate in the course via e-mail, discussion boards (or other communication) with the facilitator, by reading the assigned readings, submitting assignments and completing and submitting original work. Learners are expected to check their course and email account every day and complete work on time as assigned by designated dates and times.

GRADING

Each assignment is given a specific number of points. The number of points earned by the student is determined and a percentage is calculated. The raw score is recorded in the gradebook. An overall grade in the course will be determined according to your school's grading scale.

SUBMITTING ASSIGNMENTS

All assignments for the week are due Friday unless otherwise stated. The weekly schedule offers suggested pacing. Work may be turned in late and/or learners can work according to an alternate pacing schedule. Please contact your online facilitator AND your EF/COACH/GUIDE as soon as possible if you need to work according to an alternate schedule.

It's recommended that all learners write formal essays in Google docs and share them with editing access just with their facilitator (a shared link linked in the assignment submission text box is easiest).

NON-HARASSMENT

Learners are expected to treat fellow students, and their facilitators, with respect. No form of a "hostile environment" or "harassment" will be tolerated by any learner or facilitator.

For more information on good netiquette, please review [THIS RESOURCE](#)

HONESTY AND PLAGIARISM

Plagiarism of any sort is prohibited.

According to the Merriam-Webster online dictionary, to "plagiarize" means:

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source

Please review [THIS RESOURCE](#) for more information on plagiarism.

Any plagiarized work will be given a zero and referred to your EF/COACH/GUIDE for review.

PRIVACY POLICY

All work submitted is the property of the author and is not available to anyone not in the class. If work is to be submitted or viewed outside of this website, I will obtain permission from the author. [FERPA Info](#)