



# Elizabeth HIGH SCHOOL

## Literature & Composition 400 – British and Post-Secondary Literature

**Teacher: Mrs. Adrianna Perrault**

**E-mail:** [aperrault@esdk12.org](mailto:aperrault@esdk12.org)

**Phone: 303-646-4616 Ext: 8124**

**Course Description:** Literature and Composition 400 is a full year course that permits students to continue the programs in vocabulary development and usage review that they began in Literature and Composition 300. The course focuses on, but is not limited to, British literature. Composition instruction will focus on writing as a process with the student producing formal and informal writings throughout each quarter reflecting different modes of composition (exposition, persuasion, argumentative, narrative, descriptive, analytical). Guided instruction of appropriate research practices will be discussed and implemented throughout the year. Additionally, students will study 8 units of vocabulary as well as vocabulary associated with the literature. Grammar will be incorporated daily as part of the warm-up exercises.

### Curriculum:

➤ **The Glass Castle:** Read *The Glass Castle* by Jeannette Walls while participating in a number of socratic seminars. Progressive seminars assist students in developing advanced level communication, listening, and public speech. Seminars will focus on rhetorical and literary devices in the memoir, such as imagery, tone, and mood. Students will research the ways in which Jeannette could have received assistance.

➤ **Beowulf:** Read early the British literature epic, *Beowulf*, while exploring multiple themes. Student groups will frequently debate and provide reasoning to support their identified theme. Students will write a literary analysis essay.

➤ **Shakespeare:** Read Shakespeare's *A Midsummer Night's Dream* and track character development, plot events, and cause and effect relationships. Students will write a rhetorical analysis essay.

➤ **Jonathan Livingston Seagull:** Students will identify how the American culture has developed over the years and continues to influence youth today, through the eyes of Richard Bach in his short story *Jonathan Livingston Seagull*. Students will create a rhetorical analysis essay presentation.

➤ **Post-Secondary College and Career prep:** Students will create long-term career goals and explore different pathways to reach those goals. Students will create a professional profile and presentation as part of their final exam - profile will include resume and cover letter.

(This is a general overview of the semester. The order and specific topics may vary due to timing/student interest, as per teacher discretion)

### Grading: *Grades will be assigned in points and weighted as follows:*

- |   |                                      |
|---|--------------------------------------|
| ▪ Tests and quizzes - 30%                 | ▪ In-class participation - 10%       |
| ▪ In class and homework assignments - 40% | ▪ End of Unit & Semester Tests - 20% |

## Required Materials:

### EVERY DAY:

- Writing utensils: Pen/pencil
- Chromebook - charged and ready for use every day
- One composition notebook to keep in class. This will be used next class.
- Any book of your choice to read after work. This will be your extra credit opportunity.

## Homework:

- This class will have homework on a regular basis. Typically homework will consist of reading approximately 10 pages per day. It is the student's responsibility to find and complete homework assignments if they have missed a day. We cannot delay classroom books according to each student's attendance. Book and unit schedules, including homework, will be posted in Google Classroom.

## Attendance/ Make-up Work Policies:

Regular attendance is a must for success in any high school class. If you must be absent, please follow the procedures below for making up assignments.

- First check missing assignments and homework in Google Classroom.
- If you missed a quiz or test, schedule a make-up time with me immediately. **The test or quiz must be made up within one week of return.** Missing a review day does not exempt you from taking the test.
- Makeup work is not allowed for unexcused absences. See EHS handbook.
- Assignments due the day you were absent are due the day you return.
- Assignments given during your absence must be completed within 2 school days.
- **An absence during a multi-class assignment will not extend your due-date.**
  - o Each Unit has a calendar that is available on Google Classroom. Check this every time you miss class (see homework section above).

## Teacher Expectations:

In regards to you as a student, I expect...

- All work to be professional, complete, and worthy of your name
- Mutual respect for yourself and others
- Attentive listening and communication skills
- Regular attendance and participation
- Adherence of all expectations in the student handbook

## Miscellaneous Considerations:

- **No Hats:** EHS has a long-standing and strict policy against hats. See handbook for details.
- **Late work:** Late work will be graded at 50%. If you were absent, please see the make-up work policy.
- **Sleeping:** Students may not sleep, or rest their heads on the desks. If you are too tired to participate in class, do not come. I will ask any student with their head down to take a walk and get a drink of water. Students who refuse will be asked to leave. The counseling staff can assist you with any needs or concerns that may be influencing your ability to participate. Please schedule an appointment with them if you need help.  
<https://www.elizabethschoolsdistrict.org/domain/35>
- **Phones:** Elizabeth High School, including the EHS English department, has a strict no-phone policy. Students will place their phones in the designated phone receptacle before class begins each day. In-class participation points will be given for phone policy adherence.
- **Bathroom use:** Please wait for an appropriate time to use the bathroom. Complete sign-in and sign-out must be adhered to. During important information I may ask you to remain in the class.
- **Food:** If I see it, I will ask you to put it away.

Beginning January 6, 2025, EHS will adopt one unified late work policy for all classes. This is designed to help students understand the expectations for all classes rather than trying to remember 6-8 different policies. All accommodations will still be followed.

**Late Work Policy**

- ❖ *Unless previous arrangements have been made, all work not turned in on its due date is considered late if the student was present in class.*
- ❖ *Late work turned in one class day late will receive up to 75% of the total possible points for the assignment.*
- ❖ *Late work turned in to the teacher by the end of the unit, or within two weeks of the original due date (whichever is shorter) will receive up to 50% of the total possible points on the assignment. After that, a zero is recorded for the assignment.*
- ❖ *There may be exceptions to this policy if the student emails the teacher before the assignment is due and explains any extenuating circumstances causing the student to miss the due date.*
- ❖ *Regarding long-term projects or assignments, given three or more weeks before the due date, late work will not be accepted.*

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Student name: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*I have seen and read the above information regarding the new late work policy.*

Parent/Guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_  
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**Return this page to Mrs. Perrault no later than January 10, 2025.**



# Elizabeth HIGH SCHOOL

## Literature & Composition 300 – American Literature

**Teacher:** Mrs. Adrianna Perrault

**E-mail:** [aperrault@esdk12.org](mailto:aperrault@esdk12.org)

**Phone:** 303-646-4616 Ext: 8124

**Course Description:** Literature and Composition 300 will focus on reading, writing, speaking, listening, and developing post-high school communication skills. The course will explore American literature and its characteristics and qualities. The major emphasis of the course is knowledge and understanding of predominant themes, types of literature and their related terminology, and the effects of culture on literature. Composition instruction will focus on writing as a process with the student producing formal and informal writings throughout each quarter reflecting different modes of composition (exposition, persuasion, argumentative, narrative, descriptive, analytical). Research will be incorporated into most large writing assignments. Guided instruction of appropriate research practices will be discussed and implemented throughout the year. Additionally, students will study 8 units of vocabulary as well as vocabulary associated with the literature. Grammar will be incorporated daily as part of the warm-up exercises.

### Curriculum:

➤ **Native American Oral Literature:** Explore common themes, characteristics, and characters, and analyze story plot line. Students will create a fictional narrative myth and present it to the class.

**American Romanticism, Realism:** Read pieces from traditional Romantic and Realist writers while exploring how they continue to influence postmodernism culture. Writers such as Washington Irving, Edgar Allan Poe, Jack London, and Chris McCandless via Jon Krakauer. Students will read *Into the Wild* and write a thesis-driven argumentative research paper.

➤ **Harlem Renaissance within the Modernist movement:** Understand the influence upon and of the Harlem Renaissance writers, such as Langston Hughes. Students will analyze poems for literary devices and figurative language and write several short literary analysis responses.

➤ **Catcher in the Rye:** Read classic novel *Catcher in the Rye* by J.D. Salinger while exploring theme and character development. Students will write a timed persuasive essay.

➤ **SAT and Standardized test prep:** Explore proven test taking techniques, time management for tests and essay writing. Students will complete the free test prep course on [khanacademy.org](https://www.khanacademy.org).

(This is a general overview of the semester. The order and specific topics may vary due to timing/student interest, as per teacher discretion)

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