



BELLOWS FREE ACADEMY

St. Albans, Vermont

English Department Course Syllabus

Course Name: *20th and 21st Century Literature and Composition*

Course ID: *180, 181*

Course Credits: *1.5 - Semester Course*

Instructor: *Riegelman, Peter*

Year/Term: *2019-20*

Room: *A-103*

Phone: *527-6592*

Email: *priegelman@maplerun.org*

Course Information

Description:

20th and 21st Century Literature and Composition fulfills the needs of the college-bound student who needs to develop his/her reading and writing skills.

This class will read from a survey of 20th and 21st century literature deriving from various cultures and points of view. College composition skills will be introduced.

This is a demanding “college prep” class, so if you “don’t do reading,” this course is not recommended.

There is homework, and reading needs to be done on schedule.

This class is a graduation requirement for most students – it is serious business.

B.F.A. English Department Philosophy: The English Department provides opportunities for all learners to improve their literacy skills through the study of literature.

Essential Questions:

- *What role does literature play in understanding recurring societal issues?*
- *Does literature provide a more accurate view of history than historic texts?*
- *Can literature tell us how to live?*

Prerequisites:

Successful credit awarded for junior English.

Course Standards:

Students must attain proficiency in all four of the English proficiencies (PBGRs) to have credit awarded:

- **Reading:** *Students can comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts.*
- **Writing:** *Students can produce clear and coherent writing for a range of tasks, purposes, and audiences.*
- **Language:** *Students will demonstrate the ability to apply knowledge of language when writing or speaking.*
- **Speaking and Listening:** *Students will initiate and participate effectively in a range of discussions and/or presentations, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively.*

Standard and Course Scoring Procedures

To calculate standard scores for a reporting period, the default method would be to average the scores within a standard. The average of the proficiency is the **lowest score** a student could receive.

If the **trend** within the standard over time shows a growth of learning not represented by the average, the teacher has the right to **increase** the final standard score, **but not decrease it**.

For example, in Standard 1, the teacher might think the final score would be better represented by a score of 3.0 and the teacher could increase it (see the highlight score).

	Assignment 1	Assignment 2	Assignment 3	Assignment 4	Average	Trend
Standard 1	2.0		3.0	3.5	2.8	3.0
2	3.0	3.5		3.0	3.2	
3	2.5	3.0	3.5	3.0	3.0	
4	2.0		4.0		3.0	
				Course Score	3.0	3.1

Trend Scoring

- We believe students should not be penalized for struggling in the process of learning. With trend scoring, student **growth and progress** is celebrated. A student's score reflects where they are at that *point in time*, while taking into account the **growth over time as a positive factor in the student's overall score**.
- Growth over time also accounts for a student's consistency in progress toward achieving proficiency.
- It is the teacher judgement whether or not to use a scoring average or a scoring trend.

Transferable Skills:

- **Self-Direction**: *The ability to independently see a task through to completion, meet due dates, and come to class prepared; and can communicate with the instructor ahead of time to arrange alternate due dates for extenuating circumstances.*
- **Responsible & Involved Citizenship**: *Students take responsibility for personal decisions and actions; works collaboratively with others; and uses technology and digital media responsibly.*
- **Informed & Integrated Thinking**: *Use evidence to justify claims and arguments.*

Required Texts and Materials (Students have some choices)

Shooting an Elephant, by George Orwell

Things Fall Apart, Achebe

Cry, the Beloved Country, Paton

Plainsong, Haruf

1984, Orwell

The Handmaid's Tale, Atwood

The Road, McCarthy

Fahrenheit 451, Bradbury

Assessment Policy

Assessments:

We will utilize a number of assessment types:

1. *Pre-Assessments*
2. *Formative Assessments*
3. *Unit (Summative) Assessments*

These will vary, with some being objective tests, some in-class essays, and some typed, “process” essays with opportunities to revise and get peer feedback