**British Literature**

**Westside High School**

**Mr. Chatman**

**Course Syllabus 2025-2026**

**Instructor**: Mr. Jamal Chatman **Location**: Room 105

**Contact Information:**

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Remind: Text @chtbritlit to 81010

**Course Overview:**

British Literature & Composition is a core credit course option as part of the traditional pathway that can be used to satisfy the third or fourth credit required for graduation. This course must utilize the 9- 12 standards and the appropriate grade-level expectations of Georgia's K-12 English Language Arts Standards. British Literature & Composition is a comprehensive course that explores Great Britain’s rich literary heritage through its texts, authors, and movements. The emphasis placed on British literature remains embedded in the standards through the Periods & Movements big idea in grades 6- 12, which provides a sustained opportunity to analyze texts through the lens of their historical and/or literary context. For more information, see the Considering Periods & Movements resource.

**Course Description:**

British Literature & Composition focuses on the integrated study of British texts; students develop an understanding of texts from at least three literary periods, considering history's impact on and analyzing the literature's text structures, themes, and stylistic features. Students routinely engage in the integrated and recursive literacy practices that ground, shape, and inform their interpretations and constructions of texts that apply their grammar conventions, vocabulary, context, structure and style, techniques, research and analysis, and periods and movements understandings. This course must utilize the 9-12 standards and appropriate grade-level expectations of Georgia's K-12 English Language Arts (ELA) Standards.

British Literature & Composition is a core (c) course that counts toward graduation requirements; this course can also be used as an elective (e) credit.

**Course Objectives:**

* The course reinforces student comprehension of complex texts by whole class/group readings, annotating, summarizing, analyzing, researching and evaluating literature.
* Students write in a variety of modes to persuasively evaluate literature based on strong and thorough textual evidence and careful observation which reflect an understanding of textual details, considering:
  + structure, rhetorical devices and techniques
  + social and historical values works reflect and how these are manifest across historical periods/movements
* The course includes frequent opportunities for students to collaborate and share understanding, engaging in relevant group and individual products. Course writing will include:
  + writing to understand: informal, creative, and exploratory writing activities that enable students to discover what they think in the process of writing about their reading (such assignments could include annotation, freewriting, journaling, prompt-writing, and response/reaction short writes)
  + writing to explain: expository, analytical essays in which students draw upon textual details to develop an extended explanation/interpretation of the meanings of a literary text
  + writing to evaluate: Analytical, argumentative essays in which students draw upon textual details to make and explain judgments about a work's themes, artistry and quality, and its social and cultural values
* Writing is a collaborative process where instructor and students provide feedback, both before and after the students revise their work. Feedback will help the student develop:
  + a wide-ranging vocabulary used appropriately and effectively
  + a variety of sentence structures, including appropriate use of subordination and coordination
  + logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis
  + strong evidence that is thoroughly elaborated on and properly cited
  + an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure

**Course Materials:**

Students must come to class prepared with the necessary materials. See lists below for materials needed:

* Folder (any kind is fine, but exclusive for our class)
* Notebook paper
* Pencils/pens/highlighters
* Student Laptop

**Text:** *HMH Into Literature Volumes 1 & 2* by Houghton Mifflin Harcourt Publishing

**Course Expectations:**

* Students are expected to come to class prepared to learn by bringing the materials needed on a daily basis (see Course Materials section below).
* To fully engage class each day, it is important that students silence and put away cell phones as per school/district policy.
* To further their understanding of course content, students are required to complete all reading assignments, actively participating in classwork. Students should remain focused and avoid distractions. Classroom discussions and engaging daily work will develop analytical writing skills through short and extended assignments that culminate weekly group and individual grades. Every step of the thinking and writing process requires your focus, so students should refrain from side/off-task or distracting conversations.
* Course activities will involve independent work through specified quiet times in class, working in pairs or strategic groupings, and at home/alternative settings. It goes without saying that in order to master the skill requirements for this course, students must be engaged and/or seek assistance as needed.
* Because skills in this course are taught progressively, student attendance and punctuality are of the utmost importance. When absent, it is the student’s responsibility to find out what he/she missed by accessing all necessary work missed on class Canvas course. When absent for an extended amount of time, it is student’s responsibility to not fall behind. Checking Canvas and emailing instructor will help ensure completion of work.
* Students are expected to uphold our posted Profile of a Graduate values which underscore the Richmond County Student Code Handbook and its expectations for classroom behavior, attendance, punctuality, dress code, as well as the use of electronic devices.

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| **Wholehearted** | * **Participate in class discussions, tasks, and collaborations** * **Attempt all work (Be “All in”)** * **Bring your authentic self to your learning.** |
| **Accountable** | * **Bring needed materials for class daily** * **Complete all work with academic honesty** * **Turn in work on time** |
| **Respectful** | * **Consider how your behavior affects your classmates, teachers, everyone’s learning, and WHS community as a whole.** * **Communicate with teacher via email or make appointment for face to face meeting when issues arise.** |

**Re-learn and Re-assess Plan:**

For any major assessments, students will have the opportunity to submit a relearning plan for parent and teacher approval (see “Re-Learn/Re-Assess” section of class webpage). Upon satisfactory completion of the plan, as determined by the teacher, students will be given ***ONE*** opportunity to be reassessed (may be different from original assessment).

Only students scoring below 70 on a major assessment can complete a relearning plan, and the reassessment score will replace the original score (the scores will not be averaged).

**Academic Honesty:**

* Students are expected to recognize and uphold standards of intellectual and academic integrity.
* Students are encouraged to seek clarification at any stage of the learning process to ensure understanding. Any attempt to defraud, deceive, or mislead the instructor in arriving at an honest grade assessment, is an act of academic dishonesty and will not be tolerated.

Incidents of academic dishonesty will be evaluated and documented on a case-by-case basis and depending on the situation, consequence of a violation may vary along a progressive discipline continuum.

**Grading:**

Consistent with Richmond County grading policy, students earn “major” and “minor” grades for this course.

**Major Grades (60% of student’s overall grade)** typically include formal writing assignments (essays, creative writing), projects, and tests.

**Minor grades (40% of student’s overall grade)** typically include readings, discussions, text-based assignments, group assignments and presentations, AP practices, timed writes, and quizzes.

A: 90-100 B: 80-89 C:75-79 D:74-70 F

Parents, please read the syllabus and sign below. *Please return this page to your instructor.*

**British Literature Syllabus**

By signing below, I acknowledge that I have read and understand the rules and policies for the British Literature course. I have paid special attention to policies regarding grading, absences, make-up, late work, work outside of class, and technology.

Student’s name printed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_

Parent’s signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_