Course Introduction
Welcome to American Literature! American Literature is a college preparatory literature and writing course constructed to elevate a student's competency to critically analyze and write about fiction and non-fiction. American Literature and Composition attempts to understand the “American Experience.” The tension between the ideal and reality in America is the basis for this course. Students will focus on the major literary forms of the emerging nation, analyze the literary themes and trends, and research and compose several papers, speeches, and presentations using representative forms of discourse.

Required Texts


Additional Handouts, Teacher- Selected Texts of both Nonfiction and Fiction

Required Materials
Spiral Notebook
3-ring binder
Access to computer
Sticky Notes
Positive Attitude

Grades

<table>
<thead>
<tr>
<th>Numerical Average</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
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<tr>
<td>70-79</td>
<td>C</td>
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<tr>
<td>60-69</td>
<td>D</td>
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<tr>
<td>Below 60</td>
<td>F</td>
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<tr>
<td>No work submitted</td>
<td>0</td>
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</table>
Formative (20%)
Formative assignments will consist of vocabulary assignments, grammatical assignments, informal writing, question responses, entrance and exit tickets, collaborative writing, planning, researching, drafting, and editing for essays.

Summative (80%)
Essays- Students will write several essays in this course in order to analyze the literature and poetry. I have an open policy for revising assignments (within one week) after the essay is returned to the student. Revisions must include an author's note describing what you did to increase your grade.

Tests and Quizzes
Tests will consist of multiple choice questions and short answer questions to test reading comprehension of texts and rhetorical devices.

Course Essential Learnings
WRITING
Expository writing is the focus in 11th grade.
At the end of this course the student should be able to
Write effective expository pieces.
The student will
- establish a clear thesis.
- select a focus, structure, and point of view relevant to the purpose.
- construct topic sentences to guide unified paragraphs.
- use precise language, action verbs, appropriate modifiers, and active rather than passive voice.
- use traditional structures for conveying information (i.e., chronological order, cause and effect, and comparison and contrast).
- develop the controlling idea by incorporating information from both primary and secondary sources.
- support statements with anecdotes, descriptions, facts and statistics, and specific examples.
Use research and technology to support writing.
The student will
- formulate research questions and utilize library electronic media, personal interview to locate and incorporate evidence from primary and secondary source.
- use supporting evidence from multiple sources to develop the ideas within the body of a research paper.
- synthesize information and identify complexities, discrepancies, and different perspectives.
- integrate quotations and citations into the written text.
- use systematic strategies to organize and record information (note cards and bibliography cards).
- use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to a style manual (i.e., Modern Language Association Handbook.)
plan and draft independently.
 revise writing to improve coherence.
 revise writing to improve word choice and tone.
 revise to improve sentence variety and style.
 edit writing to improve grammar and punctuation.

GRAMMAR, USAGE, AND PUNCTUATION

In the 11th grade instruction in language conventions (grammar, usage, and punctuation) will occur within the context of reading, writing, and speaking, rather than in isolation. By the end of this course the student should be able to

Demonstrate understanding and control of the rules of the English language.
The student will
 - demonstrate an understanding of proper English usage and control of grammar, diction, and syntax.
 - correctly use punctuation (i.e., commas, semicolons, quotation marks, colons, ellipses, hyphens).
 - demonstrate an understanding of sentence construction (i.e., subordination and parallel structure) and proper English usage, focusing on consistency of verb tenses and pronoun and subject/verb agreement.

Demonstrate understanding of manuscript form in compositions. The student will
 - produce writing that conforms to appropriate manuscript requirements.
 - produce legible work with accuracy in spelling and conventions (punctuation and capitalization).
 - use appropriate format requirements, including spacing, margins, pagination.
 - integrate sources with appropriate citations.
 - include a formal works cited page or bibliography, conforming to a manuscript style.

VOCABULARY

Demonstrate vocabulary growth through a systematic study emphasizing SAT words as well as words selected from assigned literature. The student will
 - define and spell new words.
 - use context clues to understand meaning.
 - use words in contextual sentences.
 - find synonyms and antonyms.
 - connect word parts (prefixes, suffixes) to vocabulary and terms in other disciplines.

LITERATURE

Demonstrate understanding of classic American short stories, drama, poetry, and novels. The student will
 - identify examples of literary terms—symbolism, imagery, etc.—in selected works.
 - select textual passages reflecting the author's powerful use of language.
 - define and use vocabulary words selected from literature.
 - analyze texts to decipher meaning.
Class Requirements and Procedures

Attendance:
The most important thing you can do to receive a high grade in this class is attend. This is a workshop class and will require your attendance. If there is an emergency or if you know in advance you will not be in class, contact me prior to the class meeting during office hours, not during class time.

Late Work is NOT Acceptable!
Any issue regarding progress and time allotted for assignments must be addressed as it is occurring; discussions on the due date will NOT transpire regarding time and performance.

All assignments must be ready to hand in at the beginning of the class period! Absences excused or not, make no difference in terms of this policy. If you do hand in late work, it will be an automatic one letter grade dock (A-B, B-C). If no grade is handed in at all, then the percentage is “0”. If you do not turn in large summative assignments you will be referred to ARC.

Remember that this class is meant to model a collegiate environment. Late assignments will never be accepted in college. Therefore, all essay due dates are vital and must be adhered to.

Academic Environment – Be Kind and Work Hard!
In order to “be kind” I expect my students to:

- Be kind to one’s self. This includes coming to class on time, bringing the right materials, taking care of one’s space, and desk. This also means that a student needs to seek help if needed and not put one’s self in danger. Students must also be accountable for their own actions. Students who are accountable will find that making good choices leads to fewer problems, lowers one’s own stress level, and helps one create more positive relationships.

- Be kind to classmates. This includes respecting classmates differences and space. Students must treat others the way they would want to be treated. Being nice to others means keeping hands and body parts to self. This also encompasses helping classmates who are struggling and helping classmates clean up if they have extra time.

- Be kind to adults. This includes treating the teacher with respect. Students must follow the teacher’s directions and signals.

- Be kind to the classroom. This includes taking care of the classroom supplies, posters, desks, and chairs. Students must also move around the classroom appropriately, so that the classroom is maintained and supplies are unharmed.

In order to “work hard” I expect my students to:

- Follow the classroom routines. The classroom routines are created so that students can produce the optimal amount of work. If students follow routines for completing work, independent work time, and group work they will stay on task to reach yearly objectives.
- Completes their work on a daily basis.

- Look for ways to improve. Students who work hard will ask for help and clarification. They will also study for upcoming tests and find ways to work hard to memorize vocabulary words, silent read during free time, and practice extra math problems.

- Participate in class discussion.

- Help classmates learn concepts that they have already mastered.

- Listen to the teacher and each other.

- Have assignments turned complete and on time.

- Use time wisely.

(Please let me know if you have any concerns. Let me know if you need accommodations for a learning or physical disability.)

Academic Honesty

Plagiarism Defined

“Plagiarism comes from a Latin verb that means, “To kidnap.” If you plagiarize you’re kidnapping and stealing others’ hard work and intellectual property.” - Wadsworth

Students who are caught cheating off of another student or plagiarizing from another students work, a website, or text will be given an incomplete or “Z” on the assignment by their core teacher. The student will then have to complete a written plan for cheating/plagiarism that will result in a phone call home to parents and a plan to redo the assignment. If the student is caught cheating on a test then the student will have to take a separate test that will be different from the original. If the cheating/plagiarism problem persists the student will receive a referral to the administration office.

Extra Credit: This course does not offer extra credit.

Format for Written Work: All work you turn in to me (unless completed in class) must be titled (center), typed and double-spaced in 12 points Timed New Roman font with one inch margins all around. In the top left corner of the first page, include teacher’s name, an assignment description, and the date (Day, Month, Year)

Course Review
Quarter 3: American Dream
Major Text: The Great Gatsby by F. Scott Fitzgerald
Persuasive Essay
American Poetry: American Civil Rights Movement
(Handouts created by the teacher)
Research Essay

Quarter 4: Harlem Renaissance
Major Text: Their Eyes Were Watching God by Zora Neale Hurston.

** I reserve the right to adapt the schedule!

I have read and understand the expectation for this class.

Student Signature ___________________________ Date: ___________________________

Parent/Guardian Signature ___________________________ Date: ___________________________

Preferred Contact Information of Parent/Guardian:
____________________________________________________________

Email address or phone number:
____________________________________________________________

Remember, grades, emails, etc. can be provided through Pinnacle. Call school with questions.

Tear and return this portion to Ms. Woog