**American Literature Syllabus**

**Wheeler High School**

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**Course Description**

American Literature and Composition will continue to build on the reading and language curriculum established in tenth grade. Through the close reading of significant, recognized texts, all students will deepen their understanding of the ways American writers use their craft to provide both meaning and pleasure for their readers, as well as a legacy for citizens to treasure. As we read, we will not just consider the plot, or even the characters; we will consider the work’s structure, style, and themes, as well as such elements as figurative language, imagery, symbolism, and tone. In other words, we will not only examine the meaning of a piece of literature, but also the tools the author uses to convey that meaning, and the legacy that piece of American literature leaves to our nation.

Throughout this course, students will have opportunities to develop and expand their knowledge of American literature and demonstrate their mastery level of new learning through performance tasks and assessments. At the completion of this course, students will take the American Literature and Composition End-of-Course assessment required by state law.

**Course Objectives**

The objectives of this course include developing students’ understanding of the history and cultural progress of our country through literature conveying the perception and experiences of American authors. Students will analyze and contextualize the evolution of literature reflective of American literary periods by exploring the customs and norms of each period as revealed through unique perspectives of variety of authors. **The focus of this class is depth rather than breadth. While every effort will be made to address all aspects of the syllabus, time constraints, student absences, and unforeseen circumstances may require revisions of the syllabus as the semester unfolds. The learning goals and standards of each unit should be addressed; however, some pieces may be removed or revised.**

### Georgia Performance Common Core Standards

Because of the flexibility of English Language Arts course offerings at the high school level, the CCGPS for grades 9 through 12 is organized into grade bands comprised of 9-10 and 11-12. The 9-12 Standards define what students should understand and be able to do by the end of each grade band. As students progress towards the successful culmination of their high school careers, they will consolidate and internalize all of the skills instilled through the full progression of the CCGPS. High school students will employ strong, thorough, and explicit textual evidence in their literary analyses and technical research. They will understand the development of multiple ideas through details and structure and track the development of complex characters and advanced elements of plot such as frame narratives and parallel storylines. Student writing will reflect the ability to argue effectively, employing the structure, evidence, and rhetoric necessary in the composition of effective, persuasive texts. Students will be able to construct college-ready research papers of significant length in accordance with the guidelines of standard format styles such as MLA. Students in high school will have built strong and varied vocabularies across multiple content areas, including technical subjects. They will skillfully employ rhetoric and figurative language, purposefully construct tone and mood, and identify lapses in reason or ambiguities in texts. Students will recognize nuances of meaning imparted by mode of presentation, whether it is live drama, spoken word, digital media, film, dance, or fine art.

**Materials** (all of this you must bring to class **every day**)

1. Three-ring binder and loose-leaf paper
2. Composition notebook
3. Writing utensils (pens/pencils/highlighters)
4. Independent reading

**We will cover the following unit throughout this semester:**

Unit 1: The American Dream

Unit 2: The Power of Persuasion

Unit 3: American Forums

Unit 4: The Pursuit of Happiness

Unit 5: An American Journey

**Primary Learning Goals**

By the end of the course students will:

* Analyze, compare, and evaluate various works of literature—read between the lines;
* Understand that effective writers of fiction, nonfiction, and poetry carefully consider their stylistic choices as they pertain to purpose and audience;
* Discern and analyze the rhetorical strategies authors employ and consider applying some of these strategies to enhance writing;
* Demonstrate engagement with the readings through close reading and analytical writing;
* Participate in active class analytical discussion/ seminars;
* Express analysis and practice writing skills through academic writing assignments and in-class writing;
* Express themselves through creative writing and free writing;
* Apply steps of the writing process as they write;
* Apply spelling, proofreading, basic grammatical and editing skills to augment their writing;
* Continue to develop sophisticated sentence structure and syntax—subordination and coordination;
* Demonstrate knowledge of the basic design and types of multi-paragraph essays;
* Improve vocabulary skills;
* Develop and apply the study and research skills necessary for academic success;
* Develop and apply oral and presentation skill/listening skills;
* Demonstrate comprehension of the material through regularly scheduled tests and quizzes.

**Cobb County Grading Scale**

A = 100-90 B = 89-80 C = 79-74 D = 73-70 F = 69 and below

In accordance with Core Curriculum Standards students will be evaluated on the following:

**Reading 20%**

CC Standards:

* Key Ideas and Details
* Craft and Structure
* Integration of Knowledge and Ideas
* Range of Reading/Text Complexity

**Writing 30%**

CC Standards:

* Text Types and Purposes
* Production/Distribution
* Research/Present Knowledge
* Range of Writing

**Language /Speaking/Listening 10%**

CC Standards:

* Conventions of Standard English
* Knowledge of Language
* Vocabulary Acquisition and Use
* Presentation of Knowledge and Ideas

**Formative (Daily Work/Homework/Quizzes) 20%**

**End-of-Course Assessment (EOC) 20%**

This is the milestone test that is given by the state to ensure you have learned the required material for American Literature and Composition course.

It is your responsibility to turn in the completed work to me. Late work will not be accepted without penalty. You are responsible for your own grades and should be checking your grade on Synergy.

**Homework:**

Students are responsible for keeping up with reading assignments and being aware of, and ready for, quizzes and tests. In order to do this, homework and classwork must be completed. Keep in mind that all work will not be graded. Consider the work in my class to be YOUR PRACTICE, so that you WILL BE BETTER PREPARED for the SUMMATIVE ASSESSMENTS. Periodically, student essays, reports or small projects will be required to be completed outside of class, but the bulk of your homework will be reading, writing, and studying.

**Due Dates for Written Work:** Assignments are due **in class** on the due date, and **at the beginning of class**, unless told otherwise. Work turned in after class will not be accepted for full credit. Students returning from excused absences are responsible for getting and completing missed assignments. Assigned publish-ready and finalized papers are required for Turnitin.com submission and must be turned in on time.

The research paper will be submitted via [www.turnitin.com](http://www.turnitin.com) and must include a works cited page in order for it to

be graded. You will receive information concerning due dates at the beginning of the semester. **PLEASE**

**UNDERSTAND THAT NO LATE PAPERS WILL BE ACCEPTED. YOU MUST SUBMIT YOUR PAPER BY THE TIME AND**

**DATE POSTED, OR YOU MAY EARN A ZERO ON THE ASSIGNMENT. I WILL NOT ACCEPT HARD COPIES OR EMAILED**

**PAPERS**. This is in preparation for college courses and the real world.

**English Binder Set-Up:**

Your binder will serve as a place where you can organize all your materials for class. You will need a three-ring binder with pockets, loose-leaf paper, and tabbed dividers. Below are descriptions of everything that will be contained in your English notebook:

1. Lecture/Class Discussion Notes
2. Research Paper
3. Reading Workshop (aka FORMATIVE ASSESSMENTS)
4. Writing Workshop (aka FORMATIVE ASSESSMENTS)
5. Language (Grammar, Vocab.)
6. Tests/Quizzes (aka SUMMATIVE ASSESSMENTS)

Provided Text

Springboard Grade 10 Workbooks and Online Textbook / selected class novels

I reserve the right to make any necessary changes to this syllabus that I deem will benefit the structure of the class.

I look forward to a successful and productive semester with you!

Some strategies for good communication:

* Student make-up work is **YOUR** responsibility. I provide a calendar, a blog, and Google Classroom for you to get your material wherever you are. You need to come and see me as soon as you get back to find out your makeup work – see me before or after class. Once class starts, we are focused on that day’s activities.
* My email**:** **Jennifer.sellman@cobbk12.org** is the fastest, most efficient way to reach me. Keep in mind that emails sent before or after school hours will be addressed during school hours. I plan to answer all emails within 24 hours.
	+ If you are going to be absent, or if you are absent, you can also email me to get your make up work.
* If you need help with an assignment or with some of the class material, please don’t hesitate to come and talk to me. You can ask me for an appointment, and I will be more than happy to check my calendar to make sure I am available to help you. You can also stop by my room in the morning or afternoon for quick questions or clarifications. **This** is also a good time to see me if you want to discuss a grade you received.

**Rules, Responsibilities, and Procedures:**

1. Respect yourself and others the minute you cross the threshold of this classroom.
2. Cell phones are to be used responsibly during class. If you would like to use your phone during class, please ask permission. A phone turned face down on your desk signals to me that you are actively participating in class. Failure to ask permission will result in cell phone jail for the class. Repeated infractions will result in parent calls, detention, and/or an office referral. In other words, be cool.
3. Always be prepared for class with all materials necessary. I do not have a pencil sharpener; be prepared.
4. I dismiss the class; therefore you will NOT stand by the door waiting for the bell. You will stay seated until the bell rings unless I have given you special permission to be away from your desk.
5. All purses, bookbags, etc. are to be kept ON THE FLOOR OR UNDER THE DESK during class.
6. If your body is not in your seat when the bell rings, you will be considered tardy. Being at the door does not count.
7. Please do not interrupt my instruction to throw trash away or go to the restroom. Wait until we are doing seat work or independent reading to take care of your necessities.
8. It is the student’s responsibility to get their work when they have missed class. Please see me as soon as possible. In the meantime, I will enter a zero for your grade, and it is your responsibility to make up the work as soon as possible. If I have already graded and handed back an assessment before you have made it up, it is your responsibility to make sure you get a makeup assignment.
9. Plagiarism is not tolerated in any form. Your work should be that: your own ideas and effort. If there is plagiarism, you will receive a zero on the assignment and an administrative referral.
10. If you are absent on the day a paper is due, you will need to email it to me to receive credit by the end of the day (3:30pm). If you are here for any portion of the day, you will be expected to hand in your paper. Do NOT leave a paper on my desk; you will not receive credit. You must make arrangements to make sure I have received your paper. Keep your receipts from Turnitin.com or saved from your email should there be any computer problems. I will ask for evidence of these should a complication arise. If you are absent on the day of a test, be prepared to take the test on the day you get back unless you have contacted me beforehand and made arrangements.

Work is due on the day assigned. **Please do not come to class with a flash drive, cd, or story about your broken computer/printer**. You will have plenty of opportunities to visit the media center or writing lab to complete your work BEFORE it is due. If you choose not to take advantage of these opportunities your grade will be negatively affected.

Overall, I am committed to helping you be as successful as possible this year. I am excited to have you as my student, and I am excited to be your teacher. Please let me know if there is anything I can do to help you have a stronger educational experience in my classroom. If there is something going on that you think is affecting your performance in my class, come and tell me and we will work it out. I am here to help you and work with you.

It’s going to be a great semester!!!!! Let’s have a great Junior Year!!!!