

Bob Jones High
650 Hughes Road
Madison, AL 35758

Teacher: Mrs. Charlotte Martin
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Phone: 256-772-2547

I. Course Description:

This course consists of the study of American Literature from 1900 to the present. The class will focus on vocabulary enhancement, writing and reading improvement, and grammar enrichment. Critical thinking, organization, and communication skills will be emphasized.

II. Course Objectives:

- *To become familiar with major works of American Literature
- *To master basic cognitive thinking skills when listening, reading, speaking, and writing
- *To demonstrate knowledge of the writing process: researching, organizing, writing, revising, and referencing
- *To enhance vocabulary
- *To improve communicative skills

During this course, students should become proficient in the following areas:

Grammar: Noun and verbs forms, subject-verb agreement, pronoun-antecedent agreement, pronoun case, parallelism, active/passive voice, punctuation, avoidance of fragments and run-ons, placement of modifiers, capitalization, italicizing/underlining, and commonly confused words.

Required Literature: *Of Mice and Men*, *Macbeth*, *Night*, *The Great Gatsby*

Other Literature: In addition to the above-required texts, poetry and prose selections from Modern and Contemporary American Literature will be studied.

Writing and Communication Skills: Writing well-developed sentences/paragraphs, writing a research paper that demonstrates sophistication in writing skills and presenting information according to MLA documentation standards, distinguishing and selecting good, valid literary criticism and interpretation from primary and secondary sources, writing for a variety of purposes, displaying confidence in writing ability, participating in an informal debate, and preparing oral presentations or speeches.

III. Classroom Expectations:

Students are expected to conduct themselves in a respectful and productive manner. In addition to all rules and expectations listed in the student handbook, the following two rules are expected to be upheld:

1. Work Hard
2. Be Nice

Concerning laptop/ I-Pad utilization:

1. Under no circumstances are student laptops or I-Pads to be wired to the network or have print capabilities.
2. No discs, flash drives, jump drives, or other USB devices will be allowed.
3. Neither the teacher, nor the school is responsible for broken, stolen, or lost technological devices.
4. Laptops or I-Pads will be used at the individual discretion of the teacher.

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Note:

1. The academic misconduct policy of the school will be followed in this course.
2. The attendance policy of the school will be followed for this course.
3. Any student who receives failing grades during this course is urged to discuss this with the teacher immediately.
4. All requests for accommodations for this course or any school event are welcomed from students and parents.

IV. Grading Policy:

Major grades (tests, term papers, etc.) will account for 70% of a student's grade. In addition to daily grades, there will be a minimum of six major evaluations (tests, essays, speeches, projects, etc.) of each student per nine weeks. Homework and class work will account for 30% of a student's grade. Each grading period will consist of nine weeks. Progress reports will be sent home every three weeks.

V. Make-up Policy:

Tests: A designated teacher will give make-up tests during Patriot Path. No make-up tests will be administered during class time. Students must take a make-up test within ten days after his or her return to school. An unexcused absence or failure to comply with this policy will result in a zero on the test.

Homework: After an excused absence, it is the student's responsibility to make up all work missed. Homework will be available on Google Classroom daily. Homework should be completed and turned in the day following the student's return to school. Grades of zero will be given for assignments missed because of unexcused absences. An unexcused absence or failure to comply with this policy will result in a zero on the homework/class work assignments.

VI. Materials and Supplies Needed:

One three-ring binder with dividers (4), college-ruled, loose-leaf paper, pen/pencil, highlighters (blue, green, and yellow), sticky pads, markers/colored pencils, and poster board as needed. Most of the books will be available in class. If student would like to have his/her own copy to make notes in or read at home, student will want to consider purchasing the novel(s) on their own.

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18 – WEEK PLAN (This plan is subject to change at any time.)	
Weeks 1-2	Unit 1: Summer Reading - Introductions to class expectations – <i>Of Mice and Men</i> ; intro to literary terms, annotation, 3-levels of reading, literary analysis essay
Weeks 3-4	Unit 2: Short stories- “A Rose for Emily,” “The Life You Save,” and “The Jilting of Granny Weatherall,” literary analysis, journals, grammar and mechanics
Weeks 5-7	Unit 3: Fate vs. Freewill- Anchor text- <i>Macbeth</i> ; background information on Shakespeare and the Elizabethan time period, tragedy, dramatic elements, modern cultural connections; discuss elements of: characterization, symbolism, irony, tone and mood, diction, imagery, allusion, structure (iambic), themes; journals; unit exam; grammar and mechanics; complete literary analysis
Weeks 8-11	Unit 4: Memoir-Anchor text- <i>Night</i> by Elie Wiesel; background information on the Holocaust, annotating non-fiction articles related to the topic, argumentative research paper
Weeks 12-14	Unit 5- American Dream- Anchor text- <i>The Great Gatsby</i> ; allusion, settings, impressionistic influence, diction, imagery, detail, language, syntax, characterization, themes; journals; grammar and mechanics
Weeks 15-17	Unit 6- Harlem Renaissance- allusion, settings, impressionistic influence, diction, imagery, detail, language, syntax, characterization, themes; unit exam; journals; grammar and mechanics
Week 18	Review and Final Exam

Signature Page

11th grade English Department

I, _____, have read and understand the attached English 11 Syllabus, classroom expectations, and the 18-week plan.

Student Signature _____ Date _____

As the parent/guardian of _____, I have read and fully understand my child's course syllabus, classroom expectations, and the 18-week plan.

Parent Signature _____ Date _____

Parent/Guardian email address: _____

