

11th American Literature & Composition 2015-2016

Ms. Beverly Watson



Course Description

American Literature is developed around National Common Core Standards to challenge students to develop their critical language skills. Through reading, writing, speaking, and listening, students will explore the development of American and, more specifically, American literature, from pre-European Native American oral storytelling tradition into 21st century literature. Within this timeframe, students will explore seven major distinct periods of American historical/literary interaction: Beginnings; Romanticism; Civil War Era; Regionalism/Realism/Naturalism; Early Modernism; Depression to Cold War; and Late 20th Century into the 21st.

Since America's literary history parallels its social, political, religious, and military history, it provides us with a fascinating window into the motivations and reactions of those who actually experienced that history. Native American, Puritan, Colonial, and Post-Independence United States literary contributions have defined the goals and values--the very roots--of who we are as "Americans"--no matter our ethnic, racial, religious, gender, or political differences. How, when, and under what circumstances did we, as a people, develop our own literary heritage? Our work together over the academic year will attempt to answer these questions. We will examine the characteristics of American literature, not only those features that distinguish us from each other within our national boundaries, but also from other nations. We will consider what is so "American" about our literature, and in so doing, we will better understand ourselves as a people in the 21st century dealing with the complexities of modern life.

In addition to exploring the presence and rhetorical purpose behind numerous writing techniques employed by the American authors studied in this course, students will also have opportunity to review and strengthen their English composition skills. Concurrent with our study of each literary period, Junior English (American Literature) students will develop high-frequency, contextual vocabulary skills, essential for adolescents beginning their transition from the last two years of high school into the adult world.

American Lit/Comp Content Map				
	1 st Nine Weeks	2 nd Nine Weeks	3 rd Nine Weeks	4 th Nine Weeks
Unit(s)	Beginnings Puritanism Rationalism	Celebrating the Individual Romanticism Transcendentalism	The Dark Side Anti-Transcendentalism Realism	Modern Times/Modern Issues Harlem Renaissance Modernism Post-Modernism
Extended Texts	<i>The Crucible</i> <i>ELACC11-12RL10</i>	Excerpts from <i>Walden</i> <i>The Scarlet Letter</i> <i>The Speeches Collection</i> <i>Luther King Junior</i> <i>ELACC11-12RI10</i>	<i>Narrative of the Life of Frederick Douglass</i> <i>ELACC11-12RI10</i>	<i>The Great Gatsby</i> <i>*Fahrenheit 451</i> <i>ELACC11-12RL10</i>
Short Texts from American Literature	Selections from Puritans writers: Jonathan Edwards, Anne Bradstreet, William Bradford Selections from Rationalist writers: Thomas Jefferson, Patrick Henry, Thomas Paine, Benjamin Franklin <i>ELACC11-12RL: 1,2,3,4,6,7</i>	Various poetry collection from Romantic Poets Short story from Irving, Selections from Whitman, Dickinson <i>ELACC11-12RL: 1,2,3,4,7</i>	Selections from Mark Twain and Bret Harte and Jack London and Kate Chopin Hawthorne: “The Minister’s Black Veil” Poe Selections <i>ELACC11-12RL: 1,2,3,4,6,7</i>	William Faulkner “A Rose for Emily” Eudora Welty “A Worn Path” Flanery O’Connor “A Good Man is Hard to Find” Sylvia Plath “Mirror” Robert Frost “Out “ Gwendolyn Brooks “The Explorer” Various Modern Poetry selections <i>ELACC11-12RL: 1,2,3,4,6,7</i>
Short Informational Texts	“Sinners in the Hands of an Angry God” “Speech to the Second Virginia Convention” Autobiography of Benjamin Franklin Declaration of Dependence Common Sense <i>ELACC11-12RI: 1,2,3,4,5,6,18,19</i>	Transcendental excerpts from Thoreau and Emerson Selections from Emerson: “Concord Hymn”, “Nature”, “Self-Reliance” Spirituals Thoreau: “Walden”, “Civil Disobedience”, Martin Luther King Jr. “from Letter to Birmingham Jail” <i>ELACC11-12RI: 1,2,3,4,5,6,18,19</i>	“Narrative of Sojourner Truth” http://xroads.virginia Abraham Lincoln “Gettysburg Address” http://showcase.netins.net/web/creative/link/speeches/gettysbu rg.htm <i>ELACC11-12RI: 1,2,3,4,5,6,18,19</i>	“Where Freakonomics Errs” http://www.city-journal.org/html/eon_07_11_05sm.html Nobel Prize Acceptance Speech by William Faulkner “ <i>ELACC11-12RI: 1,2,3,4,5,6,18,19</i> <i>ELACC11-12SL : 2,3</i>
Supplemental Materials	Videos: “The Crucible” (dvd in library) “The Patriot” clip (dvd)	Videos: “The Scarlet Letter” (Transcendentalism Songs: http://www.readwritethink.org/files/resour	Videos “The Call of the Wild” (dvd, media center) “To Build a Fire”	Videos “The Great Gatsby” A&E’s The 20 th Century: A Decade of Contradictions”

	<p>Declaration of Independence Introduction: http://www.history.com/videos/jefferson-challenges-the-king#declaration-of-independence</p> <p>Presentation of Patrick Henry's Speech http://www.history.org/media/audio.cfm</p> <p>Websites:</p> <p>Lit Charts/ The Crucible http://www.litcharts.com/files/pdf/printer/the-crucible-LitChart.pdf</p> <p>Powerpoints:</p>	<p>ces/lesson-docs/Transcendentals.pdf</p>		
Writing Focus:	<p>Persuasive/Creative ELACC11-12W: 1 &3</p>	<p>Human Rights Research Project ELACC11-12W: 7,8,9</p>	<p>Informative/Literary Analysis ELACC11-12W:1,2 7,8,9</p>	<p>Informative/Literary Analysis ELACC11-12W:1,2 7,8,9</p>
Unit Specific Vocabulary/ Research Connections	<p>SAT vocabulary Puritanism Rationalism ELACC11-12L: 4 & 6</p>	<p>Sat Vocabulary Transcendentalism Romanticism Civil disobedience/non-violent resistance ELACC11-12L: 4 & 6</p>	<p>Transcendentalism Anti-transcendentalism Realism Regionalism Naturalism Works Cited Thesis Plagiarism Selection specific vocabulary</p>	<p>Modernism Post Modernism Stream of consciousness Harlem Renaissance ELACC11-12L: 4 & 6</p>

			Autobiography In text citation ELACC11-12L: 4 & 6		
Literary Elements	Inversion Rhetorical Strategies/appeals Diction Couplet Extended metaphor Allusion Anaphora Imagery Analogy Aphorism Parallelism ELACC11-12L: 5	Argument Figurative language Aphorism Imagery Parallel structure Metaphor Analogy Anecdote Allusion Elements of a short story/novel Sensory details Poetic devices ELACC11-12L: 5	Colloquial language Hyperbole Local color Personification Character Irony Symbol Simile Foreshadowing imagery Foil Allusion Tone Argument Metaphor Analogy Anecdote ELACC11-12L: 5	Characterization Symbolism Point of view Importance of setting Parts of a Novel Flashback Pathetic fallacy Extended metaphor Alliteration Theme Personification Free verse ELACC11-12L: 5	
Assessment task	Constructive Response: TBA Essay: TBA Technology Related: TBA	Constructive Response: TBA Essay: TBA Technology Related: TBA	Constructive Response: TBA Essay: TBA Technology Related: TBA	Constructive Response: TBA Essay: TBA Technology Related: TBA	Constructive Response: TBA Essay: TBA Technology Related: TBA

Textbooks and Materials:

1. *Literature: Glencoe American Literature textbook* **If lost or damaged, the replacement cost will be approximately \$45.00**
2. Other reading resources
3. **Turnitin.com- ALL STUDENTS WILL TURN IN ESSAYS, CONSTRUCTED RESPONSES, AND OTHER WRITING THE TEACHER DEEMS NECESSARY INTO TURNITIN.COM. PAPERS MAY NOT HAND IN A TYPED COPY NOR SUBMIT BY EMAIL. IF A PROBLEM ARISES, STUDENT MUST NOTIFY TEACHER BEFORE THE DAY THAT THE ASSIGNMENT IS DUE AND NOT ON THE DUE DATE.** Refer to teacher

website for information on how to set up a Turnitin account.

The student provides:

1. A three ring binder 2-3 inches
2. Tabbed dividers
3. Loose-leaf paper
4. At least 2 black/blue ink pens
5. At least two # 2 pencils
6. Composition book
7. Sticky Notes
8. Colorful pens and highlighters
9. Kleenex

Expectations:

- **ALL STUDENTS** to give **100 %** effort.
- **Be in your seat and ready to work before the tardy bell stops ringing**
- **Bring all necessary materials to class each day. You will not be allowed to leave the room to retrieve any materials that have been left behind.**
- **Raise your hand when you have something to ask or say.**
- **Show respect for classmates, teacher, school property, and yourself.**
- **ALL WORK THAT IS TURNED IN SHOULD BE WRITTEN IN BLUE OR BLACK INK OR PENCIL.**

CONSEQUENCES:

1. *Warning*
2. *Call to parent(s)/guardian*
3. *Detention & parent contact*
4. *Referral*

A COPY OF THE DAILY CLASS AGENDA WILL BE POSTED ON MY WEBSITE (<http://www.thomas.k12.ga.us/olc/teacher.aspx?s=233>) UNDER THE DAILY CLASS AGENDA TAB. ADDITIONALLY, THE WEBSITE WILL CONTAIN VALUABLE RESOURCES AND INFORMATION FOR BOTH PARENTS AND STUDENTS.

Make-up work:

1. If you are absent, it is **YOUR** responsibility to make-up **ALL** work that you missed. You will have three class days to make-up missed work after being absent. On the fourth day, your grade will go from an Inc. (incomplete) to a zero.

2. Please see me **BEFORE SCHOOL OR AFTER SCHOOL** about make up work. Make up work will not be discussed during your class period or any other time except for the designated times mentioned previously.
3. It is **YOUR responsibility** to contact me and set up a time to make-up work (such as tests that need teacher assistance) either before or after school, NOT during class time. Work NOT made up will be assigned a grade of zero on the fourth day and will not be changed.
4. If you are absent any day before a test or quiz, you are expected to take the test or quiz on the day it is given because you would have already been aware of the date and would have had ample time to prepare.
5. If work is assigned before you are absent (tests, quizzes, homework, etc.), you must turn in the work on the **FIRST** day of your return to school unless other arrangements have been made.

Grading System for TCCHS English Department:

40% test grades - unit tests, final drafts, major projects, research papers, etc.

30% quiz grades - vocabulary quizzes, reading content quizzes, rough drafts, etc.

20% daily grades - class work, homework, reading checks, summaries, etc.

10% Benchmark test

❖ **GEORGIA MILESTONES END OF COURSE TEST (EOCT) – 20% OF FINAL GRADE**

* When graded assignments are returned, you may set up an individual conference with me for an in-depth discussion of the grade(s). Class time will NOT be used for discussion and analysis of individual scores.

Notes:

Please see me with any problem, concern or comment. I am available for help after school **with prior notice.**

2015 -2016 Syllabus Agreement Form

Please read and sign the statement below and return to your teacher.

I, _____, and my parent,

_____ , have read the above syllabus and understand the rules and

policy above and agree to adhere to the above policies.