

American Literature and Composition

2018 Course Syllabus

Ms. B Mullins

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Course Description: In one sense, anything written in America is American. But in a deeper way, literature is “American” because it says something fundamental about our identity as Americans. In fact, literature may be the most powerful creative expression of our national and cultural identity. This course approaches American literature chronologically beginning with the 17th century and ending with modern works. It addresses the development of a uniquely American body of literature through novels, short stories, dramas, poetry and historical documents; works are examined in the cultural, philosophical, and political climates in which they were created. Students perform literary analysis as they expand upon previously acquired skills in reading, writing, speaking, listening, and language.

Curriculum Schedule: For the 2018-19 school year, the state English curriculum, the Georgia Standards of Excellence, is fully implemented. The following syllabus contains an outline of all major units of study for the class.

Essential Questions:

- How does American literature create conceptions of the American experience and identity?
 - What shapes American identity?
 - How is identity constructed? What does it mean to be free? How do dreams and disillusionment affect identity?
 - What is the “American dream”?
 - Has it remained the same over the decades or changed in some way? Is the “American dream” attainable by all? How do these particular pieces of literature discuss and describe the “American dream”?

Unit One: America: New Land, New Beginning – The focus of this unit will be on literary texts and argumentative writing. This unit covers literature from the beginning of America up to the Revolutionary War. We will cover major foundational texts of America (fiction and nonfiction). The major work studied is *The Crucible* by Arthur Miller.

Unit Two: The Individual vs. Society: Exploring a New Identity – The focus of this unit will be on informational texts and informative/explanatory writing. This unit covers literature from the end of the Revolutionary War up to the Civil War. The major work studied is *Walden* by Henry David Thoreau.

Unit Three: The Aftermath of Destruction: Reconstructing the American Dream – The focus of this unit will be on literary texts and informative/explanatory writing. This unit covers literature from the Civil War to the 20th century. The major work studied is *The Great Gatsby* by F. Scott Fitzgerald.

Unit Four: Modern Times, Modern Issues – The focus of this unit will be on informational texts and argumentative writing. It covers literature from the 20th century to present day. The major work studied is *Of Mice and Men* by John Steinbeck.

Extended Texts (for the entire year):

1. *The Crucible* – Arthur Miller
2. *Walden* – Henry David Thoreau
3. *The Great Gatsby* – F. Scott Fitzgerald
4. *Of Mice and Men* – John Steinbeck (if time permits)

*These are books that will be read in class during the school year. Copies will be provided for students during class time and when

related homework is assigned. Because some students prefer to highlight, mark, make notes, etc. as they read, the list is provided should you choose to purchase a personal copy of any of the text for your student. It is not required that parents purchase or provide the texts.

Texts: Glencoe American Literature (classroom set)

Grading Policies:

Summative Grades	71%	A = 100-90
Formative Grades	29%	B = 89-80
Informal Grades	0%	C = 79-70
Final Exam/GMAS	20%	F = 69 and below

Online Grades: Student grades and attendance can be accessed through the Paulding School System website at www.paulding.k12.ga.us. Complete directions for the use of the Infinite Campus grade system will be available on the site. Attendance is up to date and may be viewed at any time while current grades are available on Friday afternoon.

Attendance and Make-Up Policies: Please refer to the student handbook for board policies. Following an absence, it is the student's responsibility to gather resources or notes for assignments missed.

Independent Reading: "A child who reads will be an adult who thinks."

East Paulding High School is committed to encouraging student literacy. Keeping that goal in mind, in addition to the novels we will study together in class, students will be selecting independent reading (novels, non-fiction), which they will be asked to bring to class every day. The only requirements: books must be new to the reader and written at an appropriate grade level. Students will select a book of their choice, at least one book every 9 weeks. Students will have assignments associated with the reading.

Materials: Every day you are expected to bring the following to class:

1. Paper and a blue or black ink pen
2. A three-ring binder with loose leaf paper for taking notes and to hold all handouts and returned work. You may use one for several classes.
3. A jump/flash drive for work in the computer lab (may also use Google Drive)

Tutoring Schedule:

- EPHS Writing Center – The Writing Center is a fantastic resource for students who want to improve their writing, or simply make a better grade on an essay. Exact hours will be announced soon.

Class Expectations:

1. To treat me and the others in the class with respect and care
2. To attend class regularly, on time, and be prepared to learn
3. To be cooperative and not disruptive
4. To study and do your work (Success = Effort)
5. To learn and master the required content

Behavior / Tardy Consequences: Refer to the EPHS Policy.