

Valerie Bos

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Room 212

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AMERICAN LITERATURE/HONORS AMERICAN LITERATURE

Course Syllabus 2016-2017

American Literature takes a thematic approach to the study of American Literature. We will progress through different movements in American Literature, reading and studying representative selections from each period. Our focus will be on skill and concept formation and attainment, following the GA Department of Education's 11th-12th grade English Language Arts Standards of Excellent (ELA GSE). These standards will be linked to assignments, as seen in Infinite Campus.

COURSE LEARNING TARGETS

1. To increase student's knowledge and understanding of styles and periods in American Literature
2. To utilize the study of American Literature as a means of preparing students to take the American Literature EOCT
3. To increase student's ability to write clearly and effectively in different mediums and on varied subjects
4. To encourage students in the development of their analytical ability and critical thinking skills
5. To increase student's understanding and use of grammar and vocabulary in Standard English
6. To encourage the practice of oral expression and active listening skills in each student

COURSE CONTENT (subject to change; unit lengths are approximately 9 weeks and may occur simultaneously). Each unit has *at least* 4-6 formative assessments and 2 summative assessments.

1. Fear and Persecution in Early American Literature
2. The Individual versus Society: Exploring a New Frontier
3. The Aftermath of Destruction: Reconstructing the American Dream
4. Modern Times, Modern Issues

PERFORMANCE TASKS (may include but are not limited to)

- Literary analysis papers—expository and persuasive
- Multimedia presentations
- Written and oral summaries and paraphrases
- Reading comprehension quizzes
- Small group and whole class discussions and presentations

- Thinking Maps, graphic organizers, double entry journals, Cornell notes, personal responses, discussion questions

CLASS RULES

1. Be Respectful.
2. Be Responsible.

BEHAVIOR EXPECTATIONS

- Arrive to class on time with the necessary classroom materials
- Behave responsibly, respectfully, and maturely
- Be prepared and ready to participate in classroom activities and discussions
- Always strive to do your best

All students must abide by policies set forth by the Paulding County Board of Education.

WRITING EXPECTATIONS

You will write in this course every day for a variety of purposes: to understand, to explain, and to evaluate literary works. Writing assignments will include personal response and reactions, analysis and interpretation paragraphs, timed writes over unfamiliar material, and formal essays (personal, expository, and argumentative). Regardless of the formality of the assignment, I expect you to use your best composition skills. We will also spend a good deal of time talking about ways to develop and improve the sophistication of your writing, including sentence variation and word choice. These writing assignments may or may not be handed in for a grade.

GRADING POLICY

Major instructional units will have approximately two summative assessments, generally consisting of an objective test and an essay or project. There will also be a variety of formative and informal assessments throughout the unit to monitor each student's mastery of the standards. Grades will be based on a percentage of points accumulated over the semester. Paulding County's standard grading scale as outlined in the *Student Handbook* will be used. Point values for each assessment depend on the length, complexity, and difficulty of the activity. The distribution of the various semester grades is as follows:

- Summative Assessments (Tests/Projects/Major Writing Assignments) = 71%
- Formative Assessments (Class work/home work/quizzes, etc.) = 29%
- End Of Course Test (EOCT)=20%
- Informal Assessments (non-weighted)

STUDENT MASTERY

Mastery is the minimal level, or baseline, a student must achieve on an assessment to have successfully met the standard, which is 70%. When students fail to achieve mastery, teachers will do the following to provide students with the opportunity to do so:

- Students must have attempted the assessment; the teacher determines whether or not an attempt was made.
- In the case of a failing grade on a summative assignment, the teacher will offer a **one-time grade recovery of up to 100%**. This will replace the failing grade.
- This summative grade recovery is offered once for each summative assignment during the school year. The student must contact the teacher about making arrangements for the assignment grade recovery.

MAKE-UP WORK

It is the student's responsibility to get his/her makeup work. For excused absences, all makeup work must be completed and turned in within **three** days upon the student's return to school. However, if a student is absent on the day an essay or long-term project is due, it is due the day the student returns. Please make sure your work has a Late Work Slip attached.

LATE WORK

Late work for assessments will be accepted within **three** (3) days of the due date with a **10% deduction for each day it is late**. Any work turned in after 3 days will not be accepted, and you will receive a zero (0) on that assignment. For example, if an assignment is due on Monday, it will be accepted, with penalty, until Thursday. Please make sure your work has a Late Work Slip attached.

ACADEMIC HONESTY

Students are expected to complete their own assignments to the best of their ability at all times. Those who cheat or plagiarize will not receive credit for the assignment and will receive a grade of zero. Offenders will also be referred to administration for disciplinary action. Please see THE Paulding County High School Student handbook for further information.

EXTRA ASSISTANCE

I am always willing to help students in need of assistance. When the class is working independently, I will work with individual students. If a student is in need of further assistance, I am available before and after school for tutoring.

Parents, I am sure you don't look for any surprises during your high school student's experience. Please note that grades are provided to you regularly (approximately every four weeks). Since I trust that you want to do your part to help your child meet with success, providing me with current, accurate contact information will ensure that you will be kept apprised of your child's progress and attendance should either begin to falter. Let me know of any concerns you may have. I expect your child's time with me to be quite meaningful and beneficial for both of us.

By signing below, I confirm that I have read and understand the class policies and procedures, I understand my responsibilities as a student, and I agree to cooperate with all that has been laid out within.

Student Name (print): _____

Student Signature: _____

Parent/Guardian Name (print):

Parent/Guardian Signature:
