**AMERICAN LITERATURE SYLLABUS**

**Fall Semester 2017**

**INSTRUCTORS:** Ms. Bales

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**SCHOOL WEBSITE:** http://www.southcobbhs.org/

 **BLOG:** http://balesl.weebly.com/

**Official Course Description:**

American Literature engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. This course will focus on the study of American literature where students will not only become aware of the great, controversial, and beautiful ideas contained in America’s literary history, but also examine the interactions between the writers’ purpose, subjects, and audience expectations. Assignments will consist of expository, personal, and persuasive writing, oral expression, vocabulary development, and research and analysis. Most writing assignments and projects will involve an exploration and analysis of rhetorical and linguistic choices as well as literary, cultural, and historical topics germane to American literature from the Puritan to the Post-Modern Era.

**TEXT:**

*Prentice Hall Literature* Textbook and All-in-One Workbook

**COURSE EXPECTATIONS**:

The purpose of this course is to expose students to a broad spectrum of American literature, thought, art, politics, religion, philosophy, etc., in order to gain a greater understanding of the English language and American cultural history.

In addition to an intense examination of the rhetoric of American Literature, students will be expected to summarize, analyze, and evaluate the literature covered in written journals, essays, reports, projects, and oral presentations.

**ASSIGNMENTS**:

Major assignment categories include papers/projects, tests /quizzes (this includes both objective and short-essay examinations), vocabulary, and response notebooks. Each student must pass the research paper assignment (mentioned in the course competencies). Response notebooks (RN’s) are journals responding to questions posed about the literature read in each major literary period. Several RN's will be assigned each week.

**Test Make-up Policy**: Students must contact me the day they return to schedule a make-up date for their test. Normally, a test must be made up within a day after returning from an absence (obvious exceptions made for extended illness, family crisis etc.). If students are informed of a test prior to their absence it does not excuse them from taking the test the day they return. For example, if they are aware there is a vocabulary test on Friday, and they are absent on Wednesday, they are still required to take the test if they return Friday.

**Late Paper/Assignment Deadline Policy:**

**Excused Absences**: Students will turn in previously assigned work no later than the next scheduled class meeting following their return. Newly assigned work will be turned in no later than the following scheduled class meeting. *For example, if the student is absent on Monday, returns to class on Wednesday, the missing work will be due that Friday.*

**Special Assignments**: All AIMS and/or special assignment will be turned in on the assigned due date for full credit. In the case of **excused absence\* only**, the work is due on the date of return, regardless of next scheduled class meeting, for **half credit**. If turned in beyond the **date of return**, the assignment will receive a **zero.** If the research paper is not turned in on the due date, the student will receive a 0 for the assignment. Also, if a student is absent on a scheduled date for a group project presentation, that student will receive a 0 for the project.

\*Cases of extreme emergency or extended illness will be handled on a case-by-case basis.

**Unexcused Absences**: Students will be accountable for information missed. School policy recommends that **no credit** be given.

  **GRADING**:

Grading is based on the Cobb County District format. Semester grades will be calculated as follows:

**Formative (Activators, Class Participation, Reflections/Summary) 20%**

**Summative (Projects/Presentations and Assignments) 60%**

**EOC 20%**

 **100%**

**ATTENDANCE**:

As per school policy, students will not receive credit for any work or deadline missed because of an unexcused absence. As was previously stated, if students are absent the day of a scheduled presentation (group or individual) they will receive a 0 for the presentation or project. Also, students will be dropped from the course at the sixth absence. In addition, excessive tardiness will result in a variety of consequences listed in the student handbook. Refer to the **Assignments** section of this syllabus for the make-up work and late assignment policies.

**WITHDRAWAL POLICY:**

Refer to school policy.

**PLAGIARISM:**

**ENGLISH DEPARTMENT PLAGIARISM STATEMENT**

Plagiarism is the use of another’s words or ideas and the presentation of them as though they were entirely one’s own. Acts of plagiarism might include, but are not limited to:

• using words or ideas from a published source without proper documentation

• using the work of another student (e.g. copying homework, composition, or project)

• using excessive editing suggestions of another student, teacher, parent, or paid editor.

A note about what constitutes “excessive editing.” Students learn to write well by doing just that, writing. Struggling independently through the writing process produces growth (as well as a certain amount of agony), and eventually the student’s own voice. When well-meaning parents, siblings, tutors, or others contribute their ideas, words, phrases, revisions, etc. to students’ writing, student writers miss the opportunity to achieve literary self-reliance.

So – what is helping, but is NOT excessive editing? The answer is: questioning and cueing. For example: “Is this word strong enough? Interesting enough? Specific enough?” “Can you think of another word that would fit better?” “Does this sentence seem awkward?” “What exactly do you mean?” “I don’t understand what you are trying to say here; can you say it more clearly?” “This sentence has a powerful verb; can you find one as powerful for that other sentence?”

These kinds of questions and statements allow the students to think and write independently. Students should be allowed to find their own voices and to develop their own writing skills.

**Plagiarism on any project or paper will result in a zero for the assignment and an Honor Code Violation. Unless strictly stipulated by the teacher, collaboration on written work is not acceptable. Students who willingly provide other students with access to their work are in violation of the Honor Code.**

**Students should be aware that mydropbox.com may be used to check papers for plagiarism.**

**COURSE COMPETENCIES:**

1. Trace the development of the major ideas and attitudes expressed in the literature of each period.
2. Identify major authors and works of each period.
3. Identify the characteristics of each literary movement.
4. List and describe characteristics of literary types written during each period.
5. Identify cultural, philosophical, historical, and religious influences on the literature of each period.
6. Analyze, interpret, and evaluate samples of good literature from each period identifying and explaining an author’s use of rhetorical strategies and techniques.
7. Create and sustain arguments based on readings, research, and/or personal experience.
8. Write in a variety of genres and contexts both formal and informal, employing appropriate conventions.
9. Write an essay tracing the development of American literature from the Puritan Era to the New England
10. Renaissance
11. Write an 8-10 page literary analysis (using MLA documentation) based on a teacher-approved novel written by an American author (second semester only).
12. Use strong composition techniques including proper mechanics, grammar, style, and structure.
13. Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings.

**COURSE OUTLINE:**

• Cultural Exploration - How are you a product of your culture?

• Historical Exploration in relation to literature

• Focused Journal Writing

• Elements of Grammar and Style

• Writing Process

 Prewriting

 Writing

 Revising

•Five-paragraph Essay

• Research Project (required for course credit)

 Techniques

 Resources

 Process

 Application

 Completed Composition

• Speech and Oral Presentation

• Vocabulary Development

• Literary analysis (essays, letters, journals, short stories, poetry, drama, and novels)
 Colonial

 Revolutionary

 Romantic

 New England Renaissance

 Realism and Regionalism

 Modern

 Post-Modern/Contemporary

 Oral Expression

 Individual Speeches

 Panel Presentations

• Computer Applications

**SPRING SEMESTER**

Continuous: Vocabulary units 1-8

Writing: Essay (rhetorical analysis, model RNs); research process

Unit 1: Weeks 1-3 Introduction and Puritanism
1. Course expectations, literary analysis, defining rhetoric, diction (poetic and prose), and style
Readings: Ralph Ellison, Sandra Cisneros, Robert Frost
2. Examine *The Beginnings*: American culture, style
3. Puritanism: Theocratic social structure, lifestyle, and influence on American literature/thought, schisms in Puritan society, audience, subject and purpose, rhetoric and style, diction and syntax
Readings: Anne Bradstreet, Jonathan Edwards, Arthur Miller’s *The Crucible*
Assessment: essay on Puritanism

Unit 2: Weeks 4-5
1. Transition to secular society
Readings: Roger Williams
2. The Age of Reason/Enlightenment
Readings: Ben Franklin, satire, antithesis
3. Observations from abroad, culture
Reading: for audience, purpose, tone
Assessment: essay on Age of Reason

Unit 3: Weeks 5-6

1. 1.       Romanticism

Readings: Folk tales (“The Devil and Tom Walker”), Poe (“The Raven”, Principles of Poetry and Philosophy of Composition, “Fall of the House of Usher”), the Fireside Poets (Bryant, Holmes, Longfellow, Whittier, Lowell)

Assessment: exam over Romantics

Unit 4: Weeks 7-8

1. 1.       Transcendentalism/Rise of the individual

Readings: Emerson (“American Scholar”, “Self-Reliance”); Thoreau (*Walden*)

Assessment: essay on Emerson, Walden presentations

Unit 5: Weeks 9-12

1. 1.       Anti-Transcendentalism/indifferent God, fatalism

Readings:John Hershey (see workbook) Arthur Miller (The Crucible)

1. 2.       Introduce second semester research novel

Assessment: Test on American Renaissance

Unit 6: Weeks 13-14

1. New American Poetry

Readings: poetry of Whitman and Dickinson

Unit 7: Weeks 15-18

1. Assign semester essay and peer edit
2. Grammar/Composition review and remediation
3. Review for final exam

Assessments: semester essay, grammar presentations, final exam

**Writing /Parallel Unit Assignments**

Continuous: Vocabulary units 9-15, including analogies

Writing: Essay (literary analysis, RNs); research process, formatting

Unit 1: Weeks 1-5

1. Research paper: literary analysis on selected novel; research process (MLA documentation)

Assessment: 8-10 page research paper

Unit 2: Weeks 4-7

1. Realism, Regionalism, Naturalism plus independent novel
2. Readings: Douglass, Harte, Jewett, London, Crane, Bierce
3. Independent novels: Parallel Novel Assignment
4. Assessment: novel quizzes, RN’s

Unit 3: Weeks 8-12

1. Modernism/disillusionment
2. Readings: see workbook- assigned checklist

Assessment: exam on Modernism

Unit 4: Weeks 13-15

1. Social activism
2. Reading: see workbook-assigned checklist

Assessment: quizzes, group presentations

Unit 5: Weeks 15-18

1. Contemporary literature plus *Dinner at the Homesick Restaurant*
2. Readings: Story stories: O’Connor, Malamud, Kingston, Barthelme, Cisneros; film: *The Hudsucker Proxy (change TBA)*
3. Assessments: quizzes, final exam

**CLASSROOM RULES & GUIDELINES**

Dear Students andParents,

A primary objective in my class is to create a safe and orderly environment where each student has an equal chance to excel and achieve his or her goals. Every student deserves a chance at a positive educational experience and no one student or group of students has the right to jeopardize that experience with poor behavior. In order to insure a positive and orderly educational environment, the following classroom guidelines are to be respected. Thank you for your cooperation and have a great year!

**Classroom Rules**

1. Please be in your seat and ready to go when the bell rings. You will be marked tardy if you are not in your seat when the bell rings.

2. Please do not bring any food or drink into the classroom or in the halls.

3. Please do not throw objects of any kind in the classroom.

4. Please, no cross talk (speaking while another student or I am speaking). We each deserve respect and consideration when we are speaking!

5. Please do not use profanity. Also, do not insult, badger, or tease other students.

6. Please be prepared for class with books, paper, pen etc.

7. Please do not display insubordinate or belligerent behavior towards the teacher (verbally attacking or arguing with the teacher or refusing to follow a reasonable request). This behavior will result in a parent phone call, a referral to the office, and possibly expulsion from the class.

8. Do not have newspapers, magazines, makeup, CD players, electronic toys, cellular phones, etc. out in class. You will be warned once, and then the items will be taken. (Parents, please do not text message or call students during class.)

9. Destruction or theft of my or the school's property will not be tolerated! This means you don't write on my desks, spit gum on my floor, or carve your sweetheart's name in my door etc.

10. Other guidelines may surface as the year goes on, but just try to use common sense when you are in class and everything will be fine.

**SYLLABUS ACKNOWLEDGEMENT**

**TEACHER**: **Ms. Bales**  **COURSE**: **American Literature**

**Student’s Acknowledgements:**

* **I have read and I understand the academic integrity policy.**
* **I have reviewed the class syllabus and understand the grading policy.**
* **I understand that it is my responsibility to get the required books for this class.**
* **I understand that I need a binder and other materials for this class.**
* **I understand that I am required to read at least one outside novel this year.**
* **I understand that I am expected to sit for the End of Course Exam during the end of the semester.**

**Student’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **(Please Print)**

**Student’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student’s Email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent/Guardian’s Acknowledgements:**

* **I have read and I understand the academic integrity policy.**
* **I have reviewed the class syllabus and understand the grading policy.**
* **I give permission for my child to view the listed movies that are related to the curriculum of the class.**
* **I give permission for my child to read the class parallel readings noted in the syllabus.**
* **I understand that my child is expected to sit for the End of Course Exam during the end of the semester.**
* **I am willing to be contacted by e-mail, phone, and regular mail regarding my child’s progress.**
* **I have access to the internet and will access the I-CUE parent feature to check on my child’s progress.**

**Parent/Guardian’s Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **(Please Print)**

**Parent/Guardian’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent/Guardian’s Phone Number:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **(Home) (Work)**

**Parent/Guardian’s Email:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**RETURN THIS FORM WITH BOTH SIGNATURES BY January 20, 2017**

**Please feel free to contact me if you have any additional questions or concerns.**

**Lauren.bales@cobbk12.org 770-819-2611 ext. 1143**