

American Literature and Composition
COURSE NUMBER

of Carnegie Units .5

Semester/Year: Fall 2013- Spring 2014

Instructor: Ms. V. Barnes

Class Location: Room 1324

Tutorial Day and Time: Thur. 3:30 – 4:30

Telephone: 404-802-5100

E-mail: vbarnes@atlanta.k12.ga.us

COURSE DESCRIPTION

Students in American Literature analyze United States literature as it reflects social perspective and historical significance by continuing to use language for expressive, expository, argumentative and literary purposes. **The emphasis of this course is critical analysis of texts through reading, writing, speaking, listening and using media.** It is important to note that students cannot merely just state opinions, but must find rhetorical justifications to support opinions. Additionally, we will contemplate the relevance of these themes and literary texts as they connect with our life experiences

LEARNING OUTCOMES

The Georgia High School Graduation Test (GHSGT)

All students seeking a Georgia high school diploma must pass the **Georgia High School Writing Assessment**. This assessment ensures that students qualifying for a diploma have mastered essential core academic content and skills.

The Georgia High School End of Course Test (EOCT)

The A+ Educational Reform Act of 2000, O.C.G.A. §20-2-281, mandates that the State Board of Education adopt end-of-course assessments in grades nine through twelve for core subjects to be determined by the State Board of Education. With educator input, and State Board approval, the End-of-Course Assessment program is therefore comprised of the following eight content area assessments:

- **English Language Arts**
 - Ninth Grade Literature and Composition
 - **American Literature and Composition**

This test is 20% of your final grade during the second semester of the course! If you should fail first and/or second semester, you must retake and pass that particular part of the course, AND you must also RETAKE the EOCT as well! Failure to take an EOCT is automatic failure of the course!

Course Components

- **Rhetoric and Composition Studies**
 - Students come to recognize the connections between the rhetorical elements of speaker, audience, subject, purpose, method, and tone in creating effective writing
- **Literature Studies**
 - By studying major literary works that represent prevailing thoughts and styles through American literary history, students come to appreciate the personal, communal, and global importance of most literatures
- **Vocabulary Studies**
 - Using a vocabulary program designed to move beyond mere definition and into the realms of etymology and linguistics, the student develops the ability to increase his vocabulary by recognizing the connections between words and their components, as well as their contexts.

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

Language of Literature: American Literature

Supplemental Texts:

Interactive Reader, Word Skills, GGT Coach, EOCT Coach, GGT prep workbook, Language Network

Selected Novels: Vary by teacher

Selected Readings:

To be determined by instructors

Useful Websites:

Compasslearningodyssey.com; USATestPrep.com

ACTIVITIES AND ASSESSMENTS, EVALUATION PROCEDURES, AND GRADING

CULUMALATIVE WRITING FOLDERS

Each student will keep his/her writing products in a writing folder that will remain in the classroom. This folder will be used to help the teacher and the students monitor their progress as writers. The writings in the folder will be used often as material for revision and editing practice. The students are encouraged to insert writings from other classes or outside of school into the folder. Parents are invited to meet with the teacher and review the folders at any time.

THE CITIZEN'S JOURNAL (notebook)

Each student will maintain a Citizen's Journal. In this journal, students will respond thoughtfully to news items, current issues, readings, graphic displays of data, photographs, editorial cartoons, and advertisements introduced in class by the teacher.

MINI-LESSONS

Mini-lessons are brief discussions and exercises focusing on revision and editing issues and problems that become apparent during a particular writing assignment or activity. Students are expected to implement the guidelines and strategies demonstrated in the mini-lessons in all of their subsequent writing assignments.

THE SOCRATIC SEMINAR

Literature and rhetoric clusters can and often times will operate using the Socratic Seminar, a discussion method that depends upon participation by each student. Each member of the class is expected to arrive for the seminar prepared—prepared to speak and listen, prepared to be actively involved in the discussion by offering commentary, questions and taking notes.

PERIODICALS AND NEWSPAPER AND ONLINE SITES FOR STUDY

Newsweek, Time, Harper's, The Atlantic, The New Yorker, USA Today, MSNBC.COM, U.S. News and World Report

THE LITERATURE PORTFOLIO (notebook)

Each student will create a portfolio containing work relating to pieces of literature studied during the year. The student will organize the work—MWDS sheets, CCC sheets, CritSum sheets, assessments, responses, researched information, etc.—in an effective way. The portfolio will serve as a representation of the individual reader's yearlong literary journey.

MWDS (Major Works Data Sheets)

Authorial Background, Setting and Plot Summary, Multiple Selected themes, Elements of Style, Connections to Other Works, Annotated Character Listing, Three Quotable Quotes with Annotations, Major Symbols, etc.

CCC (Contemporary Cultural Connections)

Documentation and summary of news articles from print or online media that connects to the work's thematic, cultural and societal implications

CritSum (Summary of a Critical Essay)

Documentation and summary of a critical essay from a reputable literary journal or collection of critical readings

Evaluation Procedures

Evaluation:

- ◆ Writing Assignments (to include approximately two formal essays per month)
- ◆ Book Tests, Quizzes, and Special Assignments (Some assignments will be completed online.)
- ◆ Research Projects/Presentations (Online research will be mandatory.)
- ◆ Daily journals and classwork, class participation and discussion, oral responses, class demonstrations and presentation, home learning, and teacher observations
- ◆ Mid-semester and final exams
- ◆ Attendance in class (mandatory for success in the class)

Teacher/Parent Communication:

- ◆ Parent Conferences-held every other Wed, 3:30-4:30p.m. (Contact the counselor)
- ◆ Schedule conference with teacher through the counselor
- ◆ Via email at
- ◆ Teacher will contact the parent periodically or if necessary

Non –EOCT and 1st semester EOCT Classes

Economics and 2nd semester EOCT classes

Exams 20%

Exams 20%

Quizzes 15%

Quizzes 15%

Homework 15%

Homework 10%

Classwork/participation 20%

Classwork/participation 15%

Projects 20%

Projects 20%

Sponge/Exit Tickets 10%

Sponge/Exit Tickets 5%

N/A

EOCT 15%

Grading Policy:

A: 90 – 100%; B: 80 – 89%; C: 70 – 79%; F: Below 69%.

Georgia Common Core Performance Standards:

PLEASE SEE LAST PAGE!

CLASS POLICIES: BEHAVIORAL / DISCIPLINARY PLAN

Class Rules

1. Be in your assigned seat when the bell rings.
2. Stay in your seat unless you have permission to do otherwise.
3. Raise your hand and wait for permission to speak.
4. Keep your hands, feet, and objects to yourself.
5. Use your best manners!

Rewards

Good behavior reaps good rewards!

You may look forward to verbal praise, teacher notes, good class participation grades, positive calls home to your parent, and other great surprises in return for cooperative behavior!

Consequences

Each time a rule is broken, the following consequences shall occur. Offenses of each rule accumulate to the end of each nine-week period.

- 1st offense - warning and conference with teacher
- 2nd offense - parent contact and detention
- 3rd offense - parent, student, teacher conference and detention
- 4th offense - disciplinary referral

ACADEMIC POLICIES/CLASSROOM PROCEDURES

Restroom Passes: Each student will receive a pass at the beginning of each nine weeks. When his or her pass has been used, he or she will need to wait until the next nine weeks to receive another pass. The student should use the restroom during his or her breaks as class time is valuable to us all! (Note: Individual medical problems requiring alternate procedures may be discussed with the instructor.)

Late Work: Class work and homework assignments are **not accepted** late. Major assignments may be turned in up to **THREE** days late with a penalty of **-25 points per school day**. * Some assignments (e.g. independent reading assignments) are accepted over several days. If they are not turned in by the deadline, then they will not be accepted even if the student has an excused absence on that date.

Make-Up Work: When a student is not in class for a legitimate/excused absence, it is the **student's responsibility** to schedule make-up time with the teacher for missed quizzes and tests, obtain all assignments and handouts for the missed class, and copy missed class work such as notes, vocabulary, etc. Students must make-up all assignments within **three days of the excused absence**.

Honor Code: Any student caught cheating will be given a zero for the assignment or evaluation in question. Plagiarism is considered cheating and plagiarizing will result in a zero for the assignment. Plagiarism is defined as the use of another's words or ideas and the presentation of them as though they are entirely one's own. Acts of plagiarism 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 another student's homework, composition or project); using excessive editing suggestions of another student, teacher, parent, or paid editor

CLASS OUTLINE/CALENDAR (Tentative)

Week #	Major assignments (i.e. research papers, projects, portfolios)	Due Date	Readings for class Additional assignments, etc.
Week 1	Writing-Prompts-Unit One-Origins	TBA	Readings: World on Turtle's Back, Song of the Sky Loom Assignments: Revising writing, current event articles
Week 2	Writing-Positions-Unit One-Origins	TBA	Readings: Coyote Stories Assignments: Revising writing, current event articles
Week 3	Writing-Positions-Unit One-Origins	TBA	Readings: Of Plymouth Plantation, Olaudah Equiano, Assignments: Revising writing, current event articles
Week 4	Writing Positions-Unit One-Origins	TBA	Readings: Current events articles Assignments: Revising writing, current event articles
Week 5	Five Week Assessment	TBA	Readings: Current events articles Assignments: Revising writing, current event articles
Week 6	Writing/Timed Responses-Unit Two	TBA	Readings: Current events articles Assignments: Revising writing, current event articles
Week 7	Writing Exam/Unit Two	TBA	Readings: The Crucible/Bradstreet Assignments: Revising writing, current event articles
Week 8	Unit Two-Colony to Country The Crucible/Bradstreet	TBA	Readings: The Crucible/Sarah Goode Assignments: Revising writing, current event articles
Week 9	Unit Two Colony to Country The Crucible/Jonathan Edwards	TBA	Readings: The Crucible/Edwards Assignments: Revising writing, current

			event articles
Week 10	Midterm Exam	TBA	
Week 11	Unit Two-Right to Be Free	TBA	Readings: Patrick Henry, Thomas Jefferson, Selected Novels Assignments: Venn Diagrams, Soapstone, writing assignments
Week 12	Unit Two-Right to Be Free	TBA	Readings: Phyllis Wheatley, Abigail Adams, Benjamin Franklin, Selected Novels Assignments: Venn Diagrams, Soapstone, writing assignments
Week 13	Unit Three-Romanticism/Transcendentalism	TBA	Readings: Longfellow, Washington Irving, Selected Novels Assignments: Venn Diagrams, Soapstone, writing assignments
Week 14	Unit Three-Romanticism/Transcendentalism	TBA	Readings: Emerson, Thoreau, Selected Novels Assignments: Venn Diagrams, Soapstone, writing assignments
Week 15	15 week Assessment-Unit Three	TBA	Readings: Romantic Poetry, Whitman, Cummings, Williams, Selected Novels Assignments: Venn Diagrams, Soapstone, writing assignments
Week 16	Unit Three American Gothic	TBA	Readings: Poe, Selected Novels Assignments: Venn Diagrams, Soapstone, writing assignments
Week 17	Unit Three American Gothic	TBA	Readings: Hawthorne, Melville, O'Connor, Selected Novels Assignments: Venn Diagrams, Soapstone, writing assignments
Week 18	Final Exam	TBA	

ACADEMIC HONESTY

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghost-written papers or products. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the [Atlanta Public Schools Handbook](#) and the [Benjamin E. Mays High School Handbook](#).

Common Core Georgia Performance Standards (CCGPS)

Reading Literary (RL)

ELACC11-12RL3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g. where a story is set, how the action is ordered, how the characters are introduced and developed)

ELACC11-12RL4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (Include Shakespeare as well as other authors)

ELACC11-12RL5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

ELACC11-12RL6: Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g. satire, sarcasm, irony, or understatement).

ELACC11-12RL7: Analyze multiple interpretations of a story, drama, or poem (e.g. recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text (Include at least one play by Shakespeare as well as one play by an American dramatist.)

ELACC11-12RL9: Demonstrate knowledge of eighteenth, nineteenth and early twentieth century foundational works of American Literature, including how two or more texts from the same period treat similar themes or topics.

ELACC11-12RL10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems in the grades 11-CCR text complexity band proficiently with scaffolding as needed at the high end of the range. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems in the grades 11-CCR text complexity band independently and proficiently.

Reading Informational (RI)

ELACC11-12RI1: Cite strong and through textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

ELACC11-12RI2: Determine two or more central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

ELACC11-12RI3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

ELACC11-12RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g. how Madison defines faction in *Federalist* No. 10).

ELACC11-12RI5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

ELACC11-12RI6: Determine author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

ELACC11-12RI7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.

ELACC11-12RI8: Delineate and evaluate reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g. in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g. *The Federalist*, presidential addresses.)

ELACC11-12RI9: Analyze seventeenth, eighteenth, and nineteenth century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

ELACC11-12RI10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band independently and proficiently.

Writing Standards

ELACC11-12W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ELACC11-12W2: Write informative /explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection , organization, and analysis of content.

ELACC11-12W3: Write narratives to develop real or imagined experiences or events using effective technique, well chosen details ,and well -structured event sequences.

ELACC11-12W4: Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience

ELACC11-12W5: Develop and strengthen writing as needed by planning, revising, editing , rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

ELACC11-12W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

ELACC11-12W7: conduct short as well as more sustained research projects to answer a question (including self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

ELACC11-12W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose , and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

ELACC11-12W9: Draw evidewnce form literary or informational texts to support analysis , reflection, and research.

ELACC11-12W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards

ELACC11-12SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 11-12 topics , texts, and issues building on others' ideas and expressing their own clearly and persuasively.

ELACC11-12SL2: Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, orally) in order to make informaed decisions and solveproblems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

ELACC11-12SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric assessing the stance,, premises, links among ideas, word choice, points of emphasis ,and tone used

ELACC11-12SL4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning alternative or opposing perspectives are addressed, and the organization development, substance and styleare appropriate to purpose, audience , and a range of formal and informal tasks.

ELACC11-12SL5: Make strategic use of digital media (e.g. textual , graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ELACC11-12SL6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language Standards

ELACC11-12L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

ELACC11-12L2: Demonstrate command of conventions of standard English capitalization, punctuation , and spelling when writing.

ELACC11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

ELACC11-12L4: Determine or clarify the meaning of unknown multiple-meaning words, and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

ELACC11-12L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

ELACC11-12L6: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.