

Mrs. K. Holland

Room: 206

Tutoring/Conferences: *Tuesday –Thursday by appointment*

E-mail: hollaka@boe.richmond.k12.ga.us

Course Description:

This course is designed to prepare students to communicate effectively in the 21st century. Students will explore complex topics by analyzing the rhetoric of both fiction and nonfiction texts from a variety of genres and time periods and learn how to apply what they learn to their own writing. Students will write analytical, argumentative, and narrative essays and strengthen their writing using thoughtful research, revision, editing, and rewriting. In a culminating activity, students will synthesize their knowledge to create a presentation that addresses a specific audience and utilizes a variety of media. This course will also focus on the skills necessary “to read primary and secondary sources carefully, to synthesize materials from [these texts] in their own composition, and to cite sources using conventions recommended by... the Modern Language Association (MLA)” (*AP English Course Description 6*).

Curriculum: This course provides a chronological study of American Literature divided into four nine-week units:

- a. Native American/Colonial Literature (Informative and Explanatory);
- b. Revolutionary Literature/Fireside Poets (Argumentative Writing);
- c. Romanticism/Realism (Argumentative Writing);
- d. Modernism/Post-Modernism (Informative and Explanatory).

Each unit will include a writing component. Our curriculum reflects the Georgia Standards of Excellence.

In this class, objectives will be met by:

- Establishing a pattern of outside reading;
- Recognizing, understanding, and applying rhetorical modes;
- Analyzing complex texts through close readings and formulating hypotheses;
- Participating in class discussions with a vigilant ear to others’ perspectives and offering thoughtful, polite contributions daily;
- Studying and applying appropriate vocabulary to create a specific voice;
- Researching, documenting, and producing a well-written research paper;
- Developing an advanced style of composition through the study of various writers’ styles;
- Revising multiple types of writing.

Materials Needed:

- One binder with dividers
- College ruled paper
- Pencils
- Blue/black pens ONLY
- Highlighters

- Flashcards
- Ream of copy paper
- Sticky notes
- Flash drive
- Planner
- 4 Composition notebooks

Parents: If you are willing to donate any extra supplies, I would appreciate it. Supplies requested:

- pencils
- tissue
- hand sanitizer
- paper

Grading scale:

100% - 90% - A
 89% - 80% - B
 79% - 75% - C
 74% - 70% - D
 69% - 0% - F

Grade Break Down:

PBAs/Essays/Projects – 30%
 Classwork/Participation/Homework – 30%
 Tests/Quizzes – 20%
 Benchmarks – 10%

Textbooks:

The American Experience. Pearson Literature. 2014

Jolliffe, David A., and Hephzibah Roskelly, eds. *Writing America: Composition in Context*. Boston: Pearson, 2014. Print.

The Language of Composition. Shea, Scanlon and Aufses. Bedford/St. Martin's, 2008.

Major Works:

Miller, Arthur. *The Crucible*. New York, NY: Penguin, 1996. Print.

Fitzgerald, F. Scott. *The Great Gatsby*. New York: Scribner, 2004. Print.

Hawthorne, Nathaniel, 1804-1864. *The Scarlet Letter*. New York, N.Y., U.S.A.: Signet Classic, 1988.

NOTE: Texts may change depending on the availability or at the discretion of the teacher.

Instructor's Values:

1. Honesty. Honesty to yourself. Honesty to me.
2. Plagiarism ranks among the worst infractions of honesty and done at the university level results in a mandatory expulsion. Be careful how you research; do NOT present others' ideas or words as your own. If discovered, a zero will be given for the assignment, parent contact home will be made, and a referral will be written for cheating (repeated offenders), which will jeopardize your possible admittance into NHS.
3. Civility and maturity at all times. We will be reading on a wide range of topics; discussion can quickly become heated.
4. For every outside reading, you come with your notes/annotations on the text prepared for discussion. Or you honestly admit you didn't do it. This is an upper level class. Weekly this class should average 5-7 hours of your free time.
5. For those who are introverts: Don't deprive of us of your perspective. Those of you who are extroverts: Pass the ball and let / encourage others to speak.
6. Attitude and dedication cause success as much as natural ability and intellect. When you approach a text, class, or whatever with negative expectations, you will make the experience negative. Be open. Be aware of your attitude.

Rules:

1. Always be on time and come prepared to learn and work.
2. Respect yourself, your homies, your haters, your higher ups, and your high school!
3. Keep all distractions away from the classroom.
4. Use positive and supportive language (no put downs)

Discipline:

1. Conference with student
2. Detention
3. Parent Contact/Conference
4. Referral to office

NOTE: Discipline is subject to change dependent on the situation and not in any particular order. There are situations that mandate direct referral to office. See Handbook.

Types of Assignments:

Reading: For each reading assignment **students must identify the following:** thesis or claim, tone or attitude, purpose, audience and occasion, evidence or data, logos, ethos and pathos appeals, assumptions or warrants, style (how the author communicates his message, rhetorical mode, rhetorical devices always including diction and syntax). Sometimes this will be required upon entering class; other times you may have class time on which to work. Expect reading quizzes to include questions about words from the text.

Writing: In order to meet the course description to “write prose of sufficient richness and complexity to communicate effectively with mature readers” you will write frequently. Expect mini-lessons regarding sentence type (simple, compound, complex, compound complex), sentence variety, rhetorical devices (anaphora, hypophora, polysyndeton, asyndeton, chiasmus, etc.), and revision strategies (paraphrasing vs. quoting text, transitions and connecting evidence to commentary). You will receive feedback from me, in small groups and in peer editing. Please also expect for your essay to be reviewed during class workshops. Your name may not be shared but we will constructively analyze your writing. Students will be expected to examine and create essays based on the AP language college board rubric/Georgia standards.

Scaffolding: This could include tasks that involve individual step leading to a larger project, such as plans, research, drafts and edits of essays. It could also be mini-lessons, group work, group projects, binder checks, revising essays, quizzes on previous night’s reading, discussions and peer-revision.

Academic Honesty: Students will do their own work. Any student caught or suspected of cheating/plagiarizing will receive consequences. Academic dishonesty includes cheating, fabricating or falsifying information or sources, improper collaboration, submitting the same paper for different classes without permission, and plagiarism. Plagiarism occurs when writers deliberately or unintentionally use another person’s language, ideas, or materials and present them as their own without properly acknowledging and citing the source. Cheating, plagiarism, or any form of academic dishonesty in this course results in one or more of the following consequences: failure of the assignment, parent contact, and repeated offenders will result in a disciplinary referral. Cite sources carefully, completely, and meticulously; when in doubt, cite. You are always welcome to come to tutoring for editing or have a classmate peer-review your work when you are not taking a test. Challenge yourself and do it on your own!

Computer/Printer access: It is imperative that you have access to a computer and working printer at all times. Please always have extra copy paper on hand.

Organization: Organization is the key to success in this class. Write down homework assignments in your planner every day. Make sure to get the required materials.

Attendance & Tardy Policy: This is an upper level class. Your daily, timely attendance is required. Class will begin promptly and will last up to the dismissal bell. If you are late, you will need to have a pass to enter. You will be considered absent/cutting class if you are 10 or more minutes late. The instructor considers it rude when you begin packing up before class is over.

Absences: The course follows the official district policy: for every day the student has an *excused* absent, he/she has up to five days to make up his/her excused work. Make up assignments/assessments are accessible in designated areas of the classroom as well as online.

Late/ Missing Work Policy: Assignments are due at the beginning of class. If an assignment is turned in after being collected, it is officially a day late. *Late work and unexcused absences* will be accepted using the following policy:

- 1 day late = 20 points reduction in grade
 - 2 days late = 40 points reduction in grade
 - 3 days late = 60 points reduction in grade
- No assignment will be collected after 3 days late.

Please Note:

1. The teacher has the choice of following the above policy or accepting late work from all students without penalty.
2. *To maintain academic integrity, the teacher may refuse late work that students attempt to turn in after the original assignment has been graded and returned to the class.
3. Submit your missing/late work in the “Late” basket. At the top of the assignment, please write how many days late it is and why it is late. Work without the number of days and the reason will not be accepted. Your honesty is appreciated. Example: Late 1 day because I was too tired after drama rehearsal and had to study for a calculus quiz.

Grade Recovery:

In an effort to help students who are behind academically, there will be different ways for credit/grade recovery. At the discretion of the teacher, this may include:

- Tutoring by appointment only (see first page of syllabus for availability)
- Retake of a quiz/test (averaged out with the original score for a final score in the gradebook)
- USATestPrep (TBD)

Extra Credit Policy

I do not give extra credit assignments to individual students. Frequently, all students will have the opportunity to earn extra points during class activities. Occasionally, a bonus question or more may appear on some exams or quizzes.

By signing, I acknowledge that I have read the syllabus for American literature, and I agree to abide by the guidelines set forth.

Signature _____ Date: _____

Parent Signature: _____ Date: _____