| ***Course Description:*** | American Literature is a comprehensive course that delves into the rich literary tradition of the United States. This course aims to explore the diverse voices, themes, and historical contexts that have shaped American literature from its inception to the present day. Through the study of various literary works, students will gain a deeper understanding of the American experience, the development of American identity, and the societal, cultural, and political forces that have influenced and continue to shape American literature. |  |
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| ***Classroom Management Plan:*** | **Classroom Management Plan**   * Verbal reprimand * Conference with student with parent contact * Withdrawal of privilege(s) with parent contact * Other consequences determined to be reasonable and appropriate by the school administration. * **Cell phones-** Per the FOCUS Act, *all* use of cell phones, smart watches, ear buds/headphones, air pods, gaming devices, tablets and other similar devices are banned throughout the *entire* school day. Students who bring a wireless device onto school grounds must power it off, store it off of their person (ex: in their car, purse, backpack, or teacher’s designated storage location) and not turn the device on or use it for the entire school day. Permitted exceptions may include: students’ IEPs, individualized health plans, or 504 plans, for emergencies threatening the life or safety of the student or another person, or for instructional purposes. Failure to follow these procedures will result in consequences in the classroom management plan. * **Chromebooks**- Students are not allowed to use their personal computers (in accordance to the FOCUS Act). Students must use school-issued Chromebooks. Students who fail to do so will be unable to participate, which can adversely affect students’ grades. 1. Student laptops should not be hard-wired to the network or have print capabilities. 2. Use of discs, flash drives, jump drives, or other USB devices will not be allowed on Madison City computers. 3. Neither the teacher, nor the school is responsible for broken, stolen, or lost laptops. 4. Laptops and other electronic devices will be used at the individual discretion of the teacher.   AI- Students are prohibited from using AI or any AI-generated content without permission. |  |
| ***Grading Policy:*** | Test grades will account for 70% of the 9-weeks grade, with the remaining 30% being determined by quiz/daily grades. The grading scale is as follows: A (90-100%), B (80-89), C (70-79), D (65-69), and F (below 65). Grades will be a reflection of mastery of the standards. Make sure all absences are excused as class work can be made up and graded for excused absences only. The final exam counts for 20% of the final grade.  \*Cheating and plagiarism of any kind are never tolerated.  The academic misconduct policy of the school will be followed in this course.  \*Any student who receives failing grades during this course is urged to discuss this with me so we can devise an improvement plan |  |
| ***Make-up Work Policy:*** | Excused Absences  Students are permitted to make up work, tests, and other assignments, activities, etc. when absences are excused. Under normal circumstances, it is expected that students will submit previously assigned work upon return to school after an excused absence. All work missed on the day(s) of excused absence(s) must be made up within three school days after returning to school. However, for extended excused absences when homebound services are not necessary, the teacher may grant additional time, but not to extend beyond two weeks past the return to school. It is the joint responsibility of the student and parent to ensure a student makes up work following excused absences. Teachers may alter assignments, tests, work, activities, etc., as necessary to ensure an accurate evaluation of the student's performance after an excused absence.  Unexcused Absences  Students will not receive credit for and will not be allowed to make up any assignments, tests, work, activities, etc., missed during unexcused absences. |  |
| ***Texts and Other***  ***Required Reading:*** | **Anchor Texts**  *Of Mice and Men* (Steinbeck \*summer reading assignment))  *Long Way Down* (Jason Reynolds)  *American Born Chinese* (Gene Yang)  **Course Textbook:** *Study Sync Grade 11* (digital copy accessed through Schoology) |  |
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| ***Materials and***  ***Supplies Needed:***  ***Laptops***  ***Turnitin Notice***  ***Accommodations*** | 1. School issued Chromebook with charger 2. Assigned novel 3. Binder with loose leaf paper 4. Pencils, pens, highlighters, and markers   **Concerning laptop utilization:** 1.Student laptops should not be hard-wired to the network or have print capabilities. 2. Use of discs, flash drives, jump drives, or other USB devices will not be allowed on Madison City computers. 3. Neither the teacher, nor the school is responsible for broken, stolen, or lost laptops. 4. Laptops and other electronic devices will be used at the individual discretion of the teacher.  The majority of writing assignments in this course will be submitted to Turnitin via the Schoology learning platform. Turnitin generates a report on the originality of student writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This program will help students discern when they are using sources fairly, citing properly, and paraphrasing effectively - skills essential to all academic work.  Students will have the opportunity to review their Turnitin originality report and will have the opportunity to make revisions before submitting their work for grading. Once their work is submitted, teachers have the opportunity to view the student/s originality report and grade accordingly.  Requests for accommodations for this course or any school event are welcomed from students and parents. |  |
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| **18 – Week Plan** | |
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| *Lessons follow the standards listed in the 2021 Alabama Course of Study: English Language Arts for Grade 11.* | |
| ***Weeks 0-2***  *Why We Read & Literary Language Unit* | **Skills**: Class norms & procedures, benchmark diagnostics; how to annotate; literary language  **Texts**: “Ten Things I’ve Been Meaning to Say to You” by Jason Reynolds; “Where Are the Children of Color in Children’s Books?” by Walter Dean Meyers; *New York Times*; Opinion, 2014; “How a Kid Who Didn’t Read a Book until He was 17 Grew up to Become a Literary Star” by Nora Krug; *The Washington Post,* October 23, 2017; “The truth about teens, social media and the mental health crisis” by Michaeleen Doucleff*; NPR*; April 25, 2023; “The Mental Health Benefits of Reading” by Ekua Hagan; *Psychology Today*; March 16, 2022; ; selected TedTalks on reading  **Writing Focus:** reflective writing; formal/objective writing; power of word choice; audience/purpose/tone awareness |
| ***Weeks 2-5***  *Summer Reading Unit* | **Skills:** impact of author’s choices on theme**;** elements of literature; how to annotate & discuss literature  **Texts**: Begin independent reading project; *Of Mice and Men* (summer reading)  **Writing Focus:** narrative techniques in non-narrative writing; analysis |
| ***Weeks 6-10***  *Revolutionary Voices Unit* | **Skills**: Elements of argument, rhetorical appeals & devices, rhetorical analysis, applying critical lenses  **Texts**: “Letter from Birmingham Jail” (MLK), “Sinners in the Hands of an Angry God” (Jonathan Edwards), “Speech to the Virginia Convention” (Patrick Henry); selected Ted Talks; student choice of modern argumentative speech/text  **Writing Focus:** argumentative writing/speaking,evaluative writing |
| Around Week 9 | Begin planning your End-of-the-year Portfolio & Reflection (final exam summative project) |
| ***Week 11-13***  *American Romanticism vs. Realism Unit* | **Skills:** poetry explication, cultural perspective (literary lens); features of Realism and Romanticism; storytelling  **Texts:** selected poems (Whitman, Dickinson, L. Hughes, Amanda Gorman, Crane); “Fall of the House of Usher” (Poe) or “Young Goodman Brown” (Hawthorne); selected short stories/student choice- (“Desiree’s Baby,” “Call of the Wild,” “Chickamauga,” “The Yellow Wallpaper,” selections from “Limetown” podcast  **Writing Focus:** compare & contrast; storytelling through podcasts |
| ***Weeks 14-15***  ***Research Unit*** | **Skills**: using databases; evaluating credibility of sources; citation practices; quote/paraphrase/summarize; scholarly vs. non-scholarly sources  **Texts:** student-selected texts from *Alabama Virtual Library* (AVL)  **Writing Focus:** research essay or product (real-world application) |
| ***Weeks 16-17***  *Contemporary Literature Unit* | **Skills**: analyzing style and form; motifs, symbols, and themes  **Texts**: *Long Way Down* (Reynolds); selected modern and contemporary texts  **Writing Focus**: student choice (analysis, argument, narrative, evaluative, compare/contrast) |
| ***Week 18***  *Final Exam Summative Project* | End-of-the year portfolio & reflection (we will work on this in small increments throughout the semester, but we will refine and polish it the last week of school) |

**\* This syllabus serves as a guide for both the teacher and student; however, during the term it may become necessary to make additions, deletions or substitutions.**

**Please sign below to acknowledge that you have received, read, and understood the syllabus.**

**Student name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent/guardian name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/guardian signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent/guardian, please provide two ways for me to contact you (email address, phone numbers):**

Parent/guardian Email:

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Parent/Guardian Phone number:

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