



## ENGLISH 11

**I. 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.

### II. Course Objectives:

- Familiarize students with major movements and periods in American literature, such as the Romantic, Realistic, Modernist, Harlem Renaissance, and Postmodern periods.
- Read closely to analyze and interpret the thematic concerns and literary techniques employed by American writers, such as the exploration of national identity, individualism, inequality, the American Dream, and the relationship between humans and nature.
- Engage students in discussions and written assignments that encourage them to articulate their own interpretations, engage in literary discourse, and utilize textual evidence effectively to support a claim/thesis.
- Understand how writers/speakers use diction and syntax to mobilize the thoughts and actions of readers/listeners.
- Employ digital literacy (technology) appropriately, safely, and ethically to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly, dynamically, and credibly.
- Read and comprehend a variety of informational texts independently and proficiently to acquire new information and respond to the needs and demands of society and the workplace.
- Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
- Employ conventions of grammar, mechanics, and usage in order to communicate effectively with a target audience, both in written and verbal forms.
- Expand vocabulary and use context clues to determine meanings of unfamiliar spoken or written words.

\*\* Note: [Alabama Course of Study Guide](#) (grade 11 begins on page 133)

### III. Classroom Expectations:

1. Be PUNCTUAL: Students must be on time for class and ready for instruction when they enter the door. Once the bell has rung, students will need to report to the front office to receive a pass for class.
2. Be PREPARED: Students must have all needed materials for class, including completed assignments. You are responsible for you; do your own work! Should you miss an assignment, it is your responsibility to get back on track.
3. Be POSITIVE: Leave the negativity outside the classroom: mindset matters. We will work together to achieve success.
4. Be POLITE: Do not interfere with others' rights to learn. Be respectful of all peers and teachers. Keep personal devices put away during instruction so as not to be a distraction, as well as showing common courtesy.
5. Be PROACTIVE: There are no shortcuts to success. Take initiative in your own learning and future. Stay focused. Be on task.

\*\*Follow all classroom procedures, JCHS policies, and the Madison City School Handbook. Failure to comply with the aforementioned policies and procedures will result in the following reinforcements, of which the order can be changed upon teacher's discretion: verbal warning, written warning, parental contact, detention/intervention during Refuel time, and/or a disciplinary referral.

**IV. Accommodations:** Requests for accommodations for this course are welcomed from students and parents. I am here for you and am cheering for your success; so, please communicate frequently and ask for support when needed.

**V. Appropriate Use of Technology:** Neither the teacher nor the school is responsible for broken, stolen, or lost laptops/iPads, and all other forms of technology. If technology is needed in the classroom, then **school issued chromebooks must be used**. Personal electronic devices may only be used at the teacher's direction. Personal electronic devices should be placed in the designated location when students arrive to class. Devices will be returned at the end of class; **students are not to retrieve their devices from the designated location until the end of class (i.e. leave in the designated location even when they go to the restroom)**. Electronic devices may be out before school, during class change, lunch, and after school. Parents, guardians, and other family members should call the front office in case of emergency. Failure to adhere to these standards warrants disciplinary action..

**Artificial Intelligence and Originality:** Students must acknowledge the use of AI in any capacity related to their school work: text, image, multimedia, etc. Please note: the use of AI could be subject to the Academic Dishonesty Policy. Please review the [Madison City Schools Artificial Intelligence Acceptable Use Policy](#) in full. Furthermore, writing assignments in this course may be submitted to Turnitin via the Schoology learning platform to generate 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. Upon final submission of work, teachers may view the student's originality report and grade accordingly.

**VI. Grading Policy:** Major grades will account for 70% of the semester grade, with the remaining 30% being determined by classwork/homework grades, or minor grades. The grading scale is as follows: A (90-100), B (80-89), C (70-79), D (65-69), and F (below 65). The final exam counts for 20% of final grade with each quarter counting at 40%. Unexcused late work will only be accepted for a ten-point per day deduction up to five days. After five school days, late work will not be accepted, and the grade will remain a 0. Any acts of academic dishonesty or plagiarism will be subject to consequences defined in the Madison City Schools policy on cheating found in the Code of Conduct.

**Make Up Policy:** If a student misses a major or minor grade, it is the student's responsibility to contact the teacher regarding make-up work instructions. All work missed on the day(s) of an excused absence(s) must be made up by the end of that unit. ALL late work must be turned in with an excuse written by the student explaining both why the assignment is late (even if excused); failure to do so will result in a min. of 10 and max. of 50-point deduction on the work submitted.

## **VII. Attendance and Tardies:**

Madison City Schools' Attendance policy and James Clemens High School Tardy Policy will be strictly enforced.

**VIII: Materials/Supplies and Required Reading:** It is recommended that students have a 3-ring binder with pockets to keep handouts and notes. Students also need the following: college-ruled notebook paper, blue or black ink pens, pencils, highlighters, and sticky notes. Required Reading may include the following: *Of Mice and Men* (Steinbeck), excerpts from *The Scarlet Letter* (Hawthorne), *The Yellow Wallpaper* (Gilman), *Death of a Salesman* (Miller), *Monster* (Myers), and a selection of nonfiction essays, short stories, and poems. \*\* Subject to change at teacher's discretion.\*\*

**IX: Academic Integrity:** Plagiarism is unethical, against school rules, and will not be tolerated.

Offenses include the following:

- Copying the work of another (including copying/pasting from internet sources).
- Allowing someone else to copy your work.
- Giving, receiving, or seeking any unauthorized help on any assignment.
- Presenting someone else's ideas as your own.
- Failing to properly cite sources.
- For online tests, having another tab open.

Cheating and plagiarism will result in a grade of 0% on the assignment for all parties involved. Students may reattempt the assignment after the first instance of plagiarism for reduced credit (-30%). Future infractions will result in an automatic 0% with no retake and possible referral to administration.

**X: Parent Note:** Education is a pathway to success, and the global success of my students is my goal as a teacher. However, I cannot do so without your help, as I believe that positive interaction between the teacher and parent/guardian strengthens the feeling of support all students need for success in the classroom and in life. Please feel free to email me anytime with questions, concerns, or praises. Let us all work together as a team to ensure success.

# English 11

## 18 Week Plan

\* The course outline serves as a guide for both the teacher and student; however, during the term it may become necessary to make additions, deletions, or substitutions. Adequate notice will be provided to students of any necessary changes.

<b>Unit 1</b>  Approximate 2 weeks	<b>Summer Reading Novella + Writing Boot Camp</b> → Text: <i>Of Mice and Men</i> by John Steinbeck → Literary Focus: novel, theme, plot structure, characterization, setting, claims, evidence → Writing/Presentation Focus: summarization, sequence, dialogue, sentence structure, grammar, vocabulary → Assessments: Writing Boot Camp + Narrative Writing Samples and Unit Test
<b>Unit 2</b>  Approximate 2 weeks	<b>The Enlightenment Period, Pt. 1: Puritanism (1600-1750) + MLA Format + Rhetorical Analysis</b> → Texts: selections from Robert Burns, Anne Bradstreet, Jonathan Edwards... → Literary Focus: analyzing the style, content, and impact of colonial writings → Writing/Presentation Focus: rhetorical appeals, rhetorical analysis, sentence structure, grammar, vocabulary → Assessments: MLA Style Rhetorical Analysis and Unit Test
<b>Unit 3</b>  Approximate 2 weeks	<b>The Enlightenment Period, Pt. 2: Rationalism (1750-1800) + Persuasive Writing</b> → Texts: selections from Phyllis Wheatley, Patrick Henry, Thomas Jefferson, Thomas Paine... → Literary Focus: analyzing the style, content, and impact of writings during the American Revolution → Writing/Presentation Focus: rhetorical appeals, persuasive essay, sentence structure, grammar, vocabulary → Assessments: Persuasive Essay and Unit Test
<b>Unit 4</b>  Approximate 3 weeks	<b>Romanticism, Gothicism, &amp; Transcendentalism (1800-1860) + Literary Analysis</b> → Texts: selections from Hawthorne, Poe, Longfellow, Emerson, Thoreau, Whitman, Dickinson... → Literary Focus: analyzing the style, content, and impact of writings during the Romantic Period → Writing/Presentation Focus: figurative language, literary analysis, sentence structure, grammar, vocabulary → Assessments: Literary Analysis/Poetry Project and Unit Test
<b>Unit 5</b>  Approximate 2 weeks	<b>Realism &amp; Naturalism (1865-1915) + Literary Criticism Lenses</b> → Texts: selections from Jack London, Mark Twain, Stephen Crane... → Literary Focus: analyzing the style, content, and impact of realist and naturalist writings → Writing/Presentation Focus: satire, MLA format, citation, AEC paragraphs, grammar, vocabulary → Assessments: Lit Criticism Project and Unit Test
<b>Unit 6</b>  Approximate 4 weeks	<b>Modernism (1900-1950) + Research Paper</b> → Texts: selections from William Carlos Williams, Frost, Faulkner, Hughes, Hurston, & more! → Play: <i>Death of a Salesman</i> by Arthur Miller → Literary Focus: analyzing the style, content, and impact of modernist writings and the Harlem Renaissance → Writing/Presentation Focus: MLA format, citation, AEC paragraphs, exposition, grammar, vocabulary → Assessments: Research Paper and Unit Test
<b>Unit 7</b>  Approximate 3 weeks	<b>Postmodernism/Contemporary (1950-present) + Multimedia Presentation</b> → Texts: selections from or author studies about Angelou, Plath, Sexton, Salinger... → Novel: <i>Monster</i> by Walter Dean Myers → Literary Focus: analyzing the style, content, and impact of contemporary writings → Writing/Presentation Focus: multimedia presentation of information/analysis, grammar, vocabulary → Assessments: Multimedia Book Project and Unit Test
<b>Finals</b>	<b>Review and Final Exam</b>

\*\*This is a tentative schedule and is subject to change at the teacher's discretion. \*\*

\*\*A variety of short stories, non-fiction texts, speeches, and poetry may also be included in each unit.\*\*