



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, and 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 at all times so as not to be a distraction. Use school-issued devices upon instruction.
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 or any school event are welcomed from students and

parents. I am here for you! I 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. Laptops and other electronic devices will be used at the individual discretion of the teacher. Unless the teacher specifies that cell phone use is allowed, all cell phones and other electronic devices should be turned off and put away. Under no circumstances are student laptops to be wired to the network or have print capabilities. No discs, flash drives, jump drives, or other USB devices will be allowed. Failure to adhere to these standards warrants disciplinary action.

Turnitin Notice: The majority of writing assignments in this course will be submitted to Turnitin via the Schoology learning platform. The primary focus of this software is to help students become better writers and scholars. 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.

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 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 up to the student to contact the teacher and make arrangements for a make-up date/time. All work missed on the day(s) of excused absence(s) must be made up within three school days after returning to school. After the 3-day period for excused absences, the work will be subject to the late policy as outlined above.

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 may 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), *Long Way Down* (Jason Reynolds) or *The Yellow Wallpaper* (Gilman), *Death of a Salesman* (Miller) or *A Raisin in the Sun* (Hansberry), *Romeo and Juliet*, and a selection of nonfiction essays, short stories, and poems.

IX: Academic Integrity: Plagiarism will not be tolerated. It is unethical and against school rules. Offenses include:

- 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. I hope to create an atmosphere of open communication regarding your child's progress in class. I love to brag about their performance, as well as discuss ways to better strengthen any weaknesses.

Please feel free to email me anytime with questions, concerns, or praises. Let us all work together as a team to ensure success.

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.	
Unit 1 Approximate 2 weeks	Summer Reading Novella + Narrative Writing <ul style="list-style-type: none"> → 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: Narrative Writing Samples and Unit Test
Unit 2 Approximate 2 weeks	The Enlightenment Period, Pt. 1: Puritanism (1600-1750) + Rhetorical Analysis <ul style="list-style-type: none"> → 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, persuasive essay, sentence structure, grammar, vocabulary → Assessments: Rhetorical Analysis and Unit Test
Unit 3 Approximate 2 weeks	The Enlightenment Period, Pt. 2: Rationalism (1750-1800) + Persuasive Writing <ul style="list-style-type: none"> → 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
Unit 4 Approximate 3 weeks	Romanticism, Gothicism, & Transcendentalism (1800-1860) + Literary Analysis <ul style="list-style-type: none"> → 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 and Unit Test
Unit 5 Approximate 2 weeks	Realism & Naturalism (1865-1915) + MLA Format <ul style="list-style-type: none"> → 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: MLA Basics and Unit Test
Unit 6 Approximate 4 weeks	Modernism (1900-1950) + Research Paper Mini-Project <ul style="list-style-type: none"> → 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 Project and Unit Test
Unit 7 Approximate 3 weeks	Postmodernism/Contemporary (1950-present) + Multimedia Presentation <ul style="list-style-type: none"> → 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
Finals	Review and Final Exam

**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. **