**Northside High School**

**American Literature and Composition- Common Course Syllabus 2020-2021**

**Instructor: Ms. Lowery        Room: 1103          Email: brendolyn.lowery@hcbe.net         Phone: (478) 929-7858**

**\*\*Important Note:** **In the event of a voluntary or involuntary absence from school (i.e. personal illness, ISS/OSS discipline, school activity, or system shut down), it is your responsibility to utilize the various points of contact (Google Classroom and/or email) with your instructor in order to keep up with and continue the course of study. Neglecting this responsibility may result in failure of the course. The penalty for late work with no prior communication is zero (0) grade on the assignment. Be responsible and complete all work assigned in the set time frame to avoid an issue and/or penalty.**

**Course Description**: This course is designed for the third year high school English student. It examines the nation’s voice as it develops from the Native American to the early American settlers, to the present day modern Americans through a variety of literary genres. Throughout the course, students will determine what it means to be American, as well as evaluate the process that Americans have taken to establish an identity over the years by examining numerous works of fiction, non-fiction, drama, and poetry. This course encompasses literature, composition, grammar, vocabulary, speaking, and listening skills in accordance with the Georgia Standards of Excellence with **emphasis on the literary periods of Colonialism, Puritanism, Individualism, Romanticism, Transcendentalism, Realism, Naturalism, and Modernism.**

**Course Goals**: Students engaged in the course will

1. Understand the diverse origins of American literature.

2. Distinguish and identify the literary genres of early American texts.

3. Situate early American literary texts in their cultural and historical contexts.

4. Develop close reading skills as a means of literary comprehension and analysis.

5. Compose essays that critically synthesize the themes of the course with real-world connections.

**Course Materials:** *Students are expected to have their own materials EACH day.*

**1. Books, when assigned (paperbacks)**

**2. 3 ringed binder with notebook paper (preferably at least 3” thick)**

**3. Regular blue or black ink pens, a pencil AND; green and red ink pens and a yellow highlighter.**

**Assessments and Grading Procedure**: Students will participate in periodic formative and summative, culminating projects, as well as common unit assessments which involve extended reading and writing pieces that mimic the End of Course Test given in the Spring. Students are expected to prepare for these assessments by participating and studying daily (in class and at home), collaborating with peers to foster collegiality, and communicating with the instructor about questions or concerns about the content.

**GRADE Weights** are set by the county and are consistent with all other high schools.

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| **45% Major (minimum 5) 15% Daily (guide- 15)** |
| **20% Minor (guide – 10)  20% Final Exam** |

**Class Rules: 3 Simple Rules: BE RESPECTFUL, RESPONSIBLE, AND READY! Here is a basic breakdown of that...**

**1. BE RESPECTFUL of your surroundings**. Take care of your stuff and leave others’ stuff alone. Remove all distractions: food, beverage, etc., and silence device(s). Wall sockets may not be used, so you may not charge your device.

**2. BE RESPONSIBLE of yourself and education**. Come to class ON TIME with your paper, pencil, regular blue or black ink pens, green and red ink pens, a yellow highlighter, notebook, and any other materials needed for success in this class.

**3. BE READY for anything to happen.** Upon entering the room, sanitize and then be sitting in your assigned desk upon the ringing of the bell to start class; listen attentively for instructions; and stay tuned for more details and updates.

**Basic Procedures:**

**1. Entering the room:** FIRST, come in quietly, procure all handouts from the front table, sanitize your work/learning area, and discard all trash properly. Do not walk around conversing with others and wasting time. Once seated, **complete the W.R.I.T.E. Now/ bell ringer assignment**, and read the board to get an idea of what you will be learning/doing that day. Follow the instructions from the board and prepare to take notes and/or turn in assignments.

**2.** **Turning in Papers:** Papers will be taken up by me, a class manager, or you will turn them in on the front table when instructed to do so. **Note: Work is to be neat, written in blue or black ink, and labeled with your name. NO NAME; NO CREDIT. LATE WORK WILL NOT BE ACCEPTED.**

**3.** **Makeup Work:** It is your responsibility to utilize the various points of contact (Google Classroom and/or email) with your instructor in order to keep up with and continue the course of study in the event that you are absent. As a convenience, work for the week will be posted in Google Classroom and hard copies of weekly assignments will be distributed in class on Mondays. Therefore, if you are out for any reason, you are already privy to any work you may miss, and will be held accountable for making sure that it is complete upon your return to class. **Major assignments done in class (test/essays/in-class projects) must be made up within 3 to 5 days upon return, while simultaneously keeping up with current assignments. Note: Not all assignments can be made up. You must come to class to have an opportunity to learn and earn credit for daily work.**

**4. Requesting Assignments for Long-term Absences:** If you know you will be absent for 2 or more days at a time and you choose to contact the school to request assignments, please understand:

* Teachers MUST have a 24 hour notice before pick up.
* On Mondays, assignments for the week will also posted in Google Classroom.
* If you forget to pick up the assignments when you say you are going to get them, the work requested will still be due when you return to school. Any work that is not completed at the time make-up work is to be submitted will result in a zero grade
* If something comes up and you are unable to get the work you requested, please contact the school/teacher *prior to* returning to school, and do your best to procure them from Google Classroom.
* If you are going to be **absent 2 weeks or more**, contact your counselor to inquire about Hospital Homebound, and then follow the necessary steps using Google Classroom in order to stay on track.

**5. BYOD:** Using technology in the classroom is a ***privileged*** resource that if used correctly, has the ability to take learning to a higher level. The teacher will designate the appropriate time that technology may be used for instructional purposes only (i.e. videos, computers, iPad, and personal devices). **Students are not allowed to use their personal device and equipment (i.e. earbuds, headphones, chargers, etc.) during class time unless specified by each individual teacher.** Failure to comply will result in further action by the teacher and/or administration.  

**6. Bathroom Policy/Passes Out:** Students are expected and adamantly encouraged to be responsible and **take care of their personal needs before or after class so that instructional time is maximized**.  If there is some medical reason that causes you to use the restroom frequently, you need to bring a note from a doctor validating this. Leaving class without permission constitutes an investigation and possible consequence or referral. If you discover that you need medical attention, please be discreet (not disturbing the class) and make an emergency exit, and inform me later of your reason to exit. Anything that is not health related (for example, leaving an item in a previous class) is not an emergency. You will have to wait so that you are not disturbing another teacher’s class.

**7. ALL ELECTRONIC DEVICES WILL BE TAKEN UP BEFORE ALL TESTS!** This includes phones, watches, tablets, etc…. If student does not turn in electronic device and is caught with it for whatever reason during a test, he or she will receive a zero for that test grade and cannot redo it. Any kind of communication during a test or quiz **will result in zero**.

**8. Tutoring:** After school tutoring is available with me in room 1103 or Mrs. Ball in room 1101. **\*\*** I am available for tutoring after school only. **If you would like to stay for tutoring with me let me know ahead of time to make sure I do not have a meeting or appointment after school.**

**9. Academic Integrity** is something that should be taken very seriously. Academic integrity means that any work you turn in as your own comes from your brain alone. Research and responding to others ideas is encouraged in my class; however, students must give credit where credit is due. Any student caught plagiarizing or cheating in any way will be will receive a zero on that assignment and reported to administration. Upon an investigation of the material, an opportunity to redo the assignment is up to the instructor.

**\*\*Course Pacing Guide**: Subject to change.

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| **1st Semester:**  I**ntro to 11th Lit** (expectations, procedures, syllabus): 2-3 weeks     - Literary Terms Study     -Elements of Literature: with emphasis on:  symbolism/ colorism/ tone/mood/theme/     -Step Up to Writing / CER/ PEEL     -CER/ SUTW: 'Who Should Marry the Girl"  -WRITE SCORE - reading comprehension/ writing     \*Major Assessment/ Multiple Choice  **Unit 1 Part 1**: Oral Literature (folktales, myths, tricksters):  2 weeks      -Common Text(s): "The World on the Turtle's Back"      -Choice: Trickster Tales (Native, African)      \*Major Assessment/ Multiple Choice  **Unit 1 Part 2:** Historical Narrative: 2 weeks      - Common Text: " The Interesting Narrative of the  Life of Olaudah Equiano"      - Choice: Other Slave Narratives or stories ("From  Slave Ship to Freedom Road")      \*Major Assessment/ Multiple Choice  **Unit 2 Part 1:** Puritan Literature: 1- 2 weeks      - Anne Bradstreet      - Jonathan Edwards       \*Major Assessment/ Multiple Choice  **Unit 2 Part 2:** Drama: 3-4 weeks      - Salem Witch Trials/ McCarthyism/ Mass Hysteria      -*The Crucible*       \*Major Assessment/ Multiple Choice  **Unit 3:** The American Romances: 3 weeks       - Romanticism, Transcendentalism, Gothicism       - Choice selection for each (fiction, poetry, or essay)       \*Major Assessment/ FINAL/ Multiple Choice | **2nd Semester:**  **Unit 4**: Rhetoric in the Shaping of America: 3 – 4 weeks  - Common Text(s): Patrick Henry’s Speech at the  Virginia Convention; Abraham Lincoln’s 2nd  Inaugural Address; Frederick Douglass’s “What to  the Slave is the 4th of July?”, and Sojourner Truth’s  “Ain’t I a Woman?”     - Step Up to Writing / CER/ PEEL  - WRITE SCORE – reading comprehension/ writing  \* Major Assessment/ Multiple Choice  **Unit 5 Part 1:** Naturalism and Realism: 3 weeks  - Ambrose Bierce  - Kate Chopin  - Emily Dickinson  - Paul Laurence Dunbar  \* Major Assessment/ Multiple Choice  **Unit 5 Part 2**: Novel: 4 – 5 weeks  *-* Mark Twain  *- The Adventures of Huckleberry Finn*   \*Major Assessment/ Multiple Choice  **Unit 6 Part 1:** Modernism: Harlem Renaissance: 2- 3 weeks  - Langston Hughes  - Zora Neale Hurston  - Lorraine Hansberry’s “A Raisin’ in the Sun”  \*Major Assessment/ Multiple Choice  **Unit 6 Part 2:** Modernism: Roaring Twenties 2 – 3 weeks  - Choice: Informational Texts  - F. Scott Fitzgerald’s “The Great Gatsby”  \*Major Assessment/ Multiple Choice  **Unit 6 Part 3**: The American Dream 2 – 3 weeks  - Culminating Task/ Project/Essay  \* FINAL/ Major Assessment |

 I HAVE READ AND UNDERSTAND THE SYLLABUS AND RULES OF MS. LOWERY’S AMERICAN LITERATURE CLASS AND AGREE TO FOLLOW THE POLICIES AND PROCEDURES PREVIOUSLY STATED.

**Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**