# *TEXTBOOKS*

Beers, Hougen, Jago, McBride, Palmer, & Stack. *Into Literature*. Houghton Mifflin Harcourt, 2021.  
 Replacement cost to be determined by district

***Course Description***

This class will cover various works of American Literature from the Colonial Period through Postmodern literature. Selected works will be read from major writers included in the textbook. This course also incorporates several modes of writing, such as argumentative, explanatory, narrative, and analysis. Students will work to become proficient in both reading and analyzing American, and writing in response to prescribed prompts. Our promise in teaching this course is that all students will come away better writers, thinkers, and communicators. The curriculum is selected in correlation with objectives of the Georgia Standards of Excellence for American Literature and Composition. These standards can be found at <https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-9-12.aspx>.

***Classroom Library***

Reading is a skill. The only way to get better at reading is to read—this holds true for excellent readers as well as reluctant readers. With this in mind, my goal is for you to read one million words this semester. For the average student, two million words a year translate to forty minutes of reading every day. I will do my best to motivate your student to read academically as well as for fun. Some of the reading will be assigned, but your student will have opportunities to select his or her own books to be read in literature circles and independently.

To help your student reach the one-million-word goal, I have in my classroom and in a section of the Media Center, a classroom library. This library is available to any student who wants to choose a book to be read recreationally. Furthermore, students have access to the literacy center that hosts 100s of titles for use in literature circles. Research shows that availability of books is a major motivating factor in getting teens to read. Students who are surrounded by books at school and at home read more. Students, who read more, read better. I have found that having my own classroom library has dramatically increased the amount of reading my students do.

I want you to know I am sensitive to having appropriate reading material in my classroom library and in the literacy center. That said, what is considered “appropriate” may vary from one parent to another. Some parents do not mind their child reading Stephen King; other parents object to the horror genre. Please be aware that the selections in my classroom library and in the literacy center, just like any other public library or school library, range from elementary-level to university-level reading material. As a parent, I ask you to remain aware throughout the year of the books your student has chosen to read and assist in gauging appropriateness. *Rest assured the books in my classroom library and literacy center are never assigned. They are checked out on a voluntary basis only.* Some students use my library often; others find books elsewhere. ***Any student who checks books out of my library is asked to have a parent or guardian is asked to check the box “yes” and sign at the end of this document indicating that this classroom library section has been read and is understood. By giving permission to use my classroom library and the literacy center, also know that you are agreeing pay for any lost or damaged novel. The replacement fee is $5 per title.***

***Recorded Footage***

As part of my collaboration and professional development with other educators, I routinely like to video the great things we are doing in class. Likewise, there may be times in which what we have done in class is beneficial on a virtual platform to other VHS students. With permission your child may be shown in the video. If so, he or she would not be identified by name. This video would be viewed only by other educators and/or VHS students taking the same course. All information would be kept private and secure and will not be used for publication. By checking the box and providing your parent/guardian’s signature at the end of the syllabus, you grant permission to record some of our class sessions for the aforementioned purposes.

***Google Classroom***  
We will use Google Classroom (GC) platform as a way of extending our teaching and learning. As a student of this course you are therefore expected to monitor GC frequently for schedule and course updates, assigned tasks, extended learning opportunities, additional resources, etc..

***Communicating in a digital space***

Always be aware of your audience. You are a student of college-level writing, surrounded by students of college-level writing. I am an English teacher. Hit send or publish only after you are sure of your tone and presentation.

***Cyberbullying***  
*As defined by Dictionary.com, “the act of harassing someone online by sending or posting mean messages.”*

*Please keep in mind that the Edmodo communication system is designed to work as an extension of the classroom, therefore, anything done on the site through the access of my course group code will be treated the same as if it were said aloud in the classroom. This means, if it’s inappropriate for the classroom, it’s inappropriate for our digital platform.*

***COURSE SEQUENCE***

**Unit One: Identifying and Describing the Rhetorical Situation**

*Everything’s an Argument*—Chapter One

*Into Literature* Unit One—“Foundations and Encounters”

Duration: 4-5 weeks

**Unit Two: Claims and Evidence**

*Everything’s an Argument—“*Structuring Arguments”

*Into Literature* Unit Two “Building a Democracy”

Duration: 4-5 weeks

**Unit Three: Writer exigence and Modes of Development**

*Into Literature* Unit Three—“The Individual and Society”

Duration: 4-5 weeks

**Unit Four: Strengthening our Arguments**

*Into Literature* Unit Four “The Quest for Freedom”  
 Duration: 4-5 weeks

**Unit Five: Understanding nuance and complexity**

*Into Literature* Unit Five “America Transformed”

Duration: 4-5 weeks

**Unit 6: Mastering the Argument**

*Into Literature* Unit Six—“Modern and Contemporary Voices”  
 Arthur Miller’s *The Crucible*

Fitzgerald’s *The Great Gatsby*

Duration: 7-8 weeks

***Composition***

Analysis of poetry, short essays, articles, images, novels, critiques, and plays will generally take four forms: (1) timed in-class essays that require students to either read and analyze rhetorical devices used in a short piece of literature and construct a response – or analyze a longer work through the lens of a specific prompt, (2) revisions of in-class writing assignments (much discussion will accompany this practice), (3) impromptu discussion based writing tasks (4) asynchronous responses to discussion prompts.

We concentrate on three forms of the essay: Argument, Rhetorical Analysis, and Synthesis. College Board rubrics for these essays can be found here: <https://apcentral.collegeboard.org/pdf/ap-english-language-and-composition-frqs-1-2-3-scoring-rubrics.pdf>

***Essay Scoring: 1-6 Scale***

5-6: Exemplary

4: Proficient

3: Satisfactory

1-2: Emerging  
 0: Unsatisfactory

***Note***: As we write and begin to score essays, you’ll receive training over the analytical rubrics used to score your response. At that time we’ll go over how the scores above are reflected in Infinite Campus.

***Revision***

# As a part of literacy in the 21st century, it is expected that all writers are able to write in collaboration. Along with writing personal drafted essays, you will participate in writing and revising in pairs/teams. By signing at the end of the syllabus, both you and your parent/guardian are agreeing to the following conditions, needed, in order to have a successful and respectful collaborative writing group:

* The student will maintain a positive attitude about writing and responding to writing.
* The student will actively participate in each writing workshop as a writer and a reader.
* The student will treat every writer with respect.
* The student will help to maintain a safe, friendly environment that is conducive to learning.
* The student will use appropriate language at all times that encourages writing and responding.
* The student will always remain aware of the importance of confidentiality and will not discuss with other students’ writing, outside of welcomed collaboration, with anyone else, without direct permission to do so.
* The student understands that academic dishonesty will not be tolerated and will result in disciplinary action.
* The student understands that I am responding to other students’ writing and may not write any portion of someone else’s paper.
* The student agrees that a portion of their collaboration will happen outside the regularly scheduled class time.

***Second-Chance Writing***  
All essays may be revised and resubmitted. The resubmitted essay will be graded as a new essay submission. In order to revise and resubmit an essay, the following must be accomplished first:

* The essay must be completed and returned to the instructor no more than 2 weeks from the point you receive the scored draft.
* As a collaborative writer, you must collaborate on the revision of this essay. You must work with a student who has taken or is currently taking, the American Literature course.
* You must complete all of all the reflection and evaluation tasks prior to submission.

***Course Score Calculation***

Grades will be placed in one of the following categories, depending on the expectation and the rigor of the task:

1. Summative Assessments 45% (5)
2. Formative Assessments 20% (8)
3. Daily Work 15% (14-20)
4. Course Summative 20% (first semester)

***Georgia Milestone Assessment***

This course includes a state standardized test labeled as the Georgia Milestone American Literature EOC. This is a test all American Literature students take in the spring of the school year. This test will count as 20% of the student’s final grade for the spring semester. Because there is no EOC during the first semester, the final exam given in December will count as 20% of the semester grade.

***COURSE MATERIALS***

For this course, you are required to have the following materials:

1. Pens (blue or black ink)
2. Pencils (for Scantron tests/quizzes)
3. Three-ring binder with dividers

***CLASSROOM RULES***

1. Be cool
2. Don’t steal thunder
3. Follow all rules outlined in the Student Handbook.

***Note***: All electronic devices must be out of sight, unless authorized to use in completion of an assigned task.

# ACADEMIC GUIDELINES:

1. Late work is accepted with a 20% deduction for each day late. After 3 days, late work will not be accepted. You will be given enough advance notice to have your assignments turned in on time. If you know you are to be absent the day something is due, you are to turn it in the day prior to the due date.
2. Plagiarism will not be tolerated on any assignment. If you use information that is not your own, cite it.
3. Grades in the Infinite Campus system typically will be updated weekly.
4. The burden of having absences marked “excused” lies with the STUDENT, not the TEACHER. Even if I do not ask, it is your responsibility to give me your admit slip on the day you return from an absence. **Further, it is YOUR responsibility to obtain assignments that you may have missed.**

**Your task:** Have your parent/guardian check yes below if you are interested in use of our classroom library and permission to video for instructional purposes. Then, sign and return by **Friday, August 6, 2021.**

**------------------------------------------------------------------------------------------------------------------------------------------------------------------**

***Please read the following and check yes to give permission.***

* Yes, I have read the section about Dr. Thompson’s library and literacy center and understand that it is my responsibility to review all novels with my son/daughter that he/she reads for class. I give permission for my son/daughter to check out books from Dr. Thompson’s library.
* Yes, I have read the section about Dr. Thompson’s use of video footage for the use of professional learning and I hereby give permission to video my son/daughter for the above mentioned purposes.

***Please sign, acknowledging that you and your parent/guardian have read, agree to, and understand the content and expectations of this course***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Student’ s Name – Printed Parent/Guardian Name-Printed*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Signature of Student* *Date*  *Signature of Parent/Guardian – Date*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Parent Email Address*