

COURSE EXPECTATIONS
AMERICAN LITERATURE HONORS
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Course Description:

This one-year course is a survey of American Literature from the beginning of the United States to the present. This class will trace the historical, political, and cultural development of America as reflected in literature. Emphasis will be placed on developing critical judgment and effective writing skills. This course is designed to prepare the student to be successful in a collegiate environment.

Course Goals:

1. To develop a broad knowledge of the American literary heritage.
2. To recognize the origins and development of American literature as a product of the political, social, and religious environment of the American people.
3. To recognize specific contributions of American culture and history to literature.
4. To understand forms and types of American poetry.
5. To recognize writing styles in fiction and nonfiction.
6. To expand vocabulary through literature.
7. To develop the techniques of literary critique and evaluation.
8. To reinforce the steps in the writing process.
9. To expand reading, writing, speaking, and listening skills.
10. To write objectively and subjectively, using the reader's own experience, in response to selected literature.
11. To strengthen higher-level thinking skills through student writing and discussion of literature.
12. To respond with tolerance and respect to ideas and writings of others.
13. To develop an understanding of good character and ethics by responding to a wide variety of written and oral communication.

Course Materials:

The following texts will be used:

Prentice Hall Literature: The American Experience
Language Network -- McDougal- Littell

Course Outline

First Nine Weeks

Native American literature
Colonial Period/Puritanism
Age of Reason
The Crucible
Writing process – summer reading response, reflective essay, persuasive essay
Vocabulary – literature-based & SAT vocabulary
Reviewing literary terms
Usage and mechanics

Second Nine Weeks

Romanticism and Transcendentalism
Pre-Civil War and Slave Narratives
Civil War
The Adventures of Huckleberry Finn
Writing process – literary response essay – style; literary response essay – compare and contrast
Vocabulary – literature-based & SAT vocabulary
Reviewing literary terms
Usage and mechanics

Third Nine Weeks

Realism/Naturalism/Regionalism
The Great Gatsby
Research paper – literary analysis
Vocabulary – literature-based & SAT vocabulary
Usage and mechanics

Fourth Nine Weeks

20th Century literature
Poetry analysis
Anthem
Writing process – literary analysis
Vocabulary – literature-based & SAT vocabulary
Usage and mechanics

Course Information:

1. Testing

The teacher will administer tests and quizzes (announced and unannounced) throughout the course of study to ascertain the students’ development as well as the effectiveness of the teaching system being employed. Assessments may include objective tests, essay tests, oral tests, projects, and/or presentations. If a student is absent for a test that had been previously announced, he/she is responsible for making up the test on the day of his/her return.

2. Homework

The teacher will assign homework daily. Homework may include reading assignments, writing assignments, vocabulary assignments, grammar assignments, or reinforcement and enhancement activities. Late work will be accepted with grade deductions based on the timing and type of assignment.

3. Make-up work

Make-up work must be handed in three days after each absence. It is the student’s responsibility to initiate the request for missed assignments.

4. Late work will be penalized in accordance with CCSD guidelines.

Evaluation:

1. Criteria for arriving at quarter grades:

| | |
|--------------------|-----------------------------|
| Tests and quizzes | 10-100 points |
| Assignments | 5-50 points |
| Projects | 50-200 points |
| SSR Exam and Essay | 10% of total quarter points |

2. Explanation of student grade

| | |
|------------|------------|
| 90 – 100 % | A |
| 80 – 89% | B |
| 70 – 79% | C |
| 60 – 69% | D |
| 0 – 59% | F |
| IN | Incomplete |
| NG | No grade |

3. Criteria for arriving at semester grades:

| | |
|----------------|-------|
| Quarter 1 | = 40% |
| Quarter 2 | = 40% |
| Semester exam | = 20% |
| <hr/> | |
| Semester grade | 100% |

Citizenship Grade

- O Outstanding
- S Satisfactory
- N Needs Improvement
- U Unsatisfactory

A student’s citizenship grade will be based on daily performance in the classroom. Inappropriate classroom behavior will result in a reduction of this grade.

Spelling and Grammar:

Spelling and grammar will be an important consideration in all written work.

SSR

Students will be expected to secure SSR/Independent Reading texts from the list below. Students may check out the books from the school or public libraries or purchase them at a bookstore; if purchasing a book is a financial issue, students are advised to plan ahead in order to obtain books at a library. Students are required to bring their texts to class every day for silent reading; however, completion of the book(s) in time for their quarterly exams may require reading at home. Students are required to choose one group of books to complete throughout the school year and are strongly advised against changing groups mid-year. A culminating essay that will be worth approximately 25% of the fourth quarter grade will be derived from analysis of the groups of texts in conjunction with research and in-class studies. Below are the groups and the quarters in which they will be assessed:

African-American Literature

- Q1: *Incidents in the Life of a Slave Girl*, Jacobs and *Kindred*, Butler
Q2: *Uncle Tom's Cabin*, Stowe
Q3: *Their Eyes Were Watching God*, Hurston and *Go Tell It on the Mountain*, Baldwin
Q4: *Native Son*, Wright (1940 Edition)

Feminist Literature

- Q1: *The Scarlet Letter*, Hawthorne and *The House on Mango Street*, Cisneros
Q2: *Tender is the Night*, Fitzgerald and *The Awakening*, Chopin
Q3: *Their Eyes Were Watching God*, Hurston and *The Bell Jar*, Plath
Q4: *Cat's Eye*, Atwood

Ecological Literature

- Q1: *Walden*, Thoreau and *Main Traveled Roads*, Garland
Q2: *My Antonia*, Cather and *The Good Earth*, Buck
Q3: *The Grapes of Wrath*, Steinbeck
Q4: *Fast Food Nation*, Schlosser

Science Fiction

- Q1: *Foundation*, Asimov and *I, Robot*, Asimov
Q2: *A Canticle for Leibowitz*, Miller and *Fahrenheit 451*, Bradbury
Q3: *Dune*, Herbert
Q4: *The Handmaid's Tale*, Atwood and *Parable of the Sower*, Butler

Classroom Expectations:

- ❖ Classroom participation is an integral part of the learning process and student achievement. All students will be expected to attend class, be on time, be prepared, and participate in classroom lessons, all of which will be reflected in student evaluations and grades. Participation points will be based upon daily SSR, participating in classroom discussions, and having required materials on a daily basis
- ❖ Academic dishonesty is considered a serious offense and will result in the student losing credit for that particular assignment and a U in citizenship. Plagiarism is defined as
 - ✓ copying someone else's work word-for-word without giving the author credit
 - ✓ paraphrasing someone else's work without giving the author credit
 - ✓ presenting someone else's ideas as your own without giving the author credit
- ❖ Students will be required to utilize Turnitin.com and adhere to the CHS Honor Code.
- ❖ Students will be given progress reports every two weeks indicating their grade in the class.

Behavioral Expectations

1. All school rules delineated in the CHS handbook will be enforced in this class.
2. Students will come prepared daily for class work (notebook with completed assignments and clean paper, book, and pen).
3. Students will demonstrate respect for others.
4. No gum, food, or drinks will be permitted in the class.
5. Students will be in their seats ready to work when the tardy bell rings.
6. At the end of the period, students will need to remain in their seats until I have dismissed the class.
7. Cheating will not be tolerated. Students will lose credit if they are caught cheating on any assignment or quiz/test.
8. A progressive discipline plan will be followed. The following steps will be taken – 1) Verbal warning, 2) teacher/student conference, 3) detention, 4) parent contact, 5) dean intervention.
9. Any excessive disturbance in the classroom will result in the student being sent directly to the dean's office.
10. Students should be aware that attendance and punctuality are an integral part of classroom instruction. Tardies will result in a warning, detention, parent contact, and an RPC. Tardies and attendance can also have an impact on the participatory portion of a student's grade, as well as his or her citizenship grade.

Required Materials:

Three ring binder
Loose notebook paper
Pen (blue or black ink) and a #2 pencil
A highlighter
A Composition Notebook
Textbook and SSR Book

In addition to the above items, every student must have a Cougar planner with them each day. Planners will be made available to students during the first week of school. Each day students will be required to copy down the daily objective, activities and upcoming due dates as a part of their participation grade.

