

GAINESVILLE HIGH SCHOOL

Course Syllabus

Instructor: Cindy Lloyd

Room#: 514

Year: 2015-16

Course Name and Course #: Honors American Literature (230510020 and 2320510020)

Textbook: *Elements of Literature: Fifth Course*. Austin: Holt, Rinehart, and Winston, 2009.

Supplementary Texts or Special Materials: A variety of supplemental novels and other texts will be used throughout the semester, including, but not limited to, *The Crucible* by Arthur Miller, *The Scarlet Letter* by Nathaniel Hawthorne, *The Adventures of Huckleberry Finn* by Mark Twain, *Their Eyes Were Watching God* by Zora Neale Hurston, *Of Mice and Men* by John Steinbeck, and *The Great Gatsby* by F. Scott Fitzgerald, *Catch-22* by Joseph Heller, and *The Catcher in the Rye* by J.D. Salinger, and *The Things They Carried* by Tim O'Brien.

Course Description: This course focuses on the study of American literature, writing modes and genres, and essential conventions for reading, writing, and speaking. The student develops an understanding of chronological context and the relevance of period structures in American literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students read a variety of informational and literary texts in all genres and modes of discourse. Reading across the curriculum develops students' academic and personal interests in different subjects. While expository writing is the focus in American literature, the students will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. The student will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes. The 11-12 grade band of the Common Core Georgia Performance Standards will be used for this course and the American Literature and Composition EOC Georgia Milestone assessment will serve as the final exam for the course.

Course Outline and Content: This course, taken during the 10th or 11th grade year, provides a thematic overview of the literature of the United States from the early Colonial period to the present. The student will read, analyze, reflect on, and respond to a variety of genres—novels, plays, poetry, short stories, and nonfiction—by American authors, developing his or her reading comprehension, writing skills, vocabulary development, and research skills.

The Power of Language: Students will review key literary terminology and focus on developing close reading skills and identifying themes in a sampling of short fiction, poetry, and informational texts and may also study *Their Eyes Were Watching God*.

Society vs. the Individual: Students will build an appreciation for the historical context in which major texts are set before critically analyzing the conflict between society and the individual in Transcendentalist essay excerpts, *The Adventures of Huckleberry Finn*, and *The Catcher in the Rye*.

Death of the American Dream: Students will explore the concept of the American Dream through foundational works of American literature and evaluate the viability of the concept over time in texts such as *Of Mice and Men* and *The Great Gatsby*.

The Art of War: Students will focus on the author's craft and structure by examining text structure and narrative techniques, such as the use of a non-linear plot structure and metafiction, in *The Things They Carried* and *Catch-22*.

Sin, Symbolism, and Ambiguity: Students will understand and be able to support an argument for multiple interpretations of texts such as *The Crucible* and *The Scarlet Letter*.

Instructor Goals: To pique your imaginative capacity and natural curiosity, to increase your awareness of the value of effective communication, to enhance your writing skills and increase the confidence and skill with which you write, and to heighten your appreciation of literature and the value of reading while developing your ability to analyze and think critically

Special Assignments and Projects: For summer reading, students were to have read Steinbeck's *The Grapes of Wrath* and completed the annotation assignment. Students will also complete a variety of individual and group assignments and projects related to each unit of study over the course of the semester and will compose essays in response to two DBQ Project Literature Mini-Qs.

Classroom Expectations and Discipline Procedures: 1. Be prepared. 2. Be respectful. 3. Be accountable

All students are expected to follow the school rules as outlined in the student handbook. In accordance with the tiered progressive discipline policy, teachers will follow a four-step procedure for dealing with discipline and tardies.

1. Step one: verbal warning
2. Step two: parent contact
3. Step three: teacher detention
4. Step four: discipline referral

Make-up Policy for Absences: Students are expected and permitted to make up all work missed as a result of an excused absence. You are responsible for finding out what you missed the day you return to school after an absence and submitting make-up work in the agreed upon timeframe—without being prompted. Please note: if you are absent on the day a scheduled summative assignment is due, you WILL NOT be allowed to submit the assignment upon your return unless your absence was excused.

Late Work: Per GHS English department policy, late work will not be accepted in honors and AP-level courses. Only assignments submitted on time will receive credit.

Grading System: Grades will consist of summative grades such as tests, papers, projects, etc. and formative grades such as homework, reading checks, quizzes, etc. The computation of final grades will be weighted as follows: summative grades 45%, formative grades 35%, and final exam 20%. Please note that American Literature is one of the core content area subjects for which the State Board of Education requires you take a Georgia Milestone EOC assessment as your final exam.

Supplies: For this class you will need a three-ring binder, dividers, a composition book, paper, pens, pencils, highlighters, sticky notes for annotations, and any texts which have been issued.

Starter Activities: Each day you will complete some type of language analysis or writing activity that will serve as your starter activity. As directions will be posted on the board as you enter the classroom, you should begin work immediately.

Vocabulary and Grammar: You will complete a variety of vocabulary and grammar activities. At this point in your academic career, you should be familiar with studying for vocabulary quizzes; therefore, vocabulary will largely be an at-home activity. You can expect scheduled vocabulary quizzes that will test your ability to use vocabulary words correctly within a given context. Vocabulary lists will all be posted on Quizlet.com under the following class name: Lloyd's English 3(H) Spring 2016.

Notebook/Writing Portfolio: Students will be expected to maintain a binder organized into prescribed sections separated by dividers or tabs. One section of the notebook will be designated as the student's writing portfolio. Student should keep all written work within the writing portfolio section of the binder. The writing portfolio will serve as a formative assessment at various points throughout our time together but may ultimately count as a summative assessment toward the end of the semester.

Plagiarism: Plagiarism is the use of exact words, whole passages, whole papers, or ANY ideas that are not originally one's own without giving credit to the original source. Even if you reword, omit, or change a few words, it is still plagiarism. Plagiarism is a form of **CHEATING**. ANY form of cheating in this class will result in a zero on the assignment and an administrative referral.

Classroom Electronic Use Policy: 1. Electronic devices (cell phones, iPads, tablets, music players, etc.) are to remain on silent and put away during class time, unless the teacher has instructed to use them for a class activity. Failure to follow this guideline will result in confiscation of the electronic device. Continued failure to follow this guideline will result in disciplinary referral. 2. Digital recording (audio and/or video) or photography with electronic devices may not be done without prior approval of the teacher.

ASK before taking pictures of class notes or recording any activities. Failure to do so will result in confiscation of electronic device and/or disciplinary referral. 3. Practice appropriate digital citizenship at all times when using electronic devices. For our classroom, Digital Citizenship is defined as: "Critical thinking and ethical choices about the content and impact on oneself, others, and one's community of what one sees, says, and produces with media, devices, and technologies." [i] **In other words: THINK before you engage in online activities.** [1] Collier, Anne. "A Definition of Digital Citizenship." <<http://www.connectsafely.org/Commentaries-Staff/a-definition-of-digital-literacy-a-citizenship.html>>

Remind101: Students and parents may sign up to receive Remind101 class notifications regarding homework etc. by texting @yossarian to 81010 or emailing yossarian@mail.remind101.com.

Google Classroom: Use the code t83b13 to join the Google Classroom page for 3rd block and vf7qe0v for 4th block.

Tutoring, Point Recovery, and Work-for-Work: I am available both before and after school and during Instructional Focus (IF) time for those who need additional help, support, or enrichment. Please speak to me before or after class or email me if you would like to schedule a tutoring session. Students may earn up to half the points lost on summative assessments by completing tutoring and point recovery. Students are also encouraged to take advantage of the work-for-work opportunities that will be offered at several points throughout the semester.

Contact Information: feel free to contact me at any time, but please note that email is the preferred method of contact: cindy.lloyd@gcssk12.net. Do not hesitate to ask questions in class or to schedule an appointment if you feel you need additional help. I am available both before and after school for tutoring, remediation, and enrichment. Keep me informed of any circumstances which warrant special consideration; if I do not know that a situation exists, I cannot give it the consideration it deserves.

Teacher Website: Students and parents may access my teacher website, where I will be posting our classroom agenda and homework assignments on a daily basis, using the directory available on the Gainesville High School webpage. The staff website directory may be accessed from the Gainesville High School webpage at gcssk12.net/ghsweb by selecting the Teacher WEBSITES link from the menu on the left of the webpage and selecting Lloyd, Cindy from the main menu or directly at <http://112640155641416306.weebly.com/>.

Course Withdrawal Policy for AP/Honors: the drop/add period for all Honors and AP courses is the **first 5 days of the semester**. The request must be made to both the teacher and the appropriate counselor. A parent must acknowledge that he/she is aware of the student's request to drop the class. Students and parents must be aware that the student will be placed in another college prep class in the same subject area whenever possible, but the student may have to be placed in an elective class if there are no other courses. Students will transfer to the next lower level with a grade of 60 or their current grade, whichever is higher.

Disclaimer: this syllabus is subject to change or amendment by the teacher.

GAINESVILLE HIGH SCHOOL

Course Syllabus

I have read and understand all of the objectives, requirements, and expectations for the course American Literature and Composition (Honors) taught by Cindy Lloyd.

Student Signature

Date

Parent/Guardian Signature

Date

(cut here and keep the bottom portion)

Dear Parent/Guardian,

Your student needs you to be involved and supportive, to ask questions about what he or she is learning in class, and to periodically check his or her attendance and grades in PowerSchool. Please detach the top portion of this page and keep it for future reference as the information below will help you keep up with your student's progress in my class:

1. Accessing Powerschool to check attendance and grades

To access PowerSchool go to the Gainesville City Schools homepage at www.gcस्क12.net. You can access grades and attendance on PowerSchool from the Quick Links menu tab at the top of the page or through the following link <http://www.gcस्क12.net/powerschool>. The login id is the student's identification number and the password is that number followed by the letters *pw* (student id: 123456789/password: 123456789pw). If you do not know your student's identification number, you can obtain that information by contacting the GHS guidance office at (770)536-4441.

2. Accessing Ms. Lloyd's teacher webpage to check daily agenda and homework and utilizing Remind101

On my Weebly teacher webpage, I will post a bulleted agenda detailing what we have done in class each day and will list any homework that your student will be responsible for completing. The staff website directory may be accessed from the Gainesville High School webpage at gcस्क12.net/ghsweb by selecting the Teacher WEBSITES link from the menu on the left of the webpage and selecting Lloyd, Cindy from the main menu or directly at <http://112640155641416306.weebly.com/>. Students and/or parents may sign up to receive Remind101 class notifications regarding homework etc. by texting @yossarian to 81010 or by sending an email to yossarian@mail.remind101.com.

3. Contacting Ms. Lloyd

Please take a moment to note my email address cindy.lloyd@gcस्क12.net and my phone number (678) 200-2451. If you call and I do not answer, please leave a message and I will return your call promptly.

I am looking forward to a great year! Please contact me should you have any questions or concerns throughout the semester.

Sincerely,
Ms. Lloyd