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| ***COURSE SYLLABUS CREST HIGH SCHOOL 2017-2018*** |

**ENGLISH III – AMERICAN LITERATURE**

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**Course Overview**

Welcome to *American Literature!* During this course we will study a wide range of works by esteemed authors and evaluate:

The author’s purpose

The inter-relationship of content and form

The historical, cultural, social, economic, political, religious, psychological and philosophical influences on the author and his or her work

Our personal reactions to each piece’s elements and themes.

The literary and social impact of the work.

Careful reading, analysis, and organization of all material in both your oral and written work are essential**.** Students will gain strategies to help them navigate, comprehend, annotate, interpret, and analyze literature. They will become familiar with works from major literary movements and learn how to recognize both the historical and philosophical contexts of a piece as well as the enduring themes present in literature which continue to speak to readers today. They will be encouraged to question, discover, and explore as they are immersed in novels, poetry, short fiction, and drama. In addition to developing an impressive reading repertoire, students will also write about literature. Lessons will focus on strengthening college-level writing skills. Students will learn to assert themselves as confident writers who can articulate innovative ideas about a text, formulate a logical argument, support a thematic statement and thesis with exhaustive textual evidence, and define their own original voices. Formal and informal writing assignments will provide opportunities for students to experiment and grow as they pursue the goal of becoming superior writers. Good student writing should achieve sound grammar, structure, and clarity, but must also breathe life into insightful ideas.

***Expectations for Student Learning:***

The following are the academic and civic expectations we will try to meet at various points throughout this year:

1. The student writes effectively.
2. The student reads with understanding.3. The student listens actively.
4. The student speaks effectively.
5. The student conducts research using a variety of media.

***PBIS Expectations:***

These expectations are school-wide:

* Keep hands, feet, and objects to yourself.
* Use appropriate language and tone.
* Follow classroom procedures.
* Actively participate.
* Take pride in all assignments.
* Be on time.
* Bring all materials to class.

***My Expectations:***

You all will succeed in my classroom (I know you can!!) if you do the following:

* Be responsible for your own actions and their consequences
* Be honest – cheating is forbidden and will not be tolerated per school policy (please see the handbook)
* Be on time for class and in your seats when the bell rings. I will be locking the classroom per school policy and anyone tardy will need a pass from Mr. Pettus before they can enter.
* Stay in your seats until the bell rings and I dismiss you – do not gather by the door
* Absolutely NO CELL PHONES – a warning will be issued, then an MIR (Minor Incident Report) and parent contact. Continued use will result in an office referral.
* No food or drinks (bottled water with a top will be allowed)
* Put forth an effort – you are the masters of your own destinies. You get what you give in this course.

***Course Benchmarks:***

After completing this course students should be able to

1. write comprehensive analytical and persuasive essays for varied audiences using textual evidence
2. write an effective analysis of a literary piece using appropriate diction, support, and personal insight
3. perform a close reading of a variety of literary styles and genres
4. analyze various literary pieces using appropriate critical lenses
5. devise and defend a thesis with appropriate documented research

***Format of the Course:***

This class revolves around class and group discussion of material, individual understanding of readings, and written response to literature. When feasible, I will give you advance notice of assignments and/or a mini syllabus that lists your assignments for that unit – pay attention to all due dates and be responsible for your work. You are expected to be actively involved in class. Participation can be accomplished by volunteering to read if necessary, answering questions, offering ideas and your insight based on the literature we are reading, peer review, etc. Preparation includes bringing all necessary materials to class, having assignments done on time, coming to class on time, and being present in class. I will keep track in my grade book and will adhere to the Crest High School attendance policy.

***Weekly Activities:***

**Monday – Current Events** (Students will summarize and then add their own opinion about a current topic)

**Tuesday – Terrific Trailer Tuesday** (Students will view and give their opinion about an upcoming trailer of a new movie based off a novel or true story)

**Wednesday – Analyze This** (Students will read a poem or quote, or watch a clip and write an in-depth analysis on the piece)

**Thursday – iRead** (Students will spend 30 minutes reading any novel/short story/article of their choosing. Please note that some of these articles deal with controversial topics […marriage, divorce, self-identity, gender, racism, politics & religion] It will be up to the student to choose their literature and they will have the option to change it if they are uncomfortable with the topic)

**Friday – Journaling / Grammar & Vocabulary Check** (Students will journal about their week and complete grammar and vocab activities)

***Unit Overview:***

**Unit I – “This Land is Your Land” – IDENTIFYING AMERICAN CULTURE**

* The World on a Turtle’s Back (creation myth / short story)
* “I Hear America Singing” - Whitman (poem)
* “This Land is Your Land” - Guthrie (song)
* The Celebrated Jumping Frog of Calaveras County - Twain (short story)

**Unit II – “Strength of One vs. Power of the Collective” – REBELLION & CONFORMITY IN AMERICA**

* The Crucible (drama)
* “Much Madness is Divinest Sense” - Dickinson (poem)
* “Mending Wall” - Frost (poem)
* The Lottery (short story)
* “Sinners in the Hands of an Angry God” (sermon)
* “Anyone Lived in a Pretty How Town” - Cummings (poem)
* The Scarlet Letter (novel / excerpts)
* Self-Reliance - Thoreau (nonfic)
* Red Scare & McCarthyism (nonfic / historical)

**Unit III – “Loss of Innocence” – THE AMERICAN DREAM & NIGHTMARE**

* To Kill a Mockingbird (novel)
* “A Dream Deferred” - Hughes (poem)
* A Good Man is Hard to Find (short story)
* “The Road Not Taken” - Frost (poem)
* Thoughts on the American Dream from an Immigrant
* The Flowers (short story)
* Masque of the Red Death - Poe (short story)
* “The Raven” - Poe (poem)
* Scotsboro Trial / Jim Crow Laws (nonfic / historical)
* Young Goodman Brown (short story)
* Othello (drama)
* “American Pie” - McLean (song)

**Unit IV – “Song of Myself” – AMERICAN INDIVIDUALISM & SELF-IDENTITY**

* Into the Wild (nonfic / excerpts)
* “I, Too” - Hughes (poem)
* “Ain’t I a Woman” - Truth (poem)
* “America” - Simon and Garfunkel (song)
* “Upon the Burning of Our House” - Bradstreet (poem)
* Everyday Use - Walker (short story)
* “Because I Could Not Stop for Death” - Dickinson (poem)
* Whitman and Emerson selections

**Unit V – “And Still I Rise” – PERSEVERANCE & RESILIENCE IN AMERICA**

* “2nd Gettysburg Address” - Lincoln (speech)
* A Worn Path - Welty (short story)
* “Letters from a Birmingham Jail” - King Jr. (excerpts)
* “Why Jesus Called a Man a Fool” - King Jr. (speech / sermon)
* My Bondage, My Freedom - Douglass (nonfic)
* Slave Narratives (nonfic)
* “And Still I Rise” - Angelou (poem)
* “Do Not Go Gentle into that Good Night” - Thomas (poem)

**Unit VI – “The Times They are a Changin’” – REVOLUTIONARY RHETORIC & SOCIAL CHANGE IN AMERICA**

* “Give Me Liberty or Give Me Death” Patrick Henry (speech)
* “I Have a Dream” - King Jr. (speech)
* “The Times They are a Changin’” - Dylan (song)
* Rhetorical Devices
* Hall of Fame and Award Show speeches
* The Great Dictator - Chaplin (speech)
* RESEARCH PAPER

***Additional Materials or Equipment Needed for the Course:***

Students need to bring fully charged laptop, composition notebook (not a ring binder) and pen/pencil to class every day.

***Class website (Class assignments, homework, and other resources will be available daily on the website below):***

***openabook.weebly.com***

***Canvas:***

Canvas is an online software that helps take the classroom experience into the 21st Centruy. Students will have access to

interactive lessons, including videos and slides, submit class and homework, and take quizzes and tests. Canvas can be

accessed through the student NCEd Cloud (Powerschool).

***Grading Total Points:***

This year we will be transitioning to Total Points. Each assignment will be equal, but they will be assigned a different point total. Example – Projects could be 200 – 250 points, tests could be 100 – 150 points, while quizzes could be 50 – 75 points.

***Grading Scale:***

* ***100 – 90 A***
* ***89 – 80 B***
* ***79 – 70 C***
* ***69 – 60 D***
* ***Below 60 F***

***Grading Procedures:***

* It is suggested that you keep copies of your work. If a question about a grade arises, you will be responsible for producing a copy of your graded work.
* For major assignments you will be given both a rubric and a due date. Read the rubric carefully as it will give you the criteria I am looking for. I will deduct ten points per day if an assignment is late for a maximum of three days.
* If you have a planned absence, make arrangements to turn in your assignments with me. If you are tardy to school it is expected that you will find me THAT DAY to get your missing assignments or to turn in work owed. Same goes for dismissal. Remember, this is an *honors* class. All writing assignments will be graded with appropriate comments given. A conference may be held to discuss your written work. Proper documentation of all written work is mandatory. Use MLA format. Plagiarism or failure to properly document work is not tolerated and you may not receive credit. If you are in doubt, see me ***before*** you turn in your assignment.

***Make-up Work:***

Nothing can replace actual knowledge and hands-on experience learned during class time, however, some absences are unavoidable. Therefore, you will have 2 days from the day you return to make up any tests or quizzes missed. I will stick to this policy unless *prior* arrangements are made. You may use any free time during school (Charger Corral) or see me after school to makeup the work owed.

\*\*I will be available every day after school until at least 3:30pm. If you need to stay longer, please make prior arrangements.

***Remind 101:*** *(Please join to receive class updates and reminders)*

**Text** **@kagd4g to the number 81010** (if you have trouble, then try texting @kagd4g to (704) 903-6006)

**Laptop Instructions: Go to remind.com/join/kagd4g**

***Charger CORRAL Tutorial Policy / New Schedule:***

* Students with a numerical average of 69 and below come to one tutorial session per week.
* Students with an average below 60 can be required to attend two tutorials per week.
* The second tutorial day can be used for: 0 on an assignment or missing assignments, missing test or quiz or a grade of F on a test or quiz.
* **Tutorial: 11:05 – 11:31am / Lunch 11:31 – 11:55am**

**\*If you do not have tutorial, then proceed with regular Corral lunch schedule\***

# *Parent Contact Information:* Please fill out the Parent Contact Form on Google to receive your first 100! Paper copies will be available for those without Internet access.

# <https://goo.gl/forms/wFuV0KW7JzG6VFrc2>

***Now that we have established what this course is about and what it takes to succeed, I just want to take a minute to welcome you all to my class! I am so excited about this year and the new curriculum.***