American Literature
English 11 Syllabus
Jasper High School

Instructor Information

Instructor:	Hannah Real Smith
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Room Number:	A110
Conference Period:	Viking & 4th Block

Course Description

In Grades 9-12, a rigorous and successful high school English Language Arts program challenges students to integrate literacy skills in order to complete complex tasks and create sophisticated products. While life goals differ from one student to another, it remains incumbent upon high schools to provide instruction that enables all of them to develop the skills for meeting the demands of the twenty-first century. To that end, this course of study provides standards that address literacy as the integration of skills and allow the robust exchange and application of ideas.

Literacy involves the reception and expression of ideas in many contexts for many purposes. High school students are mature learners who can proficiently read and write individually and in group settings; they are mastering abstract thought, refining self-monitoring skills, and developing listening and speaking skills so they can receive and express ideas clearly, appropriately, and productively.

Engagement with digital resources and the creation of digital products are essential for high school students. Abstract thinking allows them to discern purpose and to draw conclusions about the value of the ideas expressed and the effectiveness of the media, rhetorical, and aesthetic techniques used. At this age, students are equipped to consider and generate opposing points of view, pose questions, and make decisions about the most effective ways to present ideas. They are capable of determining the quality and credibility of sources, synthesizing information, and giving appropriate credit. Accurately conveying the ideas of others in appropriate contexts and working with others to select and present information in the most effective way are the hallmarks of skilled communicators. While working with others, students learn to accept revision and augmentation of their ideas, respond constructively to the ideas of others, and accept that not all the ideas proposed will appear in a finished product. Students advocate for their own ideas while being receptive to those of others.

The high school standards are written to encourage student access to sophisticated ideas and techniques within complex and diverse literary works. With diversity in mind,

Alabama Course of Study standards emphasize the literature of varied times and places. The literature of America before, during, and after European arrival warrants a year of specific attention because of literature's deep ties to all aspects of culture, and its study encourages a cross-curricular understanding and appreciation of qualities that distinguish American literature specifically and American culture in general.

Standards are designed to equip students to discern purpose (including recognizing irony and satire), understand the importance of aesthetic decisions by the author, and note how choices of syntax and diction shape and clarify meaning. Local school districts are encouraged to select a curriculum which includes challenging texts representing various time periods, places, and cultural and philosophical perspectives and to support students as they learn to adapt fluidly to multiple nonfiction, informational, and technical texts with varying degrees of complexity in order to determine purpose and use information effectively *(2021 Alabama Course of Study: English Language Arts 108-9).*

Required Texts and Materials

Unitized Literature Consumable Workbook, Grade 11 American Literature (Units 1-6)
Grammar Workbook, Grade 11
Charged Chromebook
College-ruled paper
Pen or Pencil

Core Objectives

This course directly influences six essential objectives:

- Critical Thinking Skills
- Communication Skills
- Empirical and Quantitative Skills
- Teamwork/Collaboration
- Personal Responsibility
- Social Responsibility

Methods of Assessment

In English 11 American Literature, we will read, study, evaluate, and discuss a wide variety of texts. Based on these readings, students will complete the following assignments to facilitate and assess their learning. Each of these assessments addresses one or more of the Core Objectives listed above.

- Literature Reader Response: Students will compose brief response papers in reaction to their assigned readings or personal research.
- Multimedia Project: Students will create and present content to their peers
- Quizzes: Quizzes will assess students' completion and understanding of assigned readings and associated contextual information.

- Reading and In-Class Assignments: Students are expected to complete all of the assigned readings and in-class assignments.
- Midterm Exam and Final Exam: Students will take a midterm and final exam unless applicable exemptions are earned.
    - Exemption policy: “Students enrolled in grade level classes which require a semester exam may exempt one class per semester. A student must have a numerical average of 80 or better and no more than 2 absences to be eligible for exemption. Any student who accumulates 3 tardies in a class or a disciplinary action in a class forfeits the opportunity for an exemption in that class” (JCS Handbook 45).

Student grades will be made up of the following components:

Preliminary Average: 75%

- Daily Work: 30%
- Tests and Projects: 70%

Exam Score: 25%

Total: 100%

Grading

To pass the class, students must achieve at least a 60% overall grade.

Letter Grade	Numerical Grade	Grade Point Average Points
A	90-100%	4
B	80-89%	3
C	70-79%	2
D	60-69%	1
F	Below 60%	0

This class is not honors or advanced; therefore, the GPA is determined using a 4-point scale (JCS Handbook 45).

Grades

Grades will be recorded in PowerSchool. Students are responsible for addressing any questions or discrepancies with the instructor.

Classroom Policies

1. **Absences**: Make-up work is not a substitute for daily attendance. If a student misses class for any excused reason, will be allowed to make up school work or exams. The student is responsible for contacting the instructor **within TWO days upon return to school to arrange to make up work or exams**. A grade of "1" on a progress report indicates work that may be made up (JCS Handbook 19).
2. **Late Work:** May be accepted at the Instructor's discretion with a penalty of up to 10% off per day. For long term assignments in which due dates are given out in advance (more than five days prior to the date of submission), students are expected to submit the assignment regardless of their attendance status. If students fail to submit a long-term assignment (generally a project or paper) on time, larger late penalties may be issued at the instructor's discretion.
3. **Participation**: Students are expected to participate in class discussions and to come to class prepared and with all required materials.
4. **Cheating/Plagiarism**: "All students involved in academic dishonesty or plagiarism, (giving or receiving information), will not be eligible for academic honors for the duration of the current semester. **Credit will not be given for assignments that have been plagiarized** (JCS Handbook 25).
5. **Personal Conduct:** **Mature** behavior is expected of all students at all times. Students are expected to maintain classroom **decorum** that includes respect for other students and the instructor as well as an attitude that seeks to take full advantage of the educational opportunity represented by enrollment in this class.
6. **Tutoring**: Tutoring is available upon request.
7. **Cell Phones and Electronic Devices**: "The use of electronic devices is a privilege and can be revoked at any time. Cell phone usage is a distraction to learning. Consequences will be determined by the teacher or administrator. If students do not comply with instructions from the teacher or administrator regarding cell phones, they will be disciplined under the JCS Code of Conduct for defiance of school personnel" (JCS Handbook 22). *Note here on natural consequences*
8. **Professional Communication**: Students should communicate with the teacher via email (hreal@jasper.k12.al.us) when required. Please remember this is a formal educational environment, and email communication should be treated as such (use of direct address, a detailed subject, formal grammar, succinct wording, and polite closing is recommended).

General Rubric for Formal Writing

An A paper (90-100%) is excellent in nearly all respects. It shows originality of thought that goes beyond material presented in class. It is well argued and well organized with a clear, specific, and ambitious thesis or exploratory question. It is well developed with content that is specific, interesting, appropriate, and convincing. It has logical and artful transitions and is marked by stylistic sophistication and varied sentence structures. It demonstrates command of mature diction and has few, if any, mechanical, grammatical, spelling, or diction errors. It correctly uses MLA format and conventions.

A B paper (80-89%) is excellent in many respects, but it has a less sophisticated thesis or exploratory question, a less distinguished style, and a minor lapse or two in organization and development. It has a few ineffective and/or incorrect sentence structures. It contains minor instances of awkward or ineffective wording and phrasing. It has some minor mechanical, grammatical, spelling, and/or diction problems. It contains one or two minor errors in MLA format.

A C paper (70-79%) is generally competent, but compared to a B paper it has a weaker thesis or exploratory question and less effective style and development. It contains some lapses in organization, poor or awkward transitions, and less varied sentence structures that tend toward choppiness or monotony. In some places the wording and phrasing is substantially awkward, ineffective, and/or confusing. It contains some significant errors in grammar, sentence structure, mechanics, spelling, and/or diction. It contains several significant errors in MLA format.

A D paper (60-69%) is below average and generally deficient. It presents a thesis or exploratory question that is too vague, unfocused, or obvious to be developed effectively. It generally exhibits problems with organization, support, transitions, sentence structure, mechanics,grammar, spelling, and diction that impede the reader's understanding. It strays from the appropriate topic and/or focus. Its use of MLA format is generally deficient.

An F paper (59% and below) is far below average. It has no clear thesis or central topic. It displays a lack of organization, support, and development. It contains major and repeated problems with mechanics, grammar, spelling, and/or diction, to the point of rendering the text incoherent. It fails to fulfill the assignment and/or is unacceptably brief. It is not presented in MLA format (Brewer 5).

Works Cited

Alabama State Department of Education. *Alabama Course of Study: English Language Arts.* Alabama, 2021.

Brewer, Camilla. Syllabus for American Literature English 2327. Stephenville High School, Stephenville, Texas.

Jasper City Schools Board of Education. Parent-Student Handbook Jasper City Schools. Alabama: Jasper High School, 2022.

Parent/Guardian Syllabus Agreement

I, the parent/guardian of _____, have read and understand Mrs. Smith's syllabus for her classroom. My student has also read and understood the syllabus. I understand that I can contact Mrs. Smith by phone or email if I have any concerns or questions regarding my student's responsibilities.

_____ _____

Parent/Guardian Signature/Date Student Signature/Date

_____ _____

Parent/Guardian Printed Name Student Printed Name

The following is optional.

Parent/Guardian Phone Number(s) _____

Parent/Guardian Email Address _____

How would you prefer to be contacted? _____

What else would you like me to know about your student? _____

_____

_____

_____

Does your student have access to the internet? Yes No

What areas do you see as your student's strengths? Weaknesses?

_____

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