**11th Grade American Literature** **Syllabus 2017-2018**

**Mrs. Williams**

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**Literature:**

All units will focus on developing specific skills aligned with the requirements of the Common Core. Literature will be the raw material through which these skills are introduced, reinforced, or refined. The units will be taught in a chronological fashion beginning with literature from Colonial America and working towards more contemporary works. Possible selections for each unit are listed.

*Unit 1: Reinforcing Synthesis Writing and Literary Analysis: The Puritans*

Sinners in the Hands of an Angry God

Upon the Burning of Our House

A Narrative of Her Captivity

Young Goodman Brown

The Minister’s Black Veil

Book Club novel (approx. 6 weeks)

*Unit 2: Refining Rhetorical Analysis in Short Non-Fiction: The Age of Reason*

The Declaration of Independence

Speech to the Virginia Convention

Franklin’s Autobiography

Thomas Paine’s The Crisis

*Unit 3: Refining Argumentation and Persuasive Writing Through Non-Fiction: Romanticism*

Emerson’s Essays

Thoreau: Walden, Resistance to Civil Government

Romantic Poets: Holmes, Bryant, Whitman, Longfellow

Poe’s Short Stories & Poetry

*Unit 4: Refining Literary Analysis: Realism/Naturalism*

The Leader of the People

The Autobiography of Frederick Douglass

One of the following:

*Huckleberry Finn/Their Eyes Were Watching God/The Fixer*

The Open Boat

To Build a Fire

Barn Burning

*Unit 5: Refining Elements of Personal Style in Writing: Modernism*

*The Great Gatsby*

The Jilting of Granny Weatherall

The Life You Save May Be Your Own

The Secret Life of Walter Mitty

*One Flew Over the Cuckoo’s Nest*

**Independent Reading:**

During 1st semester students will be asked to select a novel of quality and significance in American Literature to read on their own. A list of choices will be provided along with assignments related to the novel.

**Writing:**

Essay writing of different styles, purposes, and audiences will be the main concentration in this class. The single, major focus of the writing program at the junior level is synthesis, which means to meld multiple sources to create a convincing, effective piece of writing. All writing skills taught will be focused on the Common Core skills. The specific types of writing assignments will include the following:

* literary analyses of fiction and poetry
* rhetorical analyses of non-fiction pieces
* persuasive/argumentative pieces
* synthesis essays
* in-class, timed writings of various kinds, designed specifically to mirror the conditions and topics for both the SAT test and the Smarter Balanced Assessment.

*Revision Policy*

* Revision will be allowed on a case by case basis. The LA department encourages students to meet with their teachers if they want to work to improve their writing and to discuss revision opportunities based on their class expectations. The latest that revisions will be accepted for an essay is at the end of the quarter, but again, this is based on teacher discretion.

**Grammar/Mechanics/Style**

*Grammar/Mechanics:*

* Grammar will be a focus this year to help improve writing. Teacher style and presentation may vary, but the ultimate goal is for students to be able to manipulate sentences and use varied sentence styles in their writing. Grammar mini tests will take place every quarter and will cover all material received up to that point.
* Use of MLA format is mandatory. The expectation is that you know how to format your essays and other large works using a Works Cited and proper headings, page numbers, spacing, etc. in MLA format. Students who do not follow this format will automatically lose points based on teacher scoring rubrics and may be asked to resubmit papers that do not meet standard.

*Style:*

* Improving word choice especially as it relates to the purpose and audience of a piece.
* Varying sentence structures to create meaning, rhythm, and emphasis
* Developing a true individual voice through making conscious stylistic and rhetorical choices aimed at making a piece effective for a particular audience

**Vocabulary:**

Vocabulary development will be addressed in a variety of ways:

* SAT word list
* Words in context from assigned readings

Vocabulary will be given weekly and generally cumulative throughout the year, subject to minor changes based on scheduling.

**Grading:**

*Categories*:

Each assignment in this course will fall into one of three categories:

**Writing**: includes essays, projects, major tests, etc.

* 60% of overall grade

**Reading/Grammar:** includes reading quizzes, grammar, notebooks, reading logs, study questions on reading, etc.

* 20% of overall grade

**Speaking and Listening:** includes discussion, speeches, presentations, etc.

* 10% of overall grade

**Language:** includes vocabulary exercises and tests, etc.

* 10% of overall grade

*Grading Scale:*

A: 93-100% C+: 79.99-77%

A-: 92.99-90 % C: 76.99-73%

B+: 89.99-87 % C-: 72.99-70%

B: 86.99-83 % D+: 69.99-67%

B-: 82.99-80 % D: 66.99-60%

**Late Work Policy:**

Late work is not accepted for smaller, “homework” type assignments. Exceptions to this will be handled on a case by case basis at the discretion of individual teacher and will only be considered in cases of significant difficult circumstances. In the case of excused absences, students will be allowed as many days to make up work as days absent; however, it is expected that reasonable efforts will be made by students to keep track of and complete work during their absences by checking class websites.

For significant assignments (projects, essays, etc.), a day or more late equates to a max grade of 60%. Again, exceptions to this policy will be considered on a case-by-case basis. Please be proactive and communicate with your teacher before deadlines