



AMERICAN LITERATURE/COMP COURSE SYLLABUS DUTCHTOWN HIGH SCHOOL

| | |
|--------------------------------------------|-------------------------------------------------------------------------------------------|
| Teacher(s): Mrs. C. Thompson-Smith | Phone Number: See me |
| Room Number: 108 | Email: cthompsonsmith@henry.k12.ga.us |
| Semester: Fall 2021 | Tutorial Day: Monday |
| Textbook: Into Literature, <i>Grade 11</i> | Tutorial Hours: 3:30- 4:30 |
| Textbook Price: Replacement Cost: TBD | Tutorial Location: 108 |

Mission Statement: To create a community of life- long learners. **To Educate, Encourage, and Empower our students.**

Department Philosophy: All English courses integrate language arts skills in a standards-driven, literature-based, thematic curriculum, including instruction in reading/literature, critical thinking, composition, vocabulary, grammar and usage, research, organization and study skills, speaking and listening, standardized test preparation, technology, and literary and language appreciation and their connections to life.

Course Description: All English courses integrate language arts skills in a standards-driven, literature-based, thematic curriculum, including instruction in reading/literature, critical thinking, composition, vocabulary, grammar and usage, research, organization and study skills, speaking and listening, standardized test preparation, technology, and literary and language appreciation and their connections to life. Broad understandings, "BIG IDEAS," and essential questions will serve as the foundation for planning instruction and assessment in instructional units.

English Language Arts Georgia State Standards of Excellence: Georgia State Standards of Excellence for English Language Arts 11th grade is organized into five strands: Reading Literary, Reading Informational, Writing, Speaking and Listening, and Language. These standards are student-centered and performance based. Performance standards define specific expectations of what students should know and be able to do and how well students must perform to achieve or exceed the standard. These standards are composed of the following four components:

1. Content Standard: Content standards state the purpose and direction the content is to take and are generally followed by elements. Elements identify specific learning goals associated with the content standard.
2. Tasks: Tasks are keyed to the relevant standards. Tasks are student-centered performances that demonstrate student learning. Some tasks are activities that will help students achieve the learning goals of the standard, while others may be used to assess student learning; many tasks serve both of these purposes.
3. Student Work: Examples of successful student work are included to specify what it takes to meet the standard and to enable both teachers and students to see what meeting the standards "looks like."
4. Teacher Commentary: Commentary shows students why they did or did not meet a standard and enables them to take ownership of their own learning.

All English courses have goals that are established by the state of Georgia, Henry County course guides, and through DHS English teacher expectations. Upon successful completion of **English III**, the student will be able to:

- ELAGSE11RL1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- ELAGSE11RL2** Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- ELAGSE11RL3** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- ELAGSE11RL4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- ELAGSE11RL5:** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

- ELAGSE11RL6** Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- ELAGSE11RI12** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide complex analysis; provide an objective summary of the text
- ELAGSE11RI14** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.
- ELAGSE11RI15** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- ELAGSE11W1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- ELAGSE11W2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- ELAGSE11W4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ELAGSE11W5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- ELAGSE11W6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- ELAGSE11W8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- ELAGSE11W9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ELAGSE11SL1** Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- ELAGSE11C2** Demonstrates understanding of manuscript form, realizing that different forms of writing require different formats.
- ELAGSE11SL3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- ELAGSE11SL5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- ELAGSE11L1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- ELAGSE11L2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling and writing.
- ELAGSE11L3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and listening.
- ELAGSE11L4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
- ELAGSE11L5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Textbooks and Prices: Students will be provided all textbooks and supplementary books required for success in English courses. If a student loses or damages a book, he/she will be charged current replacement value. The texts are the appropriate course of Into Literature (\$ 120.00), Writing and Grammar Handbook (\$ 58.00), and Reader's Notebook Workbook (\$ 48.00). Students will be informed of replacement prices for novels and plays when issued.

Content, Time Allotment, and Sequence: All DHS English courses integrate the language arts in a performance based curriculum. Standard unit features for all English courses including standardized test preparation; research and documentation activities; initial/sponge activities; study and organizational skills, speaking, listening, and viewing; and grammar/usage emphasis. All students will be expected to read supplementary novels and plays on their own.

Advanced-level Honors students will be required to read, study, and analyze more outside reading materials. In addition, more writing assignments will be required, as well as more in-depth assignments, which will enhance college-level reading and thinking skills. Exemplary attendance and conduct is expected.

Grading Procedure: The guidelines apply to all English grades and are consistent with school-wide expectations. All assignments count toward the final grade.

ASSESSMENT: 40%
PRACTICE WORK: 40%
EOC: 20%

Grades will be based upon the Henry County scale as follows: A = 100-90; B = 89-80; C = 79-75; D = 74-70; F = below 70.

***Parent/Guardian: Parents and students have access to view teachers' grade book using Infinite Campus. The username and password to access the electronic grade book is issued by the school counselor. Grade book will be updated on a constant basis. Some grades, such as vocabulary quizzes, will be entered rather quickly as they are easier to grade; other assignments will take more time to grade. If you EVER have questions about your child's grades, please contact me by email. Parent communication is a top priority and I will typically respond within a 24-hour time period. Below is the breakdown of the expected turnaround time for grades:

| Tier | Time | Examples |
|----------|-------------|---------------------------------------------------------------------------|
| Tier I | One week | Daily work, homework, etc. |
| Tier II | Two weeks | Tests, quizzes, short constructed responses, etc. |
| Tier III | Three Weeks | Essays, research papers, unit tests, semester exams, midterms, SLOs, etc. |

Conduct Grading Procedure: In accordance with the DHS Faculty/Staff Handbook, student conduct grades will be determined as follows:

- Satisfactory: No discipline problems or minor infractions that are corrected when the teacher reminds student.
- Needs Improvement: Repeated infractions, even when reminded, or problems which require the teacher to contact the parent.
- Unsatisfactory: Problems that are persistent, require a parental conference, and a referral to the administration.

Standard Expectations/Class Rules: All English classes at Dutchtown High School follow all Henry County policies relative to appropriate school and classroom conduct as outlined in the Henry County Student Rights and Responsibilities brochure. Dutchtown High School Standard Expectations as explained in the student handbook including policies related to make-up work, late work, extra credit, and extra help also apply in all English classes. Students are expected to be alert and attentive during class, punctual and prepared for learning each day, and respectful of the teacher and other students and their property and rights. Additional classroom policies may be posted and discussed in class.

Required Materials:

Elements of Literature

- *3 ring binder filled with notebook paper
- *10 - 12 notebook dividers with tabs
- *Flash Drive USB
- *Package of pens (blue / black); 2 colored highlighters
- *Liquid white out for corrections
- *1 pack of colored pencils, colored markers as needed
- *Personal stapler
- *Personal pencil sharpener as needed

Notebook should be organized in the following manner:

Title sheet (including name, class w/teacher name, period and year)

- Ex: Name Student #
- Mrs. Jones
- Class
- Date

Syllabus

Classroom Policy

Initial Activities* (begin dividers here)

Unit 0: RESEARCH PAPER

Unit 1: BEGINNINGS TO 1800

Unit 1A: VISIONS AND VOYAGES

Unit 1B: THE EXAMINED LIFE

Unit 1C: THE AMERICAN DREAM

Unit 2: AMERICAN ROMANTICISM

Unit 2A: TRANSFORMING IMAGINATION

Unit 3: THE AMERICAN RENAISSANCE

Unit 3A: LIFE WORTH LIVING

Unit 3B: REALMS OF DARKNESS

Unit 4: AMERICAN POETRY

Unit 4A: WHITMAN

Unit 4B: DIKINSON

Unit 5: RISE OF REALISM

Unit 5A: SHACKLES

Unit 5B: FROM INNOCENCE TO EXPERIENCE

Unit 6: THE MODERNS 1900-1950

Unit 6A: LOSS AND REDEMPTION

Unit 6B: DREAM AND REALITY

Unit 6C: NO TIME FOR HEROES

Unit 6D: SHADOWS OF THE PAST

Unit 6F: I, TOO SING AMERICA

Unit 6G: MAKE IT NEW!

Unit 7: AMERICAN DRAMA

Novel (s) The Crucible and student selected novel

Drama: TBD

Writing Portfolio- critical analyses, timed essays, college essays, response essays, argumentative essays, persuasive essays, narrative essays, expository essays

Junior Capstone Project - Career Planning

The Research Paper- Argumentative and/or Persuasive

Miscellaneous: Commonlit, No Red Ink, and HMH

IMPORTANT NOTICE:

- Because each unit builds from skills learned in the preceding unit and the notebook consists of work done throughout the entire school year, students are NOT to throw away work at the completion of a unit. Please keep an organized notebook.
- Visit my website frequently. Print all required materials. If you do not have a printer, the library will be your favorite location in the school. Every student should have access to a home printer.
- Sign up for and utilize Remind (both parents and students)
- Sign up for GOOGLE CLASSROOM (both parents and students)

WEBSITES AND APPS:

It is mandatory for students to have access to a computer and the internet.

- To access reminders students will need to download the App REMIND:
REMIND: PER._____ Text the message: _____ To: _____
- Students should also download the App's: Dictionary, I-nigma, and Socrative, NO RED INK, and GOOGLE CLASSROOM

Each student is expected to adhere to the following guidelines when participating in a digital classroom such as Turnitin.com, google docs, etc.

- It is expected that all students
 - Use academic/professional language only
 - Use complete sentences which follow the rules of grammar
 - Use no text message language
 - Use no profanity
 - Do not belittle or bully others
 - Post school appropriate documents and pictures

CLASSROOM POLICIES, PROCEDURES, AND REMINDERS

All students and parents are strongly encouraged to sign up for the web-based program for monitoring grades: Infinite Campus (i.e. parent portal). Students should check their averages frequently and see their teacher if they become concerned with their academic performance. **Please understand that the emphasis in this course is on learning NOT on grades!**

Grade/Unit Recovery

1. Students may recover failing test scores through the process of test corrections. Test corrections are offered each unit.
2. For students who need remediation, alternative strategies and methods for learning and mastering standards are provided (i.e. CommonLit, NoRedInk, ActivelyLearn, etc.). Once they have obtained a 75% or higher, they are considered proficient.
3. Re-submissions of specific assignments is another way students may "recover" failing grades.
4. Some assignments are solely for the purpose of providing students an opportunity to practice. Such assignments are formative in nature and do *not count* against students' average.

Make-up and Late work

Work submitted late is graded **after** all other assignments that were submitted on time are graded. The teacher will provide students with limited opportunities to submit work late such as designated "Amnesty Days." On these designated days, students may submit late work with certain restrictions/limitations.

Testing Environment

- There is **NO TALKING** permitted during assessments of any sort (i.e. essay tests, multiple choice assessments, quizzes, etc.)
- Borrow materials prior to the start of the assessment.
- Direct **ALL questions** to your teacher **NOT** your peers.
- Use the restroom **BEFORE or AFTER the assessment**.
- Submit all materials to the designated area in the prescribed order.
- For all online assessments in a virtual learning environment, students must use the district and teacher designated testing portal (i.e. Illuminate), have their cameras on, be in Google Meet, and be logged in to their HCS distributed device.

Teacher's desk and work area

- **STRICTLY OFF LIMITS TO STUDENTS!!!**

All policies in the student handbook will be upheld and supported by me.

Procedures:

- All work that is submitted to me **MUST** be properly labeled with the student's name, number, class period, date etc. and handwritten assignments are to be in **blue or black ink**. If there are multiple pages, the assignment must be stapled. Work submitted that is illegible, ripped, or crumpled will not be accepted.
- Students should remember that they are in class to learn. Therefore, use of the restroom should be taken care of before or after class. The student will be given a restroom pass, which allows four trips per semester. If a student uses up all four passes, he or she may still be permitted to go to the restroom at the teacher's discretion; however, the student is required to stay for teacher detention hall after school with me for each additional trip beyond the given four.
- **ANY SEVERE BEHAVIOR PROBLEM WHICH DIESRUPTS THE CLASSROOMLEARNING ENVIRONMENT WILL RESULT IN EITHER TEACHER DETENTION HALL, SCHOOL-WIDE DETENTION HALL, or a REFERRAL TO THE OFFICE.**

BEGINNING CLASS:

1. Warm-up and/or opening begins class (paper copy or displayed via LCD projector screen or website such as Google Classroom). This may consist of the SAT question of the day, vocabulary, and/or Daily Grammar Practice activity, etc.
2. Tardy students are those who are NOT seated and actively working on their warm-up/opener before the bell that indicates the start of class stops ringing.
3. Distributing materials will be done from the ends of the rows and go across from RIGHT to LEFT. In some instances, students will be directed to collect materials from the entrance table at the Student Center as they enter the classroom.

ROOM/SCHOOL AREAS:

1. Shared materials are located on the entrance table as you enter the classroom (Student Center). A stapler, tape, hole puncher etc. are provided for student use.
2. Students are expected to always be where they are supposed to be (i.e. if pass indicates Media Center – DO NOT STOP to visit – go **directly** to the MEDIA CENTER).
3. Restroom/Locker/Water fountain trips are permitted as long as the student presents his/her pass to the teacher; however, they are limited to four per semester.

ENDING CLASS:

1. Putting away materials should be done at teacher's instruction. **TEACHER DISMISSES CLASS NOT THE BELL !**

2. All surrounding areas are to be kept tidy prior to students being permitted to leave the room.

INTERRUPTIONS:

1. Rules, Discipline Protocol (consequences), and incentives are clearly posted and stated in the course syllabus.
2. Student conduct during interruptions should be "business as usual." Students should continue with their work unless the interruption is a class or school emergency.

ACADEMIC FEEDBACK:

1. Grades will be posted on Infinite Campus. Additionally, students should keep track of their grades as well as their graded work should a discrepancy arise.
2. Communicating with parents and students will be done primarily through email as well as with phone calls, text messages, and notes.
3. Teacher's contact information is cthompsonsmith@henry.k12.ga.us as well as through the [class website](#).

SUBMITTING WORK:

1. **Labeling** of student work is imperative. If an assignment does not have a name on it, it will likely delay the grading of the work.
2. **Turning in work** (that is hand collected) will be done across the rows from LEFT to RIGHT; however, the majority of the time students will submit their work to the appropriate class period tray (located on the entrance table of the Student Center) or online for electronic assignments.
3. **Homework is due AT THE BEGINNING OF THE CLASS PERIOD.** Please place it in the appropriate class period slot or submit online by the deadline.
4. Major assignments will require a student signature and date stamp prior to submission. These assignments are **not to be left on the teacher's desk.** Students will be given significant advance notice with regard to any major project.
5. Late work SEE POLICIES outlined above.
6. Make-up work SEE POLICIES outlined above.

RETURNING STUDENT WORK:

1. Returning student work – this is done through the "GRADED WORK" crate. Each student will be assigned a number. They are to check their numbered folder daily for any graded assignments. (Please leave the folder in the crate after you remove your graded work).
2. Heading of papers is done according to the MLA standards (see sample posted in room).
3. Use of blue or black ink pen is required for all handwritten work. Pencil is only permitted on scantrons.
4. Incomplete work will receive an incomplete grade, unless it is an all or nothing grade.
5. Neatness and legibility is required for all handwritten work (try your best).
6. Due dates for major projects or assignments will be posted and a time-line will be provided to students well in advance (i.e. Senior Project).
7. Oral assignments may be given; however, a note will also be made of these assignments via the white board or calendar. Therefore it is important that each student checks these areas and check with another student before asking the teacher. As a back-up, the teacher will either email or text (through REMIND) parents or utilize Infinite Campus (i.e. [parent portal](#)) or post via class website.

Reminders:

- No food or drink is allowed in the classroom. The only exception is water.
- Be seated and working on your warm-up/bell ringer by the time the start of class bell rings. Make all preparations for class prior to the start of class. This includes things such as sharpening pencils, stapling papers, using the hole-puncher, borrowing paper or pens, etc. Personal grooming is to be completed prior to entering the classroom (i.e. combing/brushing hair, putting on make-up, jewelry, etc.)
- Bring whatever you need for class with you. SEE the "Today You Will Need" sign for specifics daily.
- Take responsibility for yourself and accept the consequences of your actions.
- I dismiss class not the bell. Do not stop working to collect your belongings until I give you permission to do so. Clean up your desk and the area around it before you leave the room.
- Avoid remarks and actions that hurt feelings, belittle others, or are inappropriate in any way.

EACH CLASSROOM IS A COMMUNITY OF SORTS. IN ORDER FOR THE COMMUNITY TO FUNCTION OPTIMALLY IT IS CRUCIAL THAT ALL MEMBERS ADHERE TO THE NORMS AND EXPECTATIONS OUTLINED ABOVE.