

English 11: The American Character

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I am here to facilitate your learning and support your success. Please feel free to come to me with timely questions and concerns in or out of class.

Course Description: In English 11, we will explore American Literature and the question, “What does it mean to be American?” through the literature we study. We will develop answers to this question as we look at each time period in American Literature. We will utilize comparative skills to find connections between the literature within the time periods themselves and throughout history. In doing so, we will identify common themes and understand relationships between the authors, the events, and the writing.

Key Questions:

1. What is the relationship between place and literature?
2. How does literature shape or reflect society?
3. What makes American literature *American*?

Course Objectives: The course objectives include development in reading, writing, and critical thinking skills, while fostering creativity and identifying historical parallels. As with all levels of English Language Arts, this course is designed to facilitate students in demonstrating independence, building strong content and knowledge, and responding to the varying demands of audience, task, purpose and discipline. Additionally, students will comprehend as well as critique literature, value evidence, use technology and digital media strategically and capably, and come to understand other perspectives and cultures.

Expectations: It is expected that students conduct themselves in a manner which is conducive to learning and does not detract from their classmates’ experiences. Demonstrate respect for yourself, classmates, and teacher. Your choices should benefit all participants. Oregon High School Code of Conduct and behavior standards as outlined in the student handbook are in effect. It is important that you stay current with the daily reading assignments, as well as listen to and follow directions. You are responsible for the texts and handouts you are issued and assessed fines for lost or damaged books. Violations of policies or disruptions to class may receive one or more of the following corrective procedures: conference with teacher, the Reflection room, contact with parents/guardians and/or administration.

Cell phones: Please do not use or have cell phones out during class. Likewise, do not give the impression that you are using your phone by wearing headphones or earbuds. I reserve the right to request that you put your phones or electronic devices away. Additionally, Oregon HS phone policies are in effect with regards to confiscation of devices.

Attendance: Please arrive to class on time and in assigned seat when the bell rings. You are responsible for obtaining the assignments and handouts missed during an absence. This can be done by emailing Mr. Wilson or checking the class website. If you miss a test, you must schedule an appointment with Mr. Wilson to take the missed test. Please let me know if you are absent or missing work due to circumstances outside of your control. Once contacted and an agreed upon date is set for you to make up the missed quiz/test, missed quizzes and tests will be put in the library. You are expected to be prepared on days you are scheduled to give a presentation (whether individually or as part of a group).

Please plan accordingly with regard to tests, etc. if you have a field trip, sporting event, or any other pre-planned absence, such as a family vacation. I will be available if you need extra help. You are always welcome to schedule appointments with me, as our schedules permit. My schedule is as follows:

| <i>Hour</i> | <i>Room</i> | <i>Class</i> |
|-------------|----------------|--------------|
| 1 | 605 | English 9 |
| 2 | 605 | English 11 |
| 3 | 602 | Study Hall |
| 4 | 364 | English 9 |
| 5 | English Office | Lunch |
| 6 | 364 | English 11 |
| 7 | English Office | Prep |
| 8 | 384 | English 11 |

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| 9 | English Office | Prep |
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To maintain a respectful environment, those who violate policies may receive one or more of the following corrective procedures: conference with teacher, the Reflection room, contact with parents/guardians and/or administration.

First Semester Units:

The first full week of the course will include an introduction of the guiding questions for this course as well as a review of skills necessary for success this year including organization, note taking, annotation, reading, and writing skills. Silent Sustained Reading and discussion method are explained at this time as well.

Unit one: Historical Parallels-

A study of allegorical literature focusing on the play *The Crucible* and McCarthyism. Native American and Puritan Literature will be used as supplementary material. A brief introduction and review of skills that will be utilized throughout the year including organization, note taking, annotation, reading, and writing skills.

Unit two: Revolutionary Period-

A study of the Revolutionary Literature Period of America. We will be studying how American literature began, the main characteristics of that literature, and how they shaped America. Focus will also be in creating on-demand essays.

Unit three: The Romantic Era

An examination of three literary periods: Romantic, Transcendentalism, and Anti-Transcendentalism/ Gothic. Focus will be placed on comparative analysis, literary devices, and general characteristics of each genre.

Unit four: Emily Dickinson and Walt Whitman

An examination of the poetry written by Dickinson and Whitman. Focus will be placed on analysis of poetic devices.

Second Semester Units:

Civil War Literature and Naturalism/Realism:

A study of the Realistic and Naturalistic Periods of the United States, focusing on the literature that was created during the Civil War.

Literary Analysis:

Students will read a novel written by an American author from the 19th or 20th century. (*Of Mice and Men* or *The Great Gatsby*) The main focus of this unit will be a literary analysis paper of the aforementioned novel. This will be the most prominent unit of the year.

Modern Poetry and Harlem Renaissance

A study of poetic devices, focusing on how poets use the events in their lives as inspiration for their poems.

Contemporary Literature

A mainly independent unit studying concepts introduced in the novel *The Things They Carried*. Group and online discussions will be focus of unit.

*****SSR (Silent Sustained Reading)**--Throughout both semesters, students will participate in Silent Sustained Reading as a means to improving reading skills, building background knowledge, and fostering a lifelong habit of reading for pleasure. Be sure to come to class on Mondays with your book. You may not read magazines, newspapers or materials for other classes during SSR.

Grading:

Summative Assessments (demonstration of mastery) = 80%

Formative Assessments (practice of skill) = 0%

***Be advised that on some assignments, such as essays, the formative assessments such as brainstorming, outlining, a rough draft, and revisions are critical to forming the summative grade of the final product. You are expected to show completion and effort prior to the instructor's acceptance of such summative assessments.*

Semester Exam/Project= 20%

You will also receive *Learning Skills* grades each quarter. From the *Student Handbook*:

“Students will receive learning skills grades based on the following criteria:

1. Consistently completes class assignments and homework in a timely fashion. At OHS this means a student:

- completes assignments on time is on time to class
- is prepared for class makes up work in a timely manner

2. Cooperates well with students and staff. At OHS this means a student:

- approaches school work with a positive disposition
 - follows the rules and directions of the teacher and school
3. Student is actively engaged in classroom learning. At OHS this means a student:
- is attentive and produces quality work
 - initiates contact for extra help when needed
 - participates constructively in class activities

These criteria will be evaluated on the following scale:

C = Consistently: Student consistently demonstrates success in the learning skills.

S = Sometimes: Student sometimes/inconsistently demonstrates success.

R = Rarely: Student rarely demonstrates success in this learning skill. “

The instructor reserves the right to modify the syllabus at his discretion and will announce such changes through the electronic classroom platform and during class.

Materials:

- Notebook or loose-leaf paper in binder for reading and lecture notes
- Writing instrument--pen or pencil.
- Binder or folder dedicated to English 11 for handouts
- Post-it notes
- SSR book in print or electronic copy

Oregon High School English Department Shared Mission and Policies

Mission:

Through implementation of best practices in English instruction, the English Department will provide students a challenging and interesting curriculum that is rich with relevancy and diversity and that promotes lifelong learning, critical thinking, personal responsibility, and global citizenship. By addressing not only the domains of English but also the needs of the whole student, the English Department will engage students in learning that emphasizes effective communication, mastery of the mechanics of English, close reading and analysis, and skills for both college and the workplace.

Grading Scale:

| <i>Letter Grade</i> | <i>Percentage</i> | <i>Indicates</i> |
|---------------------|-------------------|---|
| A | 100-93 | The work is of superior quality and demonstrates mastery of the subject matter. |
| A- | 92-90 | |

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| B+ | 89-87 | The work is of above average quality and demonstrates proficiency in the subject matter. |
| B | 86-83 | |
| B- | 82-80 | |
| C+ | 79-77 | The work is satisfactory and approaches proficiency in the subject matter. |
| C | 76-73 | |
| C- | 72-70 | |
| D+ | 69-67 | The work is below average and demonstrates minimal competence in the subject matter. |
| D | 66-63 | |
| D- | 62-60 | |
| F or IE (Insufficient Evidence) | 59 and below | The work is far below average and does not demonstrate basic competency in the subject matter. |

Summative & Formative Work:

- Students' quarter and semester grades in English courses will reflect their proficiency on work designated as summative assessments (projects, tests, essays, presentations, portfolios, etc.).
- Formative work (homework, quizzes, etc.) is used to guide student learning and may be calculated as up to 10% of the quarter and semester grades, as indicated by the course syllabus.
- Students who have completed all formative work in a timely fashion throughout any given unit and who score below 50% on a summative assessment will receive a grade no lower than 50%, provided that a good faith attempt has been made on the assessment.
- Courses require students to demonstrate proficiency on summative assessments. If a student earns a score lower than 60% or does not turn in a summative assessment, the student may be required to redo or retake the summative assessment until demonstrating proficiency, minimally at (60%).
- Courses require students to demonstrate proficiency, minimally at (60%) on a designated number of summative assessments. If a student does not demonstrate proficiency on enough summative assessments, the semester grade will be an F.
- Teachers at OHS will make the final determination as to passing or failing any course using their professional assessment practices.

Secondary Assessment Policy:

- Secondary assessments (retakes) are available only for summative tests. Projects, essays, portfolios, and semester exams are not eligible for secondary assessments.
- The secondary assessment will measure the skills, concepts, and standards from the original assessment, but the format may be different than the original assessment.
- The secondary assessment process must be completed before the conclusion of the next unit.
- To request a secondary assessment, a student must:
 - email the teacher requesting a secondary assessment and reflecting on his/her learning
 - meet with the teacher to schedule a date for the secondary assessment
- Students may be required to provide evidence of the completion of formative work or to complete additional formative assignments before attempting a secondary assessment.
- Students who have completed all formative work in a timely fashion throughout the unit may retake the summative assessment with no grade cap. Students who have not completed all formative work in a timely fashion throughout the unit may take a secondary assessment, with the highest possible score set at 75%.
- The score earned on the secondary assessment will supplant the score from the primary assessment, regardless of the outcome.

Late Work:

- It is in the student's best interests to complete all work in a timely fashion. Students who fail to do so may forfeit the opportunity to receive extensive teacher feedback.
- Meeting deadlines is an important life skill. Work not completed and ready to be turned in when requested by the teacher is late.
- Late work turned in within one week of the due date will be penalized by a grade reduction. After the work is assessed by the teacher, the grade will be reduced to the lowest percentage in that grade category. For example, a student whose late assignment was assessed at 88% will receive a grade of 80%.
- Work turned in more than a week after the due date will receive a score of between 50% and 60%, depending on quality of work and degree of "lateness".
- It is ALWAYS better to turn work in regardless of how late it may be. *ALL Summative work must be turned in for student to receive a passing grade for the course.*

Plagiarism:

- Plagiarism in any form is a serious academic infraction that violates school policies and widely accepted standards of academic behavior. As such, the consequences for plagiarism in any form may include:
 - Notification of parents
 - Removal of existing RAP privileges and reduced Learning Skills scores.
 - A disciplinary referral that may result in detention, suspension, or a pre-expulsion hearing

- Because plagiarism is an infraction that calls into question the student's personal integrity, the instructor may notify the advisors or coaches of any extra- or co-curricular activities in which the student participates.

Extra Credit:

- Because student grades are intended to measure only academic achievement of the curriculum and standards and not effort or participation, no extra credit will be offered in any English course.