

**NOUVEL CATHOLIC CENTRAL HIGH SCHOOL**

**AMERICAN LIT & COMP II**

**COURSE SYLLABUS**

<b>COURSE DESCRIPTION:</b>	<b>American Literature and Composition II – 10<sup>th</sup> Grade</b>  As a continuum from English I, this course aims to support individual student learning needs in reading, writing, speaking and listening through smaller class size and individualized instruction. Students will explore literary works by major American writers, focusing on how the literature of various historic time periods reflects changes in the culture and values of the United States. Moreover, students will explore their own values and cultural beliefs as they examine their individual connections to various literary works and themes. Increasing emphasis will be placed on development of reading comprehension and critical thinking skills, appreciation of literary genres, and appropriate use of basic essay formats and the writing process.
<b>MAJOR COURSE GOALS:</b>	The overall thematic focus will cover critical response and stance.  Common Core State Standards <ul style="list-style-type: none"><li>• Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</li><li>• Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, and Roosevelt’s Four Freedoms Speech), including how they address related themes and concepts.</li><li>• Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li></ul>

	<ul style="list-style-type: none"> <li>• Initiate and participate effectively in a range of collaborative discussions (on-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</li> <li>• Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</li> <li>• Write routinely over extended periods of time frames (time for research, reflection, and revision) and shorter time frames (e.g. a single sitting or more) for a range of tasks, purposes, and audiences.</li> </ul> <p>TLW will be able to demonstrate a familiarity with American literature from its earliest oral traditions to its contemporary forms.</p> <p>TLW will begin to develop critical thinking skills (Bloom’s Taxonomy) throughout the year and apply these skills to both their writing and oral communication assignments.</p> <p>TLW will practice different methods to achieve reading comprehension from a variety of different literary genres</p> <p>TLW will learn and define relevant literary terms and apply them in both their reading and their writing.</p>
<p>COURSE ASSESSMENT PLAN:</p>	<p>Tests, quizzes, compositions, in-class writings, projects, presentations, participation and discussion, class work, homework</p>
<p>SUPPLIES AND MATERIALS NEEDED:</p>	<p><i>The American Experience</i>, Prentice Hall, 1999</p> <p><i>Survival</i>, T.H. Peek Publisher – specifically Ch. 3 – Library Research and Appendix B - Documentation</p> <p>Novels: <i>A Farewell to Arms</i> (Ernest Hemingway), <i>Anthem</i>, (Ayn Rand), <i>Of Mice and Men</i> (John Steinbeck)</p> <p>Drama: <i>The Crucible</i> (Arthur Miller)</p> <p>Other Readings: The Declaration of Independence; excerpt from</p>

	<p><i>Moby Dick</i> (Herman Melville), and various other genres</p> <p>Notebook/binder exclusively for this class.</p> <p>Flash drive, pens, highlighters, loose leaf paper</p>
EXTRA HELP:	<p>Students are encouraged and oftentimes required to conference other than class time (before school, after school, or appointment). Dialog is imperative in order to understand and remedy any issues that arise. Students are always welcomed to share their thoughts and needs.</p> <p>Tutoring is also available.</p>
INSTRUCTIONAL PHILOSOPHY:	<p>Students will come to understand and appreciate American literature by examining different examples and genres. They will have ample opportunity to read numerous selections of American literature and respond in both writing and discussion exercises. Additionally, students will be able to make connections between the literature they read in this class and how the literature relates to the outside world.</p>
MAJOR COURSE PROJECTS AND INSTRUCTIONAL ACTIVITIES:	<p>Vocabulary enrichment, multiple individual compositions, at least one group project/presentation, and initiation into the research procedures</p>
CLASSROOM EXPECTATIONS:	<p>Students are expected to arrive on time to class prepared to begin when the bell rings (seated with materials on their desk).</p> <p>Active class participation and discussion is required.</p> <p>Being unprepared will result in a loss of points.</p> <p>Active participation in Turnitin.com.</p> <p>Students are expected to do their own work. Plagiarism is unacceptable and will result in an automatic zero.</p> <p>All work <u>must</u> be submitted on time.</p> <p>Extra credit will not be given.</p> <p>Attendance is crucial. If there is an absence it is the student's responsibility to check with the teacher upon return at the beginning of class. A prearranged absence for any reason requires that students make prior arrangements with the teacher in advance (preferably at least a week).</p>

	<p>It is imperative the proper behavior and respect for all is practiced.</p> <p>Any student infraction will be handled at the discretion of the teacher.</p>
<p><b>HOMEWORK POLICY AND GRADING SCALE:</b></p>	<p>Homework is an extended crucial component of the learning experience. It provides the opportunity for practice and enrichment not available within the time constraints of the class.</p> <p>Various methods of evaluation will be used. The purpose is to give exposure and experience to a variety of procedures. All work will be assigned point values as determined by their importance. All major compositions are 100 points each, in-class essays are worth 50 points each, and quarter projects/presentations are worth 50 points each. A final semester grade is composed of first quarter grade (40%), second quarter grade (40%), and semester examination grade (20%). The grading scale used is published in the Nouvel student handbook.</p>
<b>CONTACT INFORMATION:</b>	
Teacher:	
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