

NOUVEL CATHOLIC CENTRAL HIGH SCHOOL

COURSE SYLLABUS

COURSE DESCRIPTION:	<p>Honors American Literature and Composition II – 10th Grade</p> <p>One of the primary objectives of this course is for students to learn about the culture of the United States and make thematic connections to their own lives. Through intensive study students will gain an appreciation of the diverse literature and accomplished authors. Emphasis will be directed toward enhancing critical thinking skills, motivation, creativity, and student responsibility through a faster paced class at a more concentrated level than college preparatory. The course also aims to strengthen formal (MLA) and informal writing formats that focus on a higher level of cognitive skills for various purposes. This class will help students master previous literary skills as well as challenge them with new analytical concepts.</p>
MAJOR COURSE GOALS:	<p>The overall thematic focus will cover critical response and stance.</p> <p>Common Core State Standards</p> <ul style="list-style-type: none">• 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.• Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms Speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.• 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.• Initiate and participate effectively in a range of collaborative discussions (on-on-one, in groups, and

	<p>teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <ul style="list-style-type: none"> • Write routinely over extended periods of time frames (time for research reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <p>TLW will be able to demonstrate an understanding and appreciation of American literature from its earliest oral traditions to its contemporary forms.</p> <p>TLW will 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 learn the skills and procedures necessary to write a variety of different writing assignments. MLA is a crucial component to this course.</p> <p>TLW will regularly engage in class discussion and dialogue. Active listening and participation in these discussions is imperative.</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. 2 – Argumentative Essay, Ch. 3 – Library Research, Ch. 4 – Critical Review Essay, and Appendix B – Documentation</p>

	<p>Novels: <i>The Scarlet Letter</i> (Nathaniel Hawthorne), <i>The Adventures of Huckleberry Finn</i>, (Mark Twain), <i>A Farewell to Arms</i> (Ernest Hemingway)</p> <p>Dramas: <i>The Glass Menagerie</i> (Tennessee Williams), <i>The Crucible</i> (Arthur Miller)</p> <p>Poetry: numerous selections from Emily Dickinson and Walt Whitman</p> <p>Other Readings: “Letter from the Birmingham City Jail” (Dr. Martin Luther King, Jr.), The Declaration of Independence, “The Fall of the House of Usher” (Edgar Allan Poe)</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>TLW 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. There will be multiple individual as well as group assignments throughout the year. Additionally, TLW will be able to make connections between the literature they read in this class and how the literature relates to the outside world. Academic success will occur through hard work, motivation, determination, and participation. This is an advanced class and expectations are elevated and demanding.</p>
MAJOR COURSE PROJECTS AND INSTRUCTIONAL	<p>Vocabulary enrichment, multiple individual compositions worth 100 points each, two group projects/presentations per</p>

ACTIVITIES:	quarter worth 100 points each, and two in-class essays per quarter worth 50 points each
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>
HOMEWORK POLICY AND GRADING SCALE:	<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 100 points each. A final semester grade is composed of first quarter grade (40%), second quarter grade (40%), and semester examination grade</p>

	(20%). The grading scale used is published in the Nouvel student handbook
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