The syllabus and school policies posted on the school’s website are subject to change, and any changes will be noted on the school’s website.

Textbook: Prentice Hall Literature 11 (class set)

If a student does not return the textbook distributed to them, with the matching accession number, they will be charged a fine equal to the replacement cost for that book.

Course Description:

11th Grade American Literature is a survey style language arts course that introduces students to various genres of literature, myriad writing styles, and opportunities to develop skills in listening, speaking, and viewing different forms of multimedia. American Literature and Composition is a study of the major literary topics and themes across the history of the United States from pre-colonial times to present day. Students will focus on the major literary forms of the emerging nation, analyze the literary themes and trends, and research and compose several papers, speeches, and presentations using representative forms of discourse. The course is also guided by, and intent on covering, all Common Core Georgia Performance Standards (CCGPS) expected of juniors in the state.

Units and Common Core Standards

Objectives/CCGPS Standards

CCGPS for 11th grade language arts—including standards in reading, writing, listening, speaking, and language—can be found at https://www.georgiastandards.org/Common-Core/Common%20Core%20Frameworks/CCGPS_ELA_11-12_Standards.pdf.

Units to be covered:

Each unit has a specific focus and includes multiple forms and genres of literature, but this outline gives you an idea of when we will be reading which novels. This is a rough estimate and tentative schedule; units are subject to change. In addition to short stories, poems, nonfiction pieces, and other literature, we will study several major works this year. While these books will be provided by JCHS, it may be beneficial to you to purchase your own copy of the three novels selected in order to annotate as you read. These works may include (but are not limited to, see novels below):

Semester 1: Colonialism- Rhetorical Speeches – Transcendentalism

Unit 1: Colonialism: The Power of Persuasion

Guiding Question: How did religion affect the Puritans of Colonial America? What are the downfalls and effects of mass hysteria?
Time Frame: 6 weeks  
Anchor Text: *The Crucible* (in the textbook)  
Supplemental Texts:  
“Sinners in the Hands of an Angry God”

Unit 2: Rhetorical Speaking: Historical Figure(s) Speeches  
Guiding Question: How do you fight the power of violence with civil disobedience and words?  
Time Frame: 6 weeks  
Anchor Text: N/A  
Supplemental Texts:  
“The Declaration of Independence” Jefferson  
“Letter From a Birmingham Jail” MLK  
“Gettysburg Address” Lincoln  
“I Have a Dream” MLK

Unit 3: Transcendentalism: Seeking the Individual in Nature  
Guiding Question: Is it possible to live in society and not be corrupted by its surroundings?  
Time Frame: 6 weeks  
Anchor Text: *Into the Wild* (novel)  
Supplemental Texts:  
“Self-Reliance” Emerson

Semester 2: Modernism – Romanticism – The American Dream

Unit 4: Modernism/ Harlem Renaissance  
Guiding Question: Is your path in life determined for you by fate or free will? Do people actually have the freedom to make their own choices or is it controlled destiny?  
Time Frame: 6 weeks  
Anchor Text: *Fallen Angels* (novel)  
Supplemental Texts:  
Langston Hughes’ poetry  
Zora Neale Hurston’s “Sweat”

Unit 5: Romanticism: Braving the External, Fearing the Internal  
Guiding Question: Why did the American people begin exploring the country? What is the difference between a legend, tall tale, and folk tale?  
Time Frame: 5 weeks  
Anchor Text: N/A  
Supplemental Texts:  
“The Raven” Edgar Allan Poe  
Sleepy Hollow film  
“The Flea” Emily Dickinson  
“The Cask of Amontillado” or “The Pit and the Pendulum”

Unit 6: The Roaring 20s: The American Dream  
Guiding Question: Is the American Dream attainable? What is the American Dream?  
Time Frame: 6 weeks  
Anchor Text: *The Great Gatsby* (novel)

In no particular order, students will also be expected to write:  
- Argumentative Essay (process and timed)  
- Literary Analysis (process and timed)  
- Research-based Essay  
- Various forms of creative writing (e.g., short fiction, poetry, etc.)  
- Various forms of informational writing (e.g., formal letter, resume, newsletters, etc.)
Student Expectations

Students are expected to be present both physically and mentally each day in order to actively participate in classroom instruction and engage in meaningful discussion. Students must behave, at all times, in a manner befitting and reflecting a young adult entering his or her third year in high school. While technology will be used often in the classroom, cellphone usage is prohibited unless instructions are given by the teacher. Finally, students will be expected to maintain high work ethic and strong diligence.

Course Requirements

Students must turn in assignments within the first five minutes of class on the due date. The assignment must be ready to hand in when it is collected. If it is not ready at this time, it will neither be accepted nor considered on time, unless the student previously made arrangements with the instructor. The materials must be received by the instructor on the due date in order to have the potential to receive full credit. Assignments will neither be assigned nor accepted the day preceding the exam. Any assignment due on the day of a field trip or TAG seminar must be turned in prior to the student leaving for that field trip/seminar. Similarly, with absences, even excused, the assignment must be turned in on its due date or before in order to receive full credit.

Grading scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>0-69</td>
</tr>
</tbody>
</table>

Grading Rules/Policies for Course: (Description of Tests/Quizzes/Homework/Labs):

All 11th grade Language Arts courses are made up of three grading categories:

- Major Assessments (tests, projects, presentations, papers, essays) - 50%
- Minor Assessments (classwork, homework, quizzes) - 30%
- Final Exam/End of Course Test - 20%

Exams

The fall semester final exam will be written by me and will include a cumulative review of all aspects of the fall term, including reading, writing, and language skills.

The spring semester final exam is the state of Georgia’s End of Course Test for American Literature and Composition. It is written by the state and will include a cumulative review of all reading, writing, and language standards covered under the CCGPS. Please be aware, however, that classroom teachers must administer a gradable experience during the last week of school.

Opportunities for extra help or study sessions:

Extra credit in 11th American Literature is available on an individual need basis. If a supplemental activity or assignment that connects to our lesson presents itself and does not take away from current classwork or homework, it may be made available. Students should actively stay on top of their grade and focus on maintaining or working towards a grade they want throughout the entire year. Students may schedule an appointment or conference with the teacher at the convenience of both parties.

Honor Code/Plagiarism Policy

Integrity is a Johns Creek High School core value. Johns Creek students are expected to demonstrate honesty and integrity in all work submitted to a teacher. The honor code ensures the validity of student work which guides instruction. All JCHS students are bound by the Johns Creek Honor Code. (See pages 19-20 in the Student Handbook for more detailed explanation.)

Recovery Policy

Recovery is for students who, despite a conscientious effort and communication with their teachers, have failed to demonstrate satisfactory understanding of course goals as measured by a summative assessment or project. Students may initiate recovery on summative assessments or projects when their cumulative average is a 75 or below any time after the 6
week progress report and they have made a legitimate effort to meet all course requirements including attendance. All assignments must be completed before a student takes a recovery assessment. Students will be required to complete relevant assignments for the unit and required to attend help session or complete re-teaching activities before the recovery assessment is given. The format of the recovery assessment may be different from the format of the original assessment. After successful completion of the recovery assessment, the teacher may replace the original assessment grade with the recovery assessment grade up to an 80. The replacement grade may not be lower than the original assessment grade. Students must initiate recovery on a summative assessment or project within 5 school days of being informed of the grade on that assessment. All recovery work should be completed 10 days before the end of the semester. In the case of an honor code violation on a summative assessment or project, the teacher may issue a grade of zero for the assignment. This assignment may not be made up nor will the student be eligible for recovery.

Make Up Work Policy
Students may make up all work missed on an excused and preapproved absence. Work assigned during the absence must be returned to the teacher within the same number of days as the absence which was excused. Unexcused absences may result in grade reduction.

Late Work Guidelines
Late assignments (corresponding with unexcused absences) will have a 15 point deduction per day. After three days the grade will be a zero.

Technology/Cell Phones at JCHS
Johns Creek High School supports the use of technology for academic pursuits. This includes cell phones, tablets, and laptops. The use and type of technology in a classroom is at the sole discretion of the teacher. All technology must be turned off and put away upon entering each classroom. Permission to use technology in a classroom will be explicitly stated by the teacher. Students may possess technology for personal use outside of classrooms in common areas. All devices must remain in silent mode, and students should use headphones when listening to sound. Students are responsible for the safety and security of their own devices and are not required to possess personal technology for instruction. In the case of an emergency, all technology should be turned off and put away as not to interfere with administrative emergency procedures.

Media Guidelines (optional)
Within the curriculum there poses the opportunity for teachers to incorporate different forms of technology into the classroom. One of these forms of technology is the showing of clips of related movies, or related movies in their entirety. These films will be rated G, PG, PG-13 or, in some cases, R. News programming and other television/internet broadcasts related to the curriculum may also be viewed. If you have any concerns about video viewing, please contact the instructor at filipellie@fultonschools.org. Please see below the list of possible selections and ratings:

<table>
<thead>
<tr>
<th>Film</th>
<th>Director</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Crucible</td>
<td>Nicholas Hytner</td>
<td>PG-13</td>
</tr>
<tr>
<td>Into the Wild</td>
<td>Sean Penn</td>
<td>R</td>
</tr>
<tr>
<td>The Great Gatsby (2013)</td>
<td>Baz Luhrmann</td>
<td>PG-13</td>
</tr>
<tr>
<td>The Great Debaters</td>
<td>Denzel Washington</td>
<td>PG-13</td>
</tr>
<tr>
<td>Sleepy Hollow (1999)</td>
<td>Tim Burton</td>
<td>R</td>
</tr>
<tr>
<td>Freedom Writers</td>
<td>Richard LaGravenese</td>
<td>PG-13</td>
</tr>
<tr>
<td>The Secret Life of Walter Mitty (2013)</td>
<td>Ben Stiller</td>
<td>PG</td>
</tr>
<tr>
<td>The Secret Life of Walter Mitty (1947)</td>
<td>Norman McLeod</td>
<td>G</td>
</tr>
</tbody>
</table>

We will also view occasional news stories, historical speeches, clips of documentaries, and/or TED talks.

_____________________________________________  _____________________________________________
Student Signature/Date                        Parent Signature/Date