

U.S. Literature A

North High School: Course Syllabus

Mrs. Chiri, Ed. Center Room 303: (651) 748-7657, mchiri@isd622.org

Course: United States in Literature A

Prerequisite: None

One Trimester Required Course

Available to 11th and 12th graders

Standards Met: MN Academic Standards in Language Arts



Introduction/Overview

In this course, you are introduced to a variety of cultures through a study of American Literature. You read selections (essay, short stories, poems, biographies, and plays) from writers from the following eras: Colonial, Revolutionary, and Romantic/Transcendentalist. You will also read a coming of age novel, Catcher in the Rye. You are involved in writing, speaking, reading, and listening.

Curriculum and Essential Outcomes for ALL students completing this course:

Following successful completion of this course, our students will demonstrate an understanding of how:

1. Themes in American literature bridge works of various time periods and build connections to issues both social and cultural.
2. Literary devices add meaning and aesthetic quality to pieces of American literature.
3. Rules and characteristics of literary forms and genres of literature govern the structure and content of a piece of American literature.
4. Meanings established through specific word choice, explicit and implicit details, and compared texts allow the readers of American literature to draw conclusions, make predictions and inferences, and form interpretations.
5. American literary works reflect and shape both the historical and contemporary American experience.
6. Modern popular culture is filled with examples of America's rich literary tradition.
7. Perspectives serve as a lens through which to view and analyze literature.
8. Important literary figures frame the literary traditions specific to the period of their writing and to the larger, timeless literary tradition of the country is considered "classic" by scholars.
9. Group work can lead to a deeper understanding of a topic, as well as create new ways of sharing information about classic American literature.
10. Creating a social and historical context for a work of literature through reference materials develops a broader understanding of an author's purpose.
11. Responding to literature in writing can lead to deeper understanding of a text.
12. Revision and editing of essays improves the quality of student writing.
13. Various perspectives serve as lenses through which to view and analyze classic American literature.
14. Research, both primary and secondary, provides the data and detail necessary for the development of an expository essay or a research paper.
15. Writers must evaluate the credibility of sources of information.
16. Sources of information may be used in a variety of ways, including, but not limited to: summary, paraphrase, and quotation.
17. Plagiarism results when writers misuse the work of other writers; plagiarism carries severe consequences.
18. Writers must acknowledge sources of information with text citations and a works cited document.
19. Final copies of written work must demonstrate the use of standard English conventions.
20. Analyze, interpret and evaluate how the author has chosen to use the plot elements to deliver specific themes in the text.

Course Requirements

Daily language exercises
Reading the required texts
Sharing in large and small groups
Writing essays

Tests and quizzes
Managing time effectively
Completing required assignments
Daily attendance and active participation

Grading Categories

Daily participation 20%

Required assignments 50%

Exams 30%

Grading Percentages

A	94-99	B	84-86	C	74-76	D	64-66
A-	90-93	B-	80-83	C-	70-73	D-	60-63
B+	87-89	C+	77-79	D+	67-69	F	59 or less

Textbook: *Elements of Literature*, ed by Holt, Rinehart, Winston 2005

**Selected Colonial Era Readings*

**The Romantics*

**The Crucible - Arthur Miller*

**The Transcendentalists*

**Revolutionary Materials*

**The Dark Romantics*

Full length American Novel: Catcher in the Rye

Tardy Policy, Absences, and Leaving the Room During Class

Three tardies to class=contact with parents. Excessive tardies will result in a referral to the office. If you are absent, it is YOUR responsibility to find out what you missed and get your make-up work in by the time set by the teacher. Please take care of this as soon as you return to school. Passes are considered to be for emergency use only. Please take care of needs as much as possible between classes.

Late Work

Attendance is important. Some daily work cannot be made up. In the event of an absence, the student will receive the same number of school days they were absent to complete missing work with no penalty. All other late work will receive a significantly lower grade. Still, a late grade is better than no grade at all. **TURN IN YOUR WORK!!!** Be sure to talk to me about special circumstances surrounding a late assignment.

Student Contract

I understand that in order to succeed in this course, I must be responsible for my own behavior and study skills at all times throughout the trimester. I must be proactive in completing homework assignments ON TIME, attending class regularly and ON TIME, asking for and making up any work missed when absent, asking for help with assignments as needed, and asking for clarification when I am confused about information presented by the teacher. My success also depends on my willingness to respect myself, my teacher, and my classmates through my words and actions. I understand that I will be considered an adult in a short time and that my practice of these skills is also essential to my success in life beyond high school regardless of whether or not I choose to pursue an academic career.

Signed _____ Date _____

Student Printed First and Last Name _____
