

**North High School
Course Syllabus
2009-10**

Course: United States Literature A

Instructor: Mr. Hackney

Prerequisite: None

One Trimester Required Course

Available to 11 and 12

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, novels, poems, biographies, and plays) from writers from the Colonial/Revolutionary, Romantic, and Realistic eras. 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. Sources of information may be used in a variety of ways, including, but not limited to: summary, paraphrase, and quotation
14. Writers must acknowledge sources of information with text citations and a works cited document.
15. Final copies of written work must demonstrate the use of standard English conventions.
16. 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, including the 150 point comparative essay
Tests and quizzes
Managing time effectively
Completing required assignments
Daily attendance and active participation

Grading Procedures

Daily participation 20%
Required assignments 50%
Exams and Quizzes 30%

*These are the rough percentages. The “total point” breakdown will come close to these percentages. Please note that only students with a prearranged and excused absence may make up a missed quiz of five points or fewer.

Text: *Elements of Literature*, by Holt, Rinehart, Winston 2005

**Selected Colonial Era Readings*
**Revolutionary Materials*
**Transcendentalists*
**The Romantics*
**The Dark Romantics*
*“The Crucible” – play by Arthur Miller

Full length American Novels:

Catcher in the Rye (J.D. Salinger) – read by entire class...**and then one of the following-**
The Adventures of Huckleberry Finn (Mark Twain)
Famous All Over Town (Danny Santiago)
The Chocolate War (Robert Cormier)
A Separate Peace (John Knowles)
Ordinary People (Judith Guest)
A Yellow Raft in Blue Water (Michael Dorris)
Ellen Foster (Kaye Gibbons)

CLASSROOM & HOMEWORK EXPECTATIONS:

1. Students will be ***on time***, ***with materials***, and ***ready to learn***.
2. A ***thorough*** and ***detailed*** notebook divided into the proper sections will be maintained.
3. ***Active*** participation in class discussions, contests, games, and other activities is expected
4. Students will ***manage time effectively*** and complete all required assignments on time.

5. Students will be **respectful** of self, of others, and of property; everyone has the right to be treated respectfully and everyone has the right to learn without interruption
6. Students will **listen** to others. Only one person talks at a time. We all have ideas to share.
7. Students will follow the same rules advocated by the school.
8. Students will keep the room and its property clean.

Classroom Procedures and Guidelines:

Class Procedures: In order to begin class on time, students need to be in their seats with materials, ready to start. Passes are only signed in an emergency. *Please use your passing time to take care of your needs.*

Absences: If you are absent it is your responsibility to see what you missed and get your make-up work (this must be done upon your return). Please see me with a special situation and I will do my best to work with you.

Academic Integrity: *Honesty in work is absolutely expected in this classroom.* We are all here to learn and our work offers evidence of this occurring. Dishonesty, including copying work from someone else or from another source (including the web), allowing your own work to be copied, talking or using notes during a quiz or test (unless allowed), and any other dishonest actions will result in serious consequences. There will be no points given for the involved assignment and further action could ensue. **DO YOUR OWN WORK AND DO IT WELL - BE PROUD OF YOUR EFFORT!**

Tardy Policy: *This course adheres to the school-wide tardy policy adopted for the 2009-2010 school year.*

Grading:

The Grading thresholds are as follows -

A 93	C 73
A- 90	C- 70
B+ 87	D+ 67
B 83	D 63
B- 80	D- 60
C+ 77	

Contact Information

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