

 SYLLABUS/ Course Handbook	Mascenic Regional High School
	Course: Honors American Literature
	2016-17
	Instructor: Ms. Culliton
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Core Values Statement

Mascenic Regional High School’s mission is to create a respectful, secure and engaging learning environment. Our goal is to motivate all students to become knowledgeable, independent, lifelong learners who will be ethical, effective 21st century citizens.

Course Description

This is a college-preparatory course focusing American Literature from the 1600s to the 20th Century. We deal with topics both chronologically and thematically by reading primary non-fiction sources, historical background introductions, and fiction, essays, drama, and poetry. Another focus will be on SAT preparation.

Course Standards

The goals of this course are to help you do the following:

Become citizenship ready. Use literature to examine the following, in the context of the history of the United States:

Ideals	Law/government	Populations
Ideas	Power	

Become life ready. Use literature to observe, experience and analyze about the following:

Relationships	Human nature and psychology
Conflict	Decision-making/problem-solving
Ethics	

Become “college and career ready.” Demonstrate success in the following essentials of any workplace:

Attendance	Achievement	Cooperation
Preparation	Engagement	

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Communicate. Demonstrate ongoing improvement and effectiveness in the following areas:

Verbal participation

Synthesizing sources and presenting arguments

Diverse forms of writing

To achieve these goals, you will need to

**Be Present.
Be Prepared.
Be Positive.**

Literature Units

Meeting of Old and New Worlds— Pocahontas: A Woman, a Movie, a Myth?

The Great Awakening versus the Enlightenment/Age of Reason

Literature of the Early United States

Transcendentalism (Emerson, Thoreau, Hawthorne)

Poetry of Walt Whitman and Emily Dickinson

Post Civil-War Era

Realism & Naturalism (Crane, Cather)/the Gilded Age and Progressive Eras

The 20th Century: *The Great Gatsby*, *Inherit the Wind*, *Death of a Salesman*, and/or *The Crucible*; and/or

Modern Poetry

Another focus of the course will be SAT preparation.

To support the areas of study listed above, students will develop vocabulary through the use of a **Vocabulary Notebook** in which to complete the **Perpetual Vocabulary Assignment**. This notebook is to be used throughout most units of the course. **The Perpetual Vocabulary Assignment is as follows:** Every time a student encounters an unfamiliar word, it is to be looked up and its definition—appropriate to its context in the literature—is to be written after it. Any word from any piece of literature could show up on a test or quiz, during which students may use their notebooks.

Prerequisites: Completion of required grade 10 English Course (Society in Literature Honors)

Required Resources

Conversations in American Literature text; *Readings in American Literature* text and individual novels and smaller anthologies (all provided by MRHS)

SAT Preparation text

Three-ring binder

Access to internet and a printer outside of school

USB Flash drive

MRHS Network account (provided by MRHS)

Instructional Methods

Close-reading Study Guides
Supplemental handouts
Graphic Organizers
Independent and group readings

Modeling/demonstrations
Film/audio depictions
Presentations/slide shows
Collaborative Process Writing

Assessment Methods

Grades will be assigned according to the following scale:

A+ = 100 – 97	B- = 82 – 80	D = 66 – 63
A = 96 – 93	C+ = 79 – 77	D- = 62 – 60
A- = 92 – 90	C = 76 – 73	F = 59 or Below
B+ = 89 – 87	C- = 72 – 70	
B = 86 – 83	D+ = 69 – 67	

Students will be assessed on the course competencies, content, and skills via the following:

The MRHS School-Wide Rubrics will be used as appropriate, especially in the areas of Written, Oral and Visual Communications.

There will be reading/note-taking and/or vocabulary homework almost daily. During class, we will have discussions of readings, individual and cooperative tasks. Voluntary participation by all students in oral discussions is crucial. There will be quizzes (some announced and some not) on readings due for the day, reading homework assessed by oral questioning, a major persuasive research essay, and tests. Proper citations of research sources according to MLA format; proper sentence, paragraph and essay structure; and correct usage and mechanics will also be included.

All assignments (including tests, quizzes, etc.) are given various “weights”—that is, grades for some will count one-quarter, one-half, one or two times (unannounced quizzes, in-class exercises), and still others will count three, four, or five times (announced quizzes, major tests, papers, projects, etc.). If you see “3X” beside something on your Assignment Schedule, that means the grade for the assignment counts three times, for example.

Overall class participation in discussions and activities will be assessed periodically during the year and will constitute approximately 20% of each quarter grade. I may also give grades for preparation and cooperation, which will count once.

The final examination for this class will, as per School Board policy, count as 20 percent of the course grade. There may be a mid-term at the end of semester one in January. If so, the grade on this will count as 10% of the course grade and the Final in June will count as 10%.

Remember to check your grades and regularly using Power School.
The portal is here: <https://mascenic.powerschool.com/public/home.html>

Students will be assessed on the course standards/competencies, content, and skills via the MRHS School-Wide Rubrics will be used as appropriate, especially in the areas of Written, Oral and Visual Communications.

There will be reading/note-taking and/or vocabulary work on a regular basis, much of which will have to be done outside of class. During class, we will have discussions of readings, individual and cooperative tasks. Voluntary participation by all students in oral discussions is crucial. There will be quizzes (some announced and some not) on readings due for the day, reading homework assessed by oral questioning, a major persuasive research essay, and tests. Proper citations of research sources according to MLA format; proper sentence, paragraph and essay structure; and correct usage and mechanics will also be included.

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Course Policies

If something is affecting your performance in my class, or you do not understand something you have to do at home, TALK TO ME. I have no way of knowing what is going on with you unless you tell me. You MUST take responsibility in this area! See page 1 for contact information.

Set aside enough time to do homework assignments carefully. LOOK AHEAD ON YOUR ASSIGNMENT SCHEDULE and plan your time. Almost all of the work for this class is made clear well in advance. Take all relevant books and handouts home every night, plan your time to allow for glitches, emergencies, etc., and have everything you need with you for each class at the beginning of the period.

Use of technology is expected. Students will at times need to use web site I have set up to access study guides and other materials, print them outside of class, and bring them to class as required. Students will need a network password for use here at school, means to word-process or type papers at home, and access to the World Wide Web on a regular basis outside of class (our library, your town library, home, etc.).

Be prepared and willing to participate spontaneously in class discussions; it is only through these that we can go beyond superficial analysis of literature! Be thoughtful enough to make the leap and apply lessons, themes, ideals, values, etc., from literature readings to your own life, present and future.

Do not do anything that makes it difficult for yourself or others in the class to learn or for me to teach. (Always remember to LISTEN when someone else is speaking, SPEAK UP when it's your turn, and do NOT start side conversations or create distractions.) Be respectful; a classroom should be a safe space for all regardless of personal characteristics; rude comments are not allowed!

Keep up-to-date notes both from your own reading and from class discussions / lectures. You will need to have a LOOSE-LEAF (not spiral-bound), THREE-RING BINDER. I hand out many information sheets, reprints, and Study Guides that need to be saved in an orderly fashion by adding them to your notebook. Bring it to class with you every day along with a writing utensil and the book(s) we are using. You will also need a USB flash drive (1 gigabyte is more than sufficient) and are encouraged to bring your own laptop to class if possible.

Be in class every day. **If you are absent, contact someone else in the class**, find out what we did, and **do it before you return to school** unless it is a test or quiz. Also, **check your school email**; you may call me with any questions as well. You will be expected to know, by the time you come back, what went on regardless of how much class you miss.

Attendance/Assignments/Late Work

Be where you should be in the curriculum at all times. I expect you to do the work regardless of absences.

I keep a **Make-up Work folder on the table to the right of the SmartBoard**; any **tests or quizzes** you miss will be in there, with your last name on them, as well as any handouts given to the class. Check this folder as soon as you come into the room after you miss ANY part of any class.

On the day you return from an absence come to see me between the end of 1-B and the beginning of Advisory. This is when you should arrange to make up tests and quizzes. Also, if you have a 504 or IEP entitling you to more time on a test or quiz, you should come in during advisory to finish it or to arrange to finish it.

You may not hand in late an assignment whose answers we go over in class while you are present or which has been turned back to other students with answer corrections on it. In some cases, you may be able to have an alternative assignment. Again, **the time between 1-B and Advisory is the time to arrange for this.**

Tests and quizzes must be taken and previously-assigned work turned in with the rest of the class regardless of previous absences as well. **Absences on your part do not change your due dates!**

You will need to contact me to ask for an exception if you were too ill to prepare for a test or quiz or complete an assignment. Do not wait until you are sitting in class to try to discuss this sort of thing; that's much too late. You have my phone number and e-mail—use them! **(Parent calls to the office do not come through to me; you need to contact me directly.)**

If you come in late or leave early and have missed the entire class, come see me at some point during the day either before you leave or after you arrive so I can give you anything that I may be passing out. Do not wait until the next day. In the case of dismissals for sports or other school-sponsored activities, the same policy applies.

If are going to be absent from class for a reason other than illness or an emergency, you **MUST** follow the procedure outlined in the Student Handbook for vacations during school time. This will entail that you tell me several days beforehand; I will see to it that you have all you need to keep up. You **MUST** complete the work I assigned you while you are out, passing it in upon your return. This will avoid your having to come in after school or miss class to make-up work during the period.

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Cancellations

In case of snow days or other cancellations of school, **do the all reading, writing and Study Guide work assigned for that day anyway**, to the best of your ability.