**Course Syllabus**

American Literature(.5credit)

Teacher Contact Information: Mr. Wales

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Class Moodle Address: Wales American Literature

Enrollment key: rwales

Class Wiki Site: walesenglish.wikispaces.com

Course Description:

The course will provide an overview of American literature from the Colonial and Revolutionary Periods, through Romanticism, Naturalism, and Realism to the present. Representative selections from significant authors will enable the student to identify literary periods and styles. Written responses to literature may include a reader-response journal, reaction essays, and critical reviews.

Objectives:

* Students will examine how literary traditions reflect the notion of the American Dream.
* Students will examine elements of literature across genre and literary time period.
* Students will evaluate the interaction between literature and culture.
* Students will evaluate the significance of seminal literary pieces.
* Students will determine specific characteristics within literary periods.
* Students will assess distinguishing characteristics between various literary time periods.

Standards Areas:

This course is aligned to the Pennsylvania State Standards for English: Reading/Writing/Speaking/Listening and to the Common Core Standards.

Resources:

* Timeless Voices, Timeless Themes: The American Experience
* *The Great Gatsby*

Course Organization:

* The Native American Oral Tradition
* The Puritan Influence (including *The Crucible*)
* The Enlightenment: The Revolutionary Period
* The Romantic Period
* Naturalism and Realism
* Modernism: *The Great Gatsby*

Grading Scale: as per district guidelines

|  |  |
| --- | --- |
| 90% - 100% | A |
| 80% - 89% | B |
| 70% - 79% | C |
| 60% - 69% | D |
| 0% - 59% | F |

Grading Method: Grades will be weighted based on formative and summative assessments.

Home Access Center: Home Access Center (HAC) is the internet-based service provided to

parents and students for the purpose of reviewing student information

such as grades, attendance, and discipline referrals. Login and password

information for HAC is given directly to parents and can be obtained by

contacting the main office.

Updates to HAC cannot follow a definite timetable due to circumstances

such as length of the assignment, number of students, etc. However, I

will make every effort to update grades on HAC (*insert frequency here)*.

Additional Assistance: I am available by appointment, before and after school, if you require assistance with any assignment or help studying for quizzes/exams.

The National Honor Society sponsors the school’s peer tutoring

program. A pool of volunteers is compiled in September from all

students who have an A or B in a class and who are interested in serving

as a tutor. Tutors are available to students who are trying

their best academically but who feel they need additional help. These

students may contact their teacher, guidance counselor, or the National

Honor Society Advisor.

Students who should not sign up for a tutor are those who:

1. have an attendance problem and are not in class.

2. do not pay attention and are discipline problems

3. do not do the assigned work. These students can help themselves, and

tutoring has proven not to help.

Classroom Rules and Guidelines:

* *Participation*
  + Participation, including preparation for class, is necessary to maximize your understanding and engagement with the material. You will be expected to come to class having completed any assigned readings, projects, or pieces of writing required.
  + In addition, you are expected to fully participate in any group or individual activities that are assigned in class.
  + Class disruptions will result in one warning. Afterwards, if the disruption continues, it will result in an after-school detention, issued by the teacher. Continued disruptions will result in an office referral.
* *Academic integrity* 
  + *Please refer to district policy and guidelines in our student handbook.*
* *Homework and late work* 
  + Work that is assigned and to be collected will be considered late if you do not have it complete ***when you walk through the door***. Work that is seen being completed once you come through the door will be considered late and scored accordingly, regardless of whether or not you actually turn in a “finished” product.
  + All late work that is not a significant project or essay (to be determined by the instructor) will be given a grade of zero points. All late work that is a significant project or essay will receive a maximum of 50% for the first day late, and a score of zero points after that.
  + Any work due during a class cut or unexcused absence will result in a grade of zero being entered into the grade book.
  + Assignments that are missed (due to a valid excuse) must be turned in the day you return to class or the day following an excused absence, whichever is applicable. After those due dates, the assignment will be considered late.
  + On days that you leave early for a sporting event, you are required to hand in any assignment that is due that day. You will also be responsible for assignments due the following day. Failure to do so will result in that assignment being considered late.
* *Missed exams* 
  + Any missed exam must be scheduled for make-up as soon as possible. You can either schedule to make it up with me, during a study hall, or make it up in the library. Either way, you need to inform me of your decision on the day following your absence. You must take the initiative to see me to schedule the missing exam. I will not be responsible for approaching you to schedule a missed exam. Failure to schedule a make-up will result in a zero being entered as your grade.
* *Format for student work (references, font size, margins, etc.)* 
  + Refer to MLA Style Manual (6th ed.)**.**
* *Classroom rules and student behavior*
  + Respect yourselves, your peers, and your teacher.
  + Please be seated in your assigned seat and prepared to start the day’s activities when I enter the room, which happens at the start of each period.
  + One person speaks at a time. Group conversations are appropriate when I ask you to engage in a group activity.
  + Please wait for me to signal you to begin packing up your things to go to your next class. I rarely hold students beyond the end of the period, and I typically give everyone ample time to pack and prepare to leave.
  + Note taking is strongly recommended. I will not, however, write everything I speak on the board, nor will a PowerPoint slide show be available for everything that is considered important information. Information that may be on the exams will be in PowerPoints, notesheets, the textbook, and from lecture. As juniors, you should be developing an awareness of your own learning styles and adjust your classroom behaviors (including note-taking processes) accordingly.
  + For all else, refer to the student handbook.

Advice: In all sincerity, this class is meant to be light survey of the evolution of American Literature (the periods, the different themes and thoughts, and the various types/genres of writing). Anyone who diligently completes the assignments, takes some ownership of the learning experience (by taking notes, asking questions, and otherwise engaging the material), and uses the resources I make available should do just fine. I’m here to assist, so please do not hesitate to ask questions or request help. However, I’m not a huge fan of “bonus point” work at the end of the marking period/semester. The best way to succeed in my class is to get involved. You may not like everything we read, but I’ll do my best to make you appreciate its significance and, hopefully, help you form some type of personal, contemporary connection with our literary tradition.