

Language Arts 11 Course Syllabus

Course texts:

Kinsella, Kate, et al. *Prentice Hall Literature: Timeless Voice, Timeless Themes: The American Experience*. Glenview, Illinois: Pearson Education, Inc., 2002.

Readings from the above textbook will also be supplemented with other relevant handouts.

General Course Description:

This full year English Language Arts course is devoted to the study of American Literature from the colonial period to the late twentieth century. Through reading renowned works of outstanding American authors, students in LA11 will gain mastery of a significant portion of our nation's literary heritage. This should develop an appreciation of American literature as well as an awareness of how our literature reflects the nation's history. In addition, students will continue to develop their writing and public speaking skills through assignments that ask students to analyze important features of the selections they have read. The class will also endeavor to use MHS's educational technology resources to supplement the course's lessons and assignments.

Course Standards:

<http://www.corestandards.org/ELA-Literacy>

The following assessments are used during the course of this class:

- (1) Formal writing assignments
- (2) Short in-class writing assignments
- (3) In class discussion and activities
- (4) Performance Assessments (e.g. speeches)
- (5) Long term research and/or writing assignments (both individually and in small groups)
- (6) Skills-based tests, quizzes, and a final exam

Course Content:

Unit 1: The New World

The first 11th grade unit focuses primarily on non-fiction prose, including sermons and diaries and some poetry from the 17th and 18th Centuries. Students examine the works of some of the earliest settlers to the new world. They consider the intersection of some of the cultures present in early America and explore whether conflicts were inevitable and whether language and religion served as barriers or bridges.

Representative authors include Phillis Wheatley, Anne Bradstreet, Jonathan Edwards, and Roger Williams

Unit 2: The New Nation

Building on the themes explored in unit 1 students trace the movement toward revolution and the colonists' desire to establish a new government. Students focus on the difference of opinions of Federalists and anti-Federalists and how arguments were made. Students compare the radical purpose and tone of the Declaration of Independence to the rational and logical tone of other works of the founding fathers.

Representative authors include Thomas Jefferson, Alexander Hamilton, James Madison, Thomas Paine, and Abigail Adams.

Unit 3: American Romanticism

This unit explores America's first prolific period of literature. The prominent theme of manifest destiny during this period of American literature is explored, and students focus on how Romantics perceived individualism and how this focus on individualism relates to other themes in American literature.

Representative authors include Ralph Waldo Emerson, Nathaniel Hawthorne, James Fenimore Cooper, Edgar Allan Poe, and Emily Dickinson.

Unit 4: A Troubled Young Nation

Building on the previous unit in which individualism figures as a prominent theme this unit explores the expanding idea of the American individual. The related idea of the pursuit of liberty is also explored in various forms.

Representative authors include Mark Twain, Jack London, Willa Cather, Abraham Lincoln, and Jane Addams.

Unit 5: Emerging Modernism

The unit traces the emergence of American modernism from World War I and the tracks of literature of disillusionment that followed the War. Students identify the alienation of modern man and the tensions that are embedded in modernist works.

Representative authors include Ernest Hemingway, Zora Neale Hurston, F. Scott Fitzgerald, Robert Frost, and William Faulkner.

Unit 6: Challenges and Successes of the 20th Century

This unit traces the flourishing American short story and the development of the novel and dramas since World War II. This unit includes a few selections from the 21st Century as well. This unit also emphasizes how a changing political landscape is exemplified in the words of various world leaders.

Representative authors include Amy Tan, Toni Morrison, Ralph Ellison, John F. Kennedy, and Martin Luther King, Jr.

Important LA11 Information:

The textbook for LA11 is Prentice Hall's *Timeless Voices, Timeless Themes: The American Experience* reading assignments will come from the textbook as well as handouts in class. Students **MUST** bring reading assignments to class to use as a reference for discussion. Failure to bring the reading assignment will signify the student is unprepared for class and a detention will be issued as per handbook policy.

There will be a cumulative final exam (covering all material in the course) at the end of the semester. Therefore, it is a good idea to keep all unit packets, discussion questions, in-class handouts, etc. to study from before the final exam.

Tests will be announced well before testing day. **An absence a day before a test does not excuse a student from taking the test.**

LA11 students are allowed to bring their own electronic devices to class for educational purposes. The classroom in LA11 will be “yellow” on non-test days, meaning students can use devices with the teacher’s permission.

LA11 classes will use Edmodo as a resource and discussion tool. You will occasionally be asked to post on a discussion board or work on a group assignment using Edmodo. Non-textbook reading assignments will be posted there in case you misplace your unit packet. If you are unfamiliar with Edmodo please take time to learn or ask clarifying questions before the first major assignment that asks you to use Edmodo.

Grading will occur on point system, which totals all points to arrive at a grade. LA11 teachers will not offer extra credit. Students must achieve at least 70% of total possible points in order to pass the course.

For long term assignments late work will be accepted at a 20% point reduction per day. Daily homework assignments will not be accepted late. A long term assignment will be announced as such in class.

Classroom Expectations

1. **RESPECT** – First and foremost, respect each other, respect me, and respect our room. This is the basic rule that you should live by. The class has a shared responsibility to support each other’s efforts to learn.
2. **PREPARATION** – Come to class prepared each day. This means bringing reading assignments, unit packet, your book or electronic device (if told to do so), and a binder/folder devoted to this class. **This also means you have done the reading assignment and have the ability in participate in class discussion.** LA11 doesn’t have a semester participation grade, but the class will have regular classroom discussions that, on occasion, will be graded.
3. **TARDIES** – Don’t be late to class. You need to be in the classroom when the bell rings. Consequences are as follows:
 - 1st offense – warning
 - 2nd offense – Detention
 - 3rd offense – Detention/ parent contact
 - 4th + offense – Dean’s referral
4. **ABSENT WORK** - If you are absent, it is your responsibility to get your assignments. Many assignments will be posted to Edmodo and an effort will be made to provide a schedule of upcoming assignments. You should check Edmodo and/or your schedule for information and assignments from the day(s) you missed if you are absent. You can then seek additional clarification on missed work from you teacher upon your return. LA11 policy for making up work upon return from your absence is the same as in the MHS student handbook. Review that document if you have additional questions.

5. PASSES OUT OF CLASS – You will be permitted to leave class for the bathroom/your locker three times during the semester. Please sign-out on the sheet near the classroom door. Please make every effort not to leave class at all during this semester.

6. DRESS CODE & PROHIBITED ARTICLES – Follow the rules outlined in the MHS student handbook.