AMERICAN LITERATURE and COMPOSITION COURSE SYLLABUS
DUTCHTOWN HIGH SCHOOL

Teacher(s): Dr. C. Thompson-Smith & Dr. Whitley (4th block)

Room Number: 108 Email:cthompsonsmith@henry.k12.ga.us

Tutorial Day: Mondays by appointment

Tutorial Hours: 3:35- 4:30pm

Tutorial Location: 108

Phone Number: 770.515.7510

Semester: Fall 2024-2025 & Spring 2024-2025

Textbook: *Into Literature, Grade 11*

Textbook Price: See bookkeeper!

Mission Statement: To create a community of life- long learners. **To Educate, Encourage, and Empower our students. Department**

Philosophy: All English courses integrate language arts skills in a standards-driven, literature-based, thematic curriculum, including instruction in reading/literature, critical thinking, composition, vocabulary, grammar and usage, research, organization, and study skills, speaking and listening, standardized test preparation, technology, and literary and language appreciation and their connections to life.

Course Description: All English courses integrate language arts skills in a standards-driven, literature-based, thematic curriculum, including instruction in reading/literature, critical thinking, composition, vocabulary, grammar and usage, research, organization, and study skills, speaking and listening, standardized test preparation, technology, and literary and language appreciation and their connections to life. Broad understandings, "BIG IDEAS," and essential questions will serve as the foundation for planning instruction and assessment in instructional units.

English Language Arts Georgia State Standards of Excellence: Georgia State Standards of Excellence for English Language Arts 11th grade is organized into five strands: Reading Literary, Reading Informational, Writing, Speaking and Listening, and Language. These standards are student-centered, and performance based. Performance standards define specific expectations of what students should know and be able to do and how well students must perform to achieve or exceed the standard. These standards are composed of the following four components:
   1. Content Standard: Content standards state the purpose and direction the content is to take and are generally followed by elements. Elements identify specific learning goals associated with the content standard.
   2. Tasks: Tasks are keyed to the relevant standards. Tasks are student-centered performances that demonstrate student learning. Some tasks are activities that will help students achieve the learning goals of the standard, while others may be used to assess student learning; many tasks serve both purposes.
   3. Student Work: Examples of successful student work are included to specify what it takes to meet the standard and to enable both teachers and students to see what meeting the stands "looks like."
   4. Teacher Commentary: Commentary shows students why they did or did not meet a standard and enables them to take ownership of their own learning.

All English courses have goals that are established by the state of Georgia, Henry County course guides, and through DHS English teacher expectations. Upon successful completion of **American Literature or Honors American Literature**, the student will be able to:

ELAGSE11RL1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matter uncertain.

ELAGSE11RL2 Determine two or more themes or central ideas of text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text**.**

ELAGSE11RL3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

ELAGSE11RL4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

ELAGSE11RL5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

ELAGSE11RL6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

ELAGSE11RI12 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide complex analysis; provide an objective summary of the text

ELAGSE11RI14 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

ELAGSE11RI15 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

ELAGSE11W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ELAGSE11W2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

ELAGSE11W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELAGSE11W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

ELAGSE11W6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

ELAGSE11W8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

ELAGSE11W9 Draw evidence from literary or informational texts to support analysis, reflection, and research. **ELAGSE11SL1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

ELAGSE11C2 Demonstrates understanding of manuscript form, realizing that different forms of writing require different formats. **ELAGSE11SL3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

ELAGSE11SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ELAGSE11L1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. **ELAGSE11L2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling and writing.

ELAGSE11L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and listening.

ELAGSE11L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

ELAGSE11L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Textbooks and Prices: Students will be provided all textbooks and supplementary books required for success in English courses. If a student loses or damages a book, he/she will be charged current replacement value. The texts are the appropriate course of Into Literature ($ **check with bookkeeper**). Students will be informed of replacement prices for novels and plays when issued.

Content, Time Allotment, and Sequence: All DHS English courses integrate the language arts in a performance-based curriculum. Standard unit features for all English courses including standardized test preparation; research and documentation activities; initial/sponge activities; study and organizational skills, speaking, listening, and viewing; and grammar/usage emphasis. All students will be expected to read supplementary novels and plays on their own.

Advanced-level Honors students will be required to read, study, and analyze more outside reading materials. In addition, more writing assignments will be required, as well as more in-depth assignments, which will enhance college-level reading and thinking skills. Exemplary attendance and conduct are expected.

Grading Procedure: The guidelines apply to all English grades and are consistent with school-wide expectations. All assignments count toward the final grade.

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ASSESSMENT: 40%
PRACTICE WORK: 40%
EOC/Georgia Milestones: 20%

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Grades will be based upon the Henry County scale as follows: **A** = 100-90; **B** = 89-80; C = 79-75; **D** = 74-70; **F** = below 70.

***Parent/Guardian: Parents and students have access to view teachers' gradebook using Infinite Campus. The username and password to access the electronic grade book is issued by the school counselor. Gradebook will be updated on a constant basis. Some grades, such as vocabulary quizzes, will be entered rather quickly as they are easier to grade; other assignments will take more time to grade. If you EVER have questions about your child's grades, please contact me by email. Parent communication is a top priority, and I will typically respond within a 24-48 hour time period. Below is the breakdown of the expected turnaround time for grades:

Tier	Time	Examples
Tier I	One week	Daily work, homework, etc.
Tier II	Two weeks	Tests, quizzes, short constructed responses, etc.
Tier III	Three Weeks	Essays, research papers, unit tests, semester exams, midterms, etc.

Conduct Grading Procedure: In accordance with the DHS Faculty/Staff Handbook, student conduct grades will be determined as follows:

Satisfactory: No discipline problems or minor infractions that are corrected when the teacher reminds students.

Needs Improvement: Repeated infractions, even when reminded, or problems which require the teacher to contact the parent.

Unsatisfactory: Problems that are persistent, require a parental conference, and a referral to the administration.

Standard Expectations/Class Rules: All English classes at Dutchtown High School follow all Henry County policies relative to appropriate school and classroom conduct as outlined in the Henry County Student Rights and Responsibilities brochure. Dutchtown High School Standard Expectations as explained in the student handbook including policies related to make-up work, late work, extra credit, and extra help also apply in all English classes. Students are expected to be alert and attentive during class, punctual and prepared for learning each day, and respectful of the teacher and other students and their property and rights. Additional classroom policies may be posted and discussed in class. **PLAGIARISM is a serious offense and may result in loss of assignment credit**. Additional classroom policies may be posted and discussed in class.

Required Materials: *HMH Into Literature* ~ Houghton Mifflin Harcourt
*3 ring binder filled with college-ruled notebook paper   *1 pack of colored pencils, colored markers as needed
*5 - 8 notebook dividers with tabs   *Personal stapler
*Package of pens (blue/black)   *Personal pencil sharpener as needed
* Liquid white out for corrections
*1 pack of highlighters (orange, blue, pink, purple, green, & yellow)

Heading for ALL papers should be in Modern Language Association (MLA) format as indicated on the Language Arts Composition Standards document.

As a Sampling of Possible Units of Study (may be adjusted per time limitations)

Unit 1: BEGINNINGS TO 1800	REALMS OF DARKNESS	Unit 6B: DREAM AND REALITY
Unit 1A: VISIONS AND VOYAGES Unit 1B:	Unit 4: AMERICAN POETRY	Unit 6C: NO TIME FOR HEROES
THE EXAMINED LIFE	Unit 4A: WHITMAN	Unit 6D: SHADOWS OF THE PAST
Unit 1C: THE AMERICAN DREAM	Unit 4B: DICKINSON	Unit 6F: I, TOO SING AMERICA
Unit 2: AMERICAN ROMANTICISM	Unit 5: RISE OF REALISM Unit	Unit 6G: MAKE IT NEW!
Unit 2A: TRANSFORMING	5A: SHACKLES	Unit 7: AMERICAN DRAMA
IMAGINATION	Unit 5B: FROM INNOCENCE TO	
Unit 3: THE AMERICAN	EXPERIENCE	
RENAISSANCE	Unit 6: THE MODERNS 1900-1950	
Unit 3A: LIFE WORTH LIVING Unit 3B:	Unit 6A: LOSS AND REDEMPTION	

Other texts: Novel(s) TBD and Drama(s) TBD   Miscellaneous: Commonlit, No Red Ink, and HMH
Writing Portfolio- critical analyses, timed essays, college essays, argumentative essays, persuasive essays, narrative essays, expository essays The Research Paper- Argumentative and/or Persuasive

IMPORTANT NOTICE:
- Because each unit builds upon skills learned in the preceding unit and the notebook consists of work done throughout the entire year, students are advised to NOT throw away work at the completion of a unit. Please keep an organized notebook.
- Visit Google Classroom frequently. Print all required materials. If you do not have a printer, the library will be your favorite location.
- REMIND is available as an added communication tool.
- Sign up for GOOGLE CLASSROOM (both parents and students)

WEBSITES AND APPS:
It is mandatory for students to have access to a computer and the internet. HCS provides each student with a Chromebook.
- To access reminders students will need to download the App REMIND:
  REMIND: PER.____ Text the message: _____ To: _____
- Students should also download the App's: Dictionary, NO RED INK, and GOOGLE CLASSROOM as well as sign-in for online resources: HMH (online textbook), HCS email, and EMPOWER HCS Launchpad

Each student is expected to adhere to the following guidelines when participating in a digital classroom, Google docs, etc. • It is expected that all students
  - ALL work a student produces **must be his/her own** NOT AI (**Artificial Intelligence) generated, purchased, or downloaded from a papermill or website etc., and NOT "borrowed" from another student's or person's work with or without that student's or person's permission and/or knowledge!
  - Use academic/professional language only
  - Use complete sentences which follow the rules of grammar
  - Omit text message language and/or shorthand
  - Avoid profanity
  - Respect peers and adults (i.e., Do not belittle or bully others)
  - Post school appropriate documents and pictures

IMPORTANT CLASSROOM INFORMATION

Plagiarism and Cheating - Plagiarism is when one borrows material from another source without giving that source credit. This includes when a student

uses the words, thoughts, and/or ideas of another and presents them as if it were the student's own original work. Plagiarism is the equivalent of cheating. This means it is the same as sitting near another student in class and copying his/her answers. **It includes but is not limited to:**

- ✓ **Any paper with your name on it signifies that you are the author -- that the wording and the ideas are yours, with exceptions indicated by quotation marks and citations or parenthetical documentations. Plagiarism is the unacknowledged use of others' materials (words and/or ideas). We will discuss how to avoid inadvertent plagiarism. Evidence of plagiarism will result in a zero for the assignment.**
- ✓ **Students are expected to do their own work. Any evidence of copied work or cheating in any way will result in a grade of zero (0) on the assignment, test, or quiz for all parties involved.**
- ✓ **It is impossible for the teacher to know the subject of a conversation which occurs during a quiz or test; therefore, any talking during a quiz or test, whether related to the subject matter or not, will result in a grade of zero (0) for all parties involved and a possible office referral. This also ensures a quiet testing environment for all students.**
- ✓ **Relying on AI to produce work (assignments, projects, essays, discussion posts, etc.) partially and/or in its entirety.**

Artificial Intelligence- Generative AI tools, such as Chat GPT, are designed to assist in creating and analyzing text, code, video, audio, and other multimedia. Use of these resources in your coursework comes with benefits and risks. In this course, the rules for AI usage are as follows: You are NOT allowed to use generative AI tools like ChatGPT for **ANY work in this course, including both graded and ungraded work. Prohibited AI usage includes idea or text generation, writing or revising your work, development of media assets, or data analysis and presentation. Any unapproved use within the course might be considered a breach of academic honesty. While exercising responsible and ethical engagement with AI is a skill you may hone over time, your unique human insights, critical thinking, and creative contributions remain pivotal to your learning experiences and success. (borrowed from Georgia State University)

It speaks poorly of a student who chooses to engage in any of the above noted behaviors and constitutes academic misconduct. Such behaviors will result in a grade of zero on the assignment and **the opportunity to make up the assignment will be at the teacher's discretion**. Remember, when one chooses the behavior, he/she also chooses the consequences.

American Literature ~Dr. C. Thompson-Smith School Year: 2024-2025
CLASSROOM POLICIES, PROCEDURES, AND REMINDERS

All students and parents are strongly encouraged to sign up for the web-based program for monitoring grades: Infinite Campus (i.e., parent portal). Students should check their averages frequently and see their teacher if they become concerned with their academic performance. ***Please understand that the emphasis in this course is on learning NOT on grades!***

Grade/Unit Recovery
1. Students may recover failing test scores through the process of test corrections. Test corrections are offered at the teacher's discretion. 2. For students who need remediation, alternative strategies and methods for learning and mastering standards are provided (i.e., HMH, CommonLit, NoRedInk, etc.). Once they have obtained a 75% or higher, they are considered proficient.
3. Re-submissions of specific assignments is another way students may "recover" failing grades in addition to test corrections. C
4. AMNESTY DAY is the designated time for students to submit late work. Students are required to complete the Amnesty Day form and obtain the parent/guardian's initials prior to acceptance.
5. Some assignments are solely for the purpose of providing students an opportunity to practice. Such assignments are formative in nature and do not count against students' average.

Make-up and Late work:
Work submitted late is **graded after all other assignments that were submitted on time are graded**. The teacher will provide students with limited opportunities to submit work late such as designated "Amnesty Days." On these designated days, students may submit late work with certain restrictions/limitations. At the end of each grading period, ***ONLY WORK FROM THAT GRADING PERIOD WILL BE ACCEPTED!***

Testing Environment:
• There is NO TALKING permitted during assessments of any sort (i.e. essay tests, multiple choice assessments, quizzes, etc.). •
Borrow materials prior to the start of the assessment.
• Direct ALL questions to your teacher NOT your peers.
• Use the restroom BEFORE or AFTER the assessment.
• Submit all materials to the designated area in the prescribed order.
• For all online assessments in a virtual learning environment, students must use the district and teacher designated testing portal (i.e., Illuminate), have their cameras on, be in Google Meet, and be logged in to their HCS distributed device. ==For in-person learning, students are required to use their HCS issued device for assessments.==

Teacher's desk and work area is ==STRICTLY OFF LIMITS TO STUDENTS!!!==

Procedures:
• All work that is submitted to me **MUST** be properly labeled with the student's name, number, class period, date etc. and handwritten assignments are to be in **blue** or **black** ink. If there are multiple pages, the assignment must be stapled. Work submitted that is illegible, ripped, or crumpled will not be accepted. Work without a student's name will delay grading to earn credit.
• Students should remember that they are in class to learn. Therefore, use of the restroom should be taken care of **before** or **after** class. The student will be given a DHS restroom pass, which I must sign **before** and **after** the student uses the pass.
• ***ANY SEVERE BEHAVIOR PROBLEM WHICH DISRUPTS THE CLASSROOM LEARNING ENVIRONMENT WILL RESULT IN EITHER TEACHER DETENTION HALL, SCHOOL-WIDE DETENTION HALL, or a REFERRAL TO THE OFFICE*** depending on the severity of the issue.

BEGINNING CLASS:
1. Warm-up and/or opening begins class (paper copy or displayed via LCD projector screen or website (such as Google Classroom). This may consist of the SAT question of the day, vocabulary, and/or a Quickwrite activity, etc.
2. Tardy students are those who are NOT in the room before the bell that indicates the start of class stops ringing. Being just outside the door ***is not the same as being in the classroom.***
3. Distributing materials will be done from the ends of the rows and go across from RIGHT to LEFT. In some instances, students will be directed to collect materials from the entrance table at the Student Center as they enter the classroom.

ROOM/SCHOOL AREAS:
1. Shared materials are located on the entrance table as you enter the classroom (Student Center). A stapler, tape, hole puncher etc. are provided for students' convenience and use.
2. Students are expected to always be where they are supposed to be (i.e., if the pass indicates Media Center – DO NOT STOP to visit – go directly to the MEDIA CENTER).
3. Restroom/Locker/Water fountain trips are permitted as long as the student presents his/her pass to the teacher.

ENDING CLASS:
1. Putting away materials should be done at teacher's instruction. TEACHER DISMISSES CLASS NOT THE BELL! 2. All surrounding areas are to be kept tidy prior to students being permitted to leave the room.

INTERRUPTIONS:

1. Rules, Discipline Protocol (consequences), and incentives are clearly posted.
2. Student conduct during interruptions should be "business as usual." Students should continue with their work unless the interruption is a class or school emergency.

ACADEMIC FEEDBACK:
1. Grades will be posted on Infinite Campus. Additionally, students should keep track of their grades as well as their graded work should a discrepancy arise.
2. Communicating with parents and students will be done primarily through email as well as with phone calls, text messages, and notes. 3. Teacher's contact information is cthompsonsmith@henry.k12.ga.us as well as through the class website.

SUBMITTING WORK:
1. Labeling of student work is imperative. If an assignment does not have a name on it, it will likely delay the grading of the work. 2. Turning in work (that is hand collected) will be done across the rows from LEFT to RIGHT; however, most of the time students will submit their work to the appropriate class period tray (located on the Student Center table) or online for electronic assignments. 3. Homework is due AT THE BEGINNING OF THE CLASS PERIOD. Please place it in the appropriate class period slot or submit online by the deadline. 4. Major assignments may require a student signature and date stamp prior to submission. These assignments are not to be left on the teacher's desk. Students will be given significant advance notice regarding any major project.
4. Late work SEE POLICIES outlined above.
5. Make-up work SEE POLICIES outlined above.

RETURNING STUDENT WORK:
1. Returning student work – this is done through the "GRADED WORK" crate. Each student will be assigned a number. They are to check their numbered folder daily for any graded assignments. (Please leave the folder in the crate after you remove your graded work). 2. Heading of papers is done according to the MLA standards (see sample posted above).
3. Use of blue or black ink pen is required for all handwritten work.
4. Incomplete work will receive an incomplete grade unless it is an all or nothing grade.
5. Neatness and legibility are required for all handwritten work (try your best).
6. Due dates for major projects or assignments will be posted and a timeline will be provided to students well in advance (i.e., Long-term projects & papers).
7. Oral assignments may be given; however, a note will also be made of these assignments via the white board or. Therefore, it is important that each student checks these areas and checks with another student before asking the teacher. As a back-up, the teacher will either email or text (through REMIND) parents or utilize Infinite Campus (i.e., parent portal) or post via class website.

Reminders:
• No food or drink is allowed in the classroom. The only exception is water.
• Make all preparations for class prior to the start of class. This includes things such as sharpening pencils, stapling papers, using the hole puncher, borrowing paper or pens, etc. Personal grooming is to be completed prior to entering the classroom (i.e., combing/brushing hair, putting on make-up, jewelry, etc.)
• Bring whatever you need for class with you. SEE the "Today You Will Need" sign for specifics daily.
• Take responsibility for yourself and accept the consequences of your actions.
• I dismiss class, not the bell. Do not stop working to collect your belongings until I give you permission to do so. Clean up your desk and the area around it before you leave the room.
• Avoid remarks and actions that hurt feelings, belittle others, or are inappropriate in any way.
• PLAGIARISM as well as use of AI (Artificial Intelligence) is a serious offense. Do and submit only your own ORIGINAL work.

EACH CLASSROOM IS A COMMUNITY OF SORTS. IN ORDER FOR THE COMMUNITY TO FUNCTION OPTIMALLY IT IS CRUCIAL THAT ALL MEMBERS ADHERE TO THE NORMS AND EXPECTATIONS OUTLINED ABOVE. * All policies in the student handbook will be upheld and supported by me. **Each English teacher reserves the right to change or adjust any section of this course syllabus at any time during the year to more adequately meet the needs, interests, abilities, and learning styles of students.**

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Keep this sheet for reference during the entire school year.

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Dr. Thompson-Smith's
Language Arts Composition Standards

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Follow these guidelines for your essays:

1. Papers should be typed in Times New Roman 12-point font.

2. Double-space the entire paper. (If you are asked to hand write your paper, skip lines. Do not leave extra space between paragraphs.)

3. Heading must be in the upper left corner of the first page, including your name, your number, your teacher's name, the name of the course, and the date (in military style i.e., Day Month Year). See samples below.

for American Literature	**for Honors American Literature**
Sandra Student #200	Samuel Student #201
Dr. Thompson-Smith	Dr. Thompson-Smith
American Literature	Honors American Literature
XX Month 202?	XX Month 202?

4. Center and type an **original** title for the paper. This means your title should not be the assignment name; it should be unique to each student's paper. Use standard capitalization rules. Do not <u>underline</u>, place the title within "quotation marks," **bold it**, make it ALL CAPS, or *italicize* (unless it includes the name of a published work and in that case, you **only** *italicize* **the name of that work**).

5. For multi-paged papers, number all pages in the upper right-hand corner. (Using the header function of your word processor or available via Google Docs, indicate your last name and page number beginning on page 1).

6. Print (or written) on only one side of the paper.

7. In class assignments may be handwritten, however, students <u>**must use blue or black ink on lined**</u> loose leaf college-ruled paper. Avoid difficult to read colors such as neon blue, green, turquoise, etc.

8. Edit your papers carefully. Rules concerning Standard English apply to all assignments.

9. For papers that require the inclusion of outside research or in-text citations (i.e., parenthetical documentation a.k.a. parenthetical citations), YOU MUST provide evidence that you have checked your paper for plagiarism using a free online detection tool.

*Taken and adapted from Parkview Composition Standards