**SYLLABUS**

**AMERICAN LITERATURE AND COMPOSITION**

**C. D. Jones-Elam**

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**COURSE DESCRIPTION**

This course focuses on the study of American literature, writing modes and genres, and essential conventions for reading, writing, and speaking. The student develops an understanding of chronological context and the relevance of period structures in American literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students read a variety of informational and literary texts in all genres and modes of discourse. Reading across the curriculum develops students’ academic and personal interests in different subjects. While expository writing is the focus in American literature, the students will also demonstrate competency in a variety of writing genres: narrative, argumentative, and technical. The student will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.

**INSTRUCTIONAL PHILOSOPHY**

As a teacher with a Master’s Degree in Culturally Responsive Education, I realize that not all students have the same experiences and opportunities in life; therefore, I believe that all students are capable of learning when given the appropriate motivation and guidance. It is my sincere desire to encourage all students to work to the best of their abilities at all times. When students attempt to be the best that they can be, they develop a sense of pride within themselves. I firmly believe that pride is the strongest motivator for desire. As students express their desire to achieve, their sense of pride in what they do also strengthens. When each student takes ownership and pride in his or her efforts, that pride infiltrates the entire culture of a school. The atmosphere becomes one of success in all avenues.

**MAJOR COURSE GOALS**

Throughout the year we will review the following basic skills to improve performance at the high school level: organization, test-taking techniques, listening skills, effective study habits, goal setting, time management, note taking, learning styles, and attitudes/behaviors of an active learner.

We will follow a Standards-based classroom and adhere to the 11th grade curriculum map to prepare you for The End of Course Exams. Our learning focus will target the analysis of literary and informational texts as well as producing effective writing that is explanatory, informative, and argumentative in style, content, and format.

**MAJOR COURSE PROJECTS AND INSTRUCTIONAL ACTIVITIES**

Assignments include the following: Daily class work and homework, quizzes, tests, writing assignments, independent work using the computer, projects (individual and group), oral presentations, and reports (oral and written).

**COURSE ASSESSMENT PLAN**

Assessments will assess student’s ability to analyze literary and informational text, produce effective writing that is explanatory, informative, and argumentative in style content, and format. Students will complete Performance Tasks, I-Ready assessments, and multiple researching and writing tasks throughout the span of the course.

**\***At the completion of this course, students will take the required End of the Course Assessment. This assessment will count for 20% of the overall grade.

**Classroom Expectations:**

* All students are expected to enter the classroom and be seated before the tardy bell rings.
* Begin work on the warm-up as soon as you enter the classroom.
* Be prepared, ready to work, and learn. The instructional framework will be posted and adhered to daily.
* Be respectful of others. (Speak when it is your turn. Remain seated when others are speaking. Refrain from walking around the classroom. Address your classmates by their names. Address your teacher using Mr., Ms., or Mrs. --- for example – Mrs. JE.)
* Leave all food and drinks at home or in the cafeteria. There will be no eating or drinking in the classroom.
* You are to keep your electronic devices out of sight and out of use unless instructed to do otherwise.
* Rely upon yourself and your skills. Do not cheat yourself by copying from others.

If these rules are broken:

**Grading Scale**

Tasks = 65%

* Classwork/Projects/Labs/Notebooks/Portfolios (60%)
* Homework (5%)

Assessments = 35%

* Tests/Culminating Tasks (25%)
* Quizzes (10%)

1st offense- conference with student

2nd offense – call home

3rd offense- call home and teacher detention after school

4th offense – referral to administrator in accordance to PBIS.

The District Tardy Policy will be adhered to strictly.

\*Students must sign a tardy log when entering class late. They will be marked as tardy in Infinite Campus. If the students refuse to sign the tardy log, a notation will be made by the teacher, and the tardy will still be recorded in infinite campus.

No plagiarism!!!! Plagiarized work will be assigned a grade of zero.

***Adhere to all rules mandated by the Richmond County Board of Education.***

**Make-up Policy:**

The student must request the make-up assignment either during his or her absence or on the day of the student’s return to school.

**Re-do Policy:**

All students will be afforded the opportunity to redo specific assignments in order to improve their grades. However, if the work is not submitted to begin with, the student will not be given the opportunity to redo the work. An alternative assignment will be given to complete after school.

**This class is lit. And, you are the bomb!**

Student Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Please keep this signed document at the front of your notebook.**