

English 11

American Literature

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Course Description

Students read and analyze a variety of literary and nonfiction texts, comparing themes of various works and analyzing expository materials to draw conclusions. Language study extends students' vocabulary through applying understanding of connotations, denotations, word origins, and structures. Students apply their understanding of grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing to varied and frequent writing assignments. With an emphasis on persuasive writing, students apply their skills and adapt content, vocabulary, voice, and tone to a specific audience and purpose. In the research process, students analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. They also refine their oral communication skills through gathering and organizing evidence to support a position in informative and persuasive presentations.

Students are required to take the Standards of Learning End of Course Test.

Course Outline

Core and Supplemental Texts: This year we will read a variety of texts that meet our course objectives and provide us with the opportunity to explore issues faced by society today and throughout American history. A site-based committee of administrators, teachers, and parents has approved these titles.

We will read the following CORE texts:

- *Literature Anthology: Elements of Literature, Essentials of American Literature* (Holt)
- *The Crucible* by Arthur Miller
- *The Night Thoreau Spent in Jail* by Jerome Lawrence and Robert E. Lee
- *Adventures of Huckleberry Finn* by Mark Twain
- *The Great Gatsby* by F. Scott Fitzgerald

We will also read other SUPPLEMENTAL texts that include nonfiction editorials, short stories, and other American Literature selections at the teachers' discretion.

Note: Choice readings may be offered at a particular grade or level in order to provide students with a variety of works to choose from based on their individual interests. When students are given choice reading, please continue to monitor their selections.

Notification of Content: Please note that some of the works read this year may contain mature content and/or controversial material (i.e. offensive language, violence, and/or implied or explicit sexual situations). The resources below can be used to access book reviews and obtain more information about the texts we will use in our class.

- Fairfax County Library [<http://www.fairfaxcounty.gov/library/>]
- Bartleby Great Books Online [<http://www.bartleby.com>]
- Book Reporter [<http://www.bookreporter.com>]
- Book Spot [<http://www.bookspot.com/>]
- Teen Reads [<http://www.teenreads.com>]

If a parent or guardian would like to review any of these texts or request an alternate reading assignment during the year, please contact me via email. Please note that any alternate reading assignment provided may not receive similar in-class time or instruction.

Materials

Students should have the following items for this course:

- A composition book dedicated to this class
- Pens and Pencils
- Personal books for the novels listed above only if students prefer to write in their books or highlight; school copies are available
- Highlighters

Grade Category Weights

Quarterly grades are calculated based on weighted grades according to the categories seen below and percentages allotted for each. The resulting percentage is then assigned the corresponding letter grade from the FCPS grading scale.

This course has no midterm, but does have a final exam.

These are codes we will use in the gradebook:

- TMU – to be turned in
- NTI – not turned in

Formative	Practice activities and assignments which lead to mastery; at the developmental stage for the class	60%
Summative	Activities and assignments designated to show mastery of skills and knowledge.	40%

FCPS Grading Scale

A (93-100) = 4.0

B+ (87-89) = 3.3

C+ (77-79) = 2.3

D+ (67-69) = 1.3

A- (90-92) = 3.7

B (83-86) = 3.0

C (73-76) = 2.0

D (64-66) = 1.0

B- (80-82) = 2.7

C- (70-72) = 1.7

F (Below 64) = 0.0

Quarter Grading Example

Category Name	Percentage Earned	Percentage Possible		Weight of Category	Value
Formative	82%	100%	X	60%	49.2%
Summative	90%	100%	X	40%	36.0%
					85.2% B

Final Grading Example

Category Name	Percentage in Category		Weight of Category	Value
Quarter 1	85%	×	22.5	19.1
Quarter 2	87%	×	22.5	19.6
Quarter 3	84%	×	22.5	18.9
Quarter 4	93%	×	22.5	20.9
Final Exam	86%		.10	8.6
				87.8
Total				87% B+

Policy for Retest

Retakes will be available for major writing assignments when students score below 80% after the student has fulfilled the teacher's corrective action. Late writing assignments will not be afforded the option of a retake.

Late Work

Late work will be accepted at a penalty of 10% per calendar day.

Class Preparation

You should be prepared when class starts. Binders should be organized enough that students know they have the work needed for each day. Work that is not turned in when it is collected is considered late.

If you miss school, it is your responsibility to submit your work promptly. Email it to the teacher or drop it by the classroom the next day.

Cheating/Plagiarism

Woodson High School strives to produce students who act, at all times, in a manner that demonstrates honor and integrity. Any suspected incidents of cheating, plagiarism, or fraud will be referred to the Honor Council. Students found in violation will be subject to the consequences outlined in the Honor Code. For more information, please refer to the Honor Code and Honor Council procedures at http://www.fcps.edu/woodsonhs/academics/ai_honorcode.html

English Department Policies

Attendance:

1. If a student's absence is excused, he/she can make up work outside of class time. The student must make an appointment with the teacher **on the day of his/her return, even if the class does not meet that day**, to discuss completion of the work. The work must be completed within one week of the original absence. At the end of the allotted time, the teacher may record a grade of zero. **It's the student's responsibility to find out what's been missed.** In the event of an extended illness, parents are asked to contact the teacher, in addition to contacting the counselor, to help the student make a smooth transition back to class.
2. If a student is in the building for any part of the day an assignment or project is due, the student must turn in the assignment even if he/she is legitimately excused from the class period. Students are expected to email papers and reports if they are not in school on the

due date, and follow up with a hard copy upon their return to class. If students have a problem in meeting the due date, they should make individual arrangements with the teacher **before** the due date. Late assignments will receive a substantial reduction in the grade determined by each course and grade level.

3. If present on the day of a test, quiz, or long-range assignment, the student is expected to take the test, quiz, or turn in the assignment even if he/she was absent prior to this due date. There will always be enough advance notice about tests and long-range assignments so that even if the student is absent, he/she will know what is due on individual days. See assignment calendar, agenda, or Blackboard for due dates.
4. A student who is absent on the due date for an assignment, project, or assessment will be responsible for that missed work when the class meets next, **including Learning Seminar**.

Assignments & Grading:

5. Parents can monitor their student's progress by reviewing assignments and grades with their child. If a concern arises, the student should discuss the matter with the teacher first. If further explanation is necessary, parents may email the teacher. Email is the most efficient method of contact, but teachers can be reached by phone at the English work center at (703) 503-6724 or by leaving a message at the main office (703) 503-4600. Teachers will respond to emails and return calls as soon as possible.
6. **Students should not place assignments in teachers' mailboxes** and should not give assignments to secretaries in the front office. Instead, the student should take the assignments to the teacher. If the teacher is not in the building, the student should take work to the department chair in **D211**.
7. Whenever students transfer from one English class to another English class (ex: AP English 12 to English 12 or Honors English 10 to English 10), their grades and attendance records also transfer. Students who transfer from AP to a general class are no longer eligible for the 1.0 GPA boost given for successful completion of an AP class.
8. Some projects are group efforts resulting in an individual grade and a group grade. These projects are an integral part of the course and are scheduled during the unit being studied. If a student is absent from school on a scheduled presentation day, he/she or the parents should contact the teacher and a member of the group. However, the group must go on without the student. Failure to make arrangements with the teacher to make up the presentation/report in a timely manner results in a zero for his/her individual grade.

Safe Assign:

9. To support the W.T. Woodson Honor Code, teachers **MAY** request that students submit papers through the local Fairfax County Version of *Safe Assign*. This review includes a comparison of student papers to documents in a reference database and other available sources. Submitted papers will become part of the database for plagiarism detection. **IF** papers are submitted through this system, the entire class, not the individual student, will be required to do so.

Electronic Devices:

10. All electronic devices (e.g. cell phones, laptops, tablets) must be silent and out of sight in backpacks during English classes and Learning Seminars unless the teacher gives express permission during that class period. Such devices may be confiscated with an accompanying referral if out without permission.