



Course Title: American Literature

Instructor: Ms. Mills

Instructor Availability: To be Determined

Instructor Contact: [smills@gomperscharter.org](mailto:smills@gomperscharter.org) Phone: 619-263-2171 Room: B15

## Course Description:

The American Literature curriculum is intensive reading and writing course for college-bound juniors designed to develop advanced writing skills and analytical thinking skills. The student will write and revise in a variety of forms: expository, analytical, and argumentative. Through the process of reading and writing, students will become skilled in composing for different audiences and purposes, and will learn to understand/appreciate the diverse ways authors make meaning in oral, written, and visual texts. Students will identify literary structures and conventions and effectively use them in their own writing. They will identify, evaluate, and discuss the choices they have made in the composition process and enhance their revision skills. Students will complete units documenting the evolution of American Literature. They will note cultural and/or historical context, and stylistic features in the representative works of major authors. Students will be assessed through writing and discussion, on their ability to express trends in the American canon.

## GPA Grading Guidelines:

Category	Grading Criteria	Percentage
Classwork	<ul style="list-style-type: none"><li>Completion/Quality</li></ul> <p>(Must have a minimum of 1 weekly grade)</p>	30%
Demonstrations of Learning	<ul style="list-style-type: none"><li>Key Course Assignments</li></ul> <p>(See course syllabus for Unit Key Assignments)</p>	35%
Homework/Independent Learning	<ul style="list-style-type: none"><li>Any work assigned to a student in which they complete on their own outside of class.</li></ul> <p>(Must have a minimum of 1 weekly grade)</p>	10%
Quarter Finals	<ul style="list-style-type: none"><li>Quarter finals are course specific, standards based exams that cover content from the 9 week quarter.</li></ul>	25%

\* Classwork/Participation and Homework/Independent Learning will be updated weekly.



**Course Materials:** Student will use the following materials daily. It is also recommended that students check their email daily and have a current Library Card

- Paper
- 2 Pens (black ink only) and 2 pencils
- Assigned Text
- Interactive Notebook (Provided by GPA)

Students will be assigned various recommended prose passages including novels, articles, essays, and poetry throughout the year.

- Recommended Authors
- The Norton Sampler, Short Essays for Composition by Thomas Cooley

**Course Structure:** This course be interactive and lecture based. Students will explore their thinking about reading and practice their expression of ideas through reader response via google classroom/interactive notebook, entries will take various forms throughout the year. These formats include: 4-corner discussions, multi-draft essays, on-demand essays, informal journal entries, speeches and presentations, visual analysis, class and group discussions.

## Course of Study:

### Unit 1 Introduction to Rhetoric (6 WEEKS)

Content Standards	Learning Objectives	Key Assignments/Exams
<p><b>Reading, Information Text:</b> <a href="#">CCSS.ELA-LITERACY.RI.11-12.1</a> <a href="#">CCSS.ELA-LITERACY.RI.11-12.2</a> <a href="#">CCSS.ELA-LITERACY.RI.11-12.4</a> <a href="#">CCSS.ELA-LITERACY.RI.11-12.5</a> <a href="#">CCSS.ELA-LITERACY.RI.11-12.6</a> <a href="#">CCSS.ELA-LITERACY.RI.11-12.7</a> <a href="#">CCSS.ELA-LITERACY.RI.11-12.9</a> <a href="#">CCSS.ELA-LITERACY.RI.11-12.10</a></p> <p><b>Speaking and Listening:</b> <a href="#">CCSS.ELA-LITERACY.SL.11-12.1</a> <a href="#">CCSS.ELA-LITERACY.SL.11-12.1.A</a> <a href="#">CCSS.ELA-LITERACY.SL.11-12.1.B</a> <a href="#">CCSS.ELA-LITERACY.SL.11-12.1.C</a> <a href="#">CCSS.ELA-LITERACY.SL.11-12.1.D</a> <a href="#">CCSS.ELA-LITERACY.SL.11-12.2</a> <a href="#">CCSS.ELA-LITERACY.SL.11-12.3</a> <a href="#">CCSS.ELA-LITERACY.SL.11-12.6</a></p> <p><b>Writing:</b> <a href="#">CCSS.ELA-LITERACY.W.11-12.10</a> <a href="#">CCSS.ELA-LITERACY.W.11-12.2.E</a> <a href="#">CCSS.ELA-LITERACY.W.11-12.2.C</a> <a href="#">CCSS.ELA-LITERACY.W.11-12.2.B</a></p>	<p>This unit introduces the basic elements and habits of mind for the course, including rhetorical analysis, close-reading, on-demand writing and the vocabulary and independent reading programs.</p> <p>Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques</p> <p>Use a close reading of part of a text to analyze and interpret the meaning of the whole text</p> <p>Students will be able to use the rhetorical triangle, arch method</p>	<ul style="list-style-type: none"><li>• Honest Poem</li><li>• Rhetorical Precise- The Box Man</li><li>• Arch Method- Flamingo Essay</li><li>• Following a columnist 1st annotated article and Biography</li><li>• Glossary of Terms Quiz 1, 2 and 3.</li></ul>



<u>CCSS.ELA-LITERACY.W.11-12.1.D</u>	<p>and soapstone to analyze various text as well as compose a rhetorical precis in response to reading, demonstrating mature academic prose.</p> <p>Students will follow a columnist in order to build 'memory' and improve reading and writing skills.</p> <ul style="list-style-type: none"><li>• On-going Strands:<ul style="list-style-type: none"><li>○ Vocabulary building</li><li>○ Independent Reading</li></ul></li></ul>	
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## Unit 2 Everything's an Argument- Expository (6 Weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
<p><b>Writing:</b> <u>CCSS.ELA-LITERACY.W.11-12.10</u> <u>CCSS.ELA-LITERACY.W.11-12.2.E</u> <u>CCSS.ELA-LITERACY.W.11-12.2.C</u> <u>CCSS.ELA-LITERACY.W.11-12.2.B</u> <u>CCSS.ELA-LITERACY.W.11-12.1.D</u> <u>CCSS.ELA-LITERACY.W.11-12.1.C</u></p> <p><b>Reading, Informational Text:</b> <u>CCSS.ELA-LITERACY.RI.11-12.1</u> <u>CCSS.ELA-LITERACY.RI.11-12.2</u> <u>CCSS.ELA-LITERACY.RI.11-12.4</u> <u>CCSS.ELA-LITERACY.RI.11-12.5</u> <u>CCSS.ELA-LITERACY.RI.11-12.6</u> <u>CCSS.ELA-LITERACY.RI.11-12.7</u> <u>CCSS.ELA-LITERACY.RI.11-12.9</u> <u>CCSS.ELA-LITERACY.RI.11-12.10</u></p> <p><b>Speaking and Listening:</b> <u>CCSS.ELA-LITERACY.SL.11-12.1</u> <u>CCSS.ELA-LITERACY.SL.11-12.1.A</u> <u>CCSS.ELA-LITERACY.SL.11-12.1.B</u> <u>CCSS.ELA-LITERACY.SL.11-12.1.C</u> <u>CCSS.ELA-LITERACY.SL.11-12.1.D</u> <u>CCSS.ELA-LITERACY.SL.11-12.2</u> <u>CCSS.ELA-LITERACY.SL.11-12.3</u> <u>CCSS.ELA-LITERACY.SL.11-12.6</u></p>	<p>This unit continues with important course strands started in Unit 1 and introduces argument. Selected readings from <i>The Norton Sampler</i>.</p> <p>Students will learn how to write an effective claim through the evolution of claim.</p> <p>Students will write a multi-drafted expository essay using a variety of sources as evidence.</p> <p>Students will implement and enforce proper MLA format in their writing.</p> <p>Students will gain a deeper sense of audience and purpose.</p> <p>Apply effective strategies and techniques in their own writing</p>	<ul style="list-style-type: none"><li>• Multi-Draft Expository Essay</li><li>• Glossary of Terms Quiz 4 and 5.</li><li>• Following a Columnist annotated articles 2-4</li><li>• 1st Book Club Due Monday, October 23rd</li><li>• Quarter Final</li></ul>



	<p>Create and sustain arguments based on readings, research, and/or personal experience</p> <p>Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writing</p> <p>Write for a variety of purposes</p> <p>Analyze image as text.</p> <p>Students will engage in 4-corner discussions and socratic seminars as a means of pre-writing and critical thinking exploration.</p> <ul style="list-style-type: none"><li>On-going Strands:<ul style="list-style-type: none"><li>Vocabulary building</li><li>Independent Reading</li></ul></li></ul>	
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## Documented Argument through the American Dream Unit 3 (4 Weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
<p>Writing: <a href="#">CCSS.ELA-LITERACY.W.11-12.10</a> <a href="#">CCSS.ELA-LITERACY.W.11-12.2.E</a> <a href="#">CCSS.ELA-LITERACY.W.11-12.2.C</a> <a href="#">CCSS.ELA-LITERACY.W.11-12.2.B</a> <a href="#">CCSS.ELA-LITERACY.W.11-12.1.D</a> <a href="#">CCSS.ELA-LITERACY.W.11-12.1.C</a> <a href="#">CCSS.ELA-LITERACY.W.11-12.7</a> <a href="#">CCSS.ELA-LITERACY.W.11-12.8</a> <a href="#">CCSS.ELA-LITERACY.W.11-12.9</a></p> <p>Reading, Information Text: <a href="#">CCSS.ELA-LITERACY.RI.11-12.1</a> <a href="#">CCSS.ELA-LITERACY.RI.11-12.2</a> <a href="#">CCSS.ELA-LITERACY.RI.11-12.4</a> <a href="#">CCSS.ELA-LITERACY.RI.11-12.5</a> <a href="#">CCSS.ELA-LITERACY.RI.11-12.6</a></p>	<p>This unit builds and expands the argument concepts explored in unit 2.</p> <p>Students will analyze various American authors and artists using soapstone and catch.</p> <p>Students will engage in 4-corner discussions and socratic seminars as a means of pre-writing and critical thinking exploration.</p> <p>Students will begin to develop an individual definition of America</p>	<p>Multi-Draft Argument Essay 2nd Book Club Due Friday, January 12th</p>



<p><u>CCSS.ELA-LITERACY.RI.11-12.7</u> <u>CCSS.ELA-LITERACY.RI.11-12.9</u> <u>CCSS.ELA-LITERACY.RI.11-12.10</u> Speaking and Listening: <u>CCSS.ELA-LITERACY.SL.11-12.1</u> <u>CCSS.ELA-LITERACY.SL.11-12.1.A</u> <u>CCSS.ELA-LITERACY.SL.11-12.1.B</u> <u>CCSS.ELA-LITERACY.SL.11-12.1.C</u> <u>CCSS.ELA-LITERACY.SL.11-12.1.D</u> <u>CCSS.ELA-LITERACY.SL.11-12.2</u> <u>CCSS.ELA-LITERACY.SL.11-12.3</u> <u>CCSS.ELA-LITERACY.SL.11-12.6</u> Reading, Literature: <u>CCSS.ELA-LITERACY.RL.11-12.7</u> <u>CCSS.ELA-LITERACY.RL.11-12.9</u></p>	<p>by examining the country through the lenses of others.</p> <ul style="list-style-type: none"><li>● On-going Strands:<ul style="list-style-type: none"><li>○ Vocabulary building</li><li>○ Independent Reading</li></ul></li></ul>	
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## Shakespeare and Theatre Unit 4 (3 Weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
<p>Reading, Information Text: <u>CCSS.ELA-LITERACY.RI.11-12.1</u> <u>CCSS.ELA-LITERACY.RI.11-12.2</u> <u>CCSS.ELA-LITERACY.RI.11-12.4</u> <u>CCSS.ELA-LITERACY.RI.11-12.5</u> <u>CCSS.ELA-LITERACY.RI.11-12.6</u> <u>CCSS.ELA-LITERACY.RI.11-12.7</u> <u>CCSS.ELA-LITERACY.RI.11-12.9</u> <u>CCSS.ELA-LITERACY.RI.11-12.10</u> Writing: <u>CCSS.ELA-LITERACY.W.11-12.10</u> <u>CCSS.ELA-LITERACY.W.11-12.2.E</u> <u>CCSS.ELA-LITERACY.W.11-12.2.C</u> <u>CCSS.ELA-LITERACY.W.11-12.2.B</u> <u>CCSS.ELA-LITERACY.W.11-12.1.D</u> <u>CCSS.ELA-LITERACY.W.11-12.1.C</u> Reading, Literature: <u>CCSS.ELA-LITERACY.RL.11-12.2</u> <u>CCSS.ELA-LITERACY.RL.11-12.3</u> <u>CCSS.ELA-LITERACY.RL.11-12.7</u> <u>CCSS.ELA-LITERACY.RL.11-12.9</u> <u>CCSS.ELA-LITERACY.RL.11-12.10</u></p>	<p>Students will read and study various scenes and monologues from the play Macbeth by William Shakespeare.</p> <p>Students will focus on analyzing one monologue from Macbeth.</p> <p>Students will memorize and perform a Shakespearean Monologue.</p> <p>Students will compare and contrast two different versions of Romeo and Juliet.</p> <ul style="list-style-type: none"><li>● On-going Strands:<ul style="list-style-type: none"><li>○ Vocabulary building</li><li>○ Independent Reading</li></ul></li></ul>	<ul style="list-style-type: none"><li>● Macbeth Monologue</li><li>● On Demand Essay- Romeo and Juliet</li><li>● 3rd Book Club Due Friday March 9th</li></ul>

## Literature and Modes of Development, Writing the Essay Types Unit 5 (6 Weeks)



Content Standards	Learning Objectives	Key Assignments/Exams
<p>Writing:</p> <p><a href="#">CCSS.ELA-LITERACY.W.11-12.1</a> <a href="#">CCSS.ELA-LITERACY.W.11-12.1.A</a> <a href="#">CCSS.ELA-LITERACY.W.11-12.1.B</a> <a href="#">CCSS.ELA-LITERACY.W.11-12.1.C</a> <a href="#">CCSS.ELA-LITERACY.W.11-12.1.D</a> <a href="#">CCSS.ELA-LITERACY.W.11-12.1.E</a> <a href="#">CCSS.ELA-LITERACY.W.11-12.2</a> <a href="#">CCSS.ELA-LITERACY.W.11-12.2.B</a> <a href="#">CCSS.ELA-LITERACY.W.11-12.5</a></p> <p>Reading, Literature:</p> <p><a href="#">CCSS.ELA-LITERACY.RL.11-12.2</a> <a href="#">CCSS.ELA-LITERACY.RL.11-12.3</a> <a href="#">CCSS.ELA-LITERACY.RL.11-12.9</a> <a href="#">CCSS.ELA-LITERACY.RL.11-12.10</a></p>	<p>Students will study the various modes of argumentative writing as mentor texts: cause and effect, definition, narrative, process analysis, compare and contrast, classification and argument.</p> <p>Students will write in the various modes of argumentative writing: cause and effect, definition, narrative, process analysis, compare and contrast, classification and argument.</p> <p>Students will study “The Rise of the Individual,” movement through various American authors.</p> <p>Students will be asked to not only begin to understand this time in America’s history through the literature, but to also write about the Romantic style.</p> <ul style="list-style-type: none"><li>● On-going Strands:<ul style="list-style-type: none"><li>○ Vocabulary building</li><li>○ Independent Reading</li></ul></li></ul>	<p>The Modes Project</p>

## The Rise of Realism Unit 6 (4 Weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
<p>Reading, Informational</p> <p><a href="#">CCSS.ELA-LITERACY.RI.11-12.1</a> <a href="#">CCSS.ELA-LITERACY.RI.11-12.2</a> <a href="#">CCSS.ELA-LITERACY.RI.11-12.3</a> <a href="#">CCSS.ELA-LITERACY.RI.11-12.4</a> <a href="#">CCSS.ELA-LITERACY.RI.11-12.5</a> <a href="#">CCSS.ELA-LITERACY.RI.11-12.6</a> <a href="#">CCSS.ELA-LITERACY.RI.11-12.7</a> <a href="#">CCSS.ELA-LITERACY.RI.11-12.8</a></p>	<p>This unit revisits the concepts of rhetoric and argument as they appear in autobiography and longer works of fiction such as <i>The Autobiography of the Life of Frederick Douglass</i>.</p>	<p>Persuasive Speech</p>



<p><u>CCSS.ELA-LITERACY.RI.11-12.9</u>  <u>CCSS.ELA-LITERACY.RI.11-12.10</u>  <b>Reading, Literature</b>  <u>CCSS.ELA-LITERACY.RL.11-12.1</u>  <u>CCSS.ELA-LITERACY.RL.11-12.2</u>  <u>CCSS.ELA-LITERACY.RL.11-12.3</u>  <u>CCSS.ELA-LITERACY.RL.11-12.4</u>  <u>CCSS.ELA-LITERACY.RL.11-12.5</u>  <u>CCSS.ELA-LITERACY.RL.11-12.6</u>  <u>CCSS.ELA-LITERACY.RL.11-12.7</u>  <u>CCSS.ELA-LITERACY.RL.11-12.8</u>  <u>CCSS.ELA-LITERACY.RL.11-12.9</u>  <u>CCSS.ELA-LITERACY.RL.11-12.10</u></p>	<p>Students will have several opportunities to practice close reading and rhetorical analysis.</p> <p>Students will write a speech on a topic of their choice using specific rhetorical devices studied throughout the semester.</p> <p>Students will read their speech to the class.</p>	
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## The Harlem Renaissance Unit 7 (4 Weeks)

Content Standards	Learning Objectives	Key Assignments/Exams
<p><b>Reading, Literature</b>  <u>CCSS.ELA-LITERACY.RL.11-12.1</u>  <u>CCSS.ELA-LITERACY.RL.11-12.2</u>  <u>CCSS.ELA-LITERACY.RL.11-12.3</u>  <u>CCSS.ELA-LITERACY.RL.11-12.4</u>  <u>CCSS.ELA-LITERACY.RL.11-12.5</u>  <u>CCSS.ELA-LITERACY.RL.11-12.6</u>  <u>CCSS.ELA-LITERACY.RL.11-12.7</u>  <u>CCSS.ELA-LITERACY.RL.11-12.8</u>  <u>CCSS.ELA-LITERACY.RL.11-12.9</u>  <u>CCSS.ELA-LITERACY.RL.11-12.10</u></p> <p><b>Speaking and Listening:</b>  <u>CCSS.ELA-LITERACY.SL.11-12.1</u>  <u>CCSS.ELA-LITERACY.SL.11-12.1.A</u>  <u>CCSS.ELA-LITERACY.SL.11-12.1.B</u>  <u>CCSS.ELA-LITERACY.SL.11-12.1.C</u>  <u>CCSS.ELA-LITERACY.SL.11-12.1.D</u>  <u>CCSS.ELA-LITERACY.SL.11-12.2</u>  <u>CCSS.ELA-LITERACY.SL.11-12.3</u>  <u>CCSS.ELA-LITERACY.SL.11-12.6</u></p>	<p>Students will research the Harlem Renaissance through several modes of text.</p> <p>Students will be responsible for creating two major pieces, a work of art and a statement piece in order to demonstrate their knowledge of The Harlem Renaissance.</p> <ul style="list-style-type: none"> <li>On-going Strands: <ul style="list-style-type: none"> <li>Vocabulary building</li> <li>Independent Reading</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Harlem Renaissance Project.</li> <li>4th Book Club Due Friday May 25th</li> </ul>





## Course Specific Student Expectations:

What do you expect of your students?

- Check email on a daily basis, communicate ahead of time when you have questions or need help/support
- Respond to email in collegiate and timely manner
- Use google classroom on a daily basis, submit assignments correctly
- Follow your grades on Powerschool and stay informed on your progress
- Be prepared for college level discussion, reading and writing.

## Accommodations/Modification and Supports:

Any student who requires accommodations, modifications or additional supports should contact me as early as possible so that we may arrange accommodations, modifications and supports.

## GPA Student Expectations:

School-wide Attendance: All students are expected to be punctual and in their classroom seat, ready to learn for each day. Under California law (Ed. Code 48200) all children between the ages of six and eighteen are required to be enrolled and in regular attendance at school. GPA families know that school attendance is the critical first step to make sure that each student receives an education that will help them on their path to college. Students cannot learn what they need to be prepared for the next grade level, if they are not in school. The more absences from school a student has, the more they fall behind in their classes and the more difficult it will be to make it to college.

Planner Use: All students are expected to write all assignments in their GPA planner daily. Your first GPA planner will be provided by the school to support organization and time management.

Homework Completion: As a school working toward college preparation, all GPA students are expected to complete their daily/weekly assignments. Students who fail to complete their homework assignments on time, and are unexcused, will be required to attend lunch and after school tutoring support daily until completed. Until all assignments are completed, students may not be eligible for athletics, clubs, and other extracurricular activities.

Electronic Device Policy: Cell phones, smart watches, and other electronic communication devices that can send and/or receive data are not permitted to be visible, heard, or used in any manner during school hours except by approval of school authorities. Any violation and/or disruption of the learning process will result in the confiscation of the item. The parent/guardian must pick up the confiscated item from the Office of Student Conduct or the teacher.





Computer/Internet Usage Policy: Students may not use computers and/or the GPA network without proper adult supervision. The teacher/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students.

### *Acceptable Use-*

- Access to any site that provides information relevant to current class assignments
- Access to college or university websites
- Use of teacher approved educational software (games, instructional tools, etc.)

Academic Integrity: Honest behavior is an expectation for all students at Gompers Preparatory Academy. Our goal is to create and maintain an ethical academic atmosphere. Acts of academic dishonesty that will not be tolerated at GPA are listed below:

- Cheating on any classroom assignment, test, or quiz
- Plagiarism - copying or representing another's ideas, words, or work as one's own, without properly citing the source. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her work for another to copy, without the permission of the teacher, is also engaged in plagiarism.
- Fabrication (any falsification or invention of date, citation, or other authority in an assignment); theft or alteration of materials
- Unauthorized collaboration
- Unauthorized use of electronic devices

Students found in violation of GPA's Academic Integrity Policy will be disciplined appropriately which may lead to formal suspension. Consequences for offenses may include, but are not limited to, detention, *lowering of academic and citizenship grade and/or suspensions/exclusion from extracurricular activities.*

### Standards/Format for Writing Papers - MLA Format:

The standard format for all papers follows the MLA formatting rules:

1. Typed, double-spaced: TIMES NEW ROMAN, 12 font, including title
2. Heading: 4 lines - UPPER LEFT corner
  - Student name: "Sammy Gompers"
  - Teacher name: Ms. Teacher
  - Course name, period: English I, Period 3
  - Date 06 February 2009
3. All pages numbered: upper right corner, last name and page number; no punctuation, no "p." or "pg."
4. Title: centered, upper and lower case



5. Work Cited/ Documentation Format: It is necessary to credit any source that is used in a paper or project. Plagiarism is considered cheating. All sources must be documented. Citing sources in a paper must be thorough and accurate. MLA formatting for in text citations and works cited is mandatory

## Important Dates:

### Quarter 1:

- Q1 Finals Week: October 23rd and 27th
- Parent Conferences: October 23rd - 27th
- End Date: October 30th

### Quarter 2:

- Q2 Finals Week: January 22nd - 26th
- Parent Conferences: January 16th - 22nd
- End Date: January 31st

### Quarter 3:

- Q3 Finals Week: April 9th - 13th
- Parent Conferences: April 16th - 20th
- End Date: April 23rd

### Quarter 4:

- Q4 Finals Week: May 29th - June 1st
- End Date: June 26th

Student Signature : \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_



