



Dallas High School Home of the Dragons



American Literature

2013-1014

Instructors: Rory Lassetter, Shannon Ritter

Telephone: (503) 623-8336 ext. 3108

Email: rory.lassetter@dsd2.org, Shannon.Ritter@dsd2.org

Office Hours: Tues-Friday 3:00-3:30, additional times by arrangement.

Course Description: Students in American Literature will study and criticize a selection of major American authors through their short stories, essays, plays and poetry. Students will be assessed through written essays, speeches and tests. In American Literature students will explore the American Dream as it manifests itself as the search for self-identity, language, home, border crossings and traditions. American Literature is required of all junior students unless enrolled in A.P. Literature and Composition.

Course Outline

	UNIT TOPIC	SUMMATIVE ASSESSMENT
Unit 1:	Short Fiction – Tone and Style	Essay on T&S (Anchor Standard 1, <i>11-12.RL.4-6</i>)
Unit 2:	Freedom and The American Dream	Research Project (Anchor Standard 2, <i>11-12.RI.1</i>)
Unit 3:	Catcher in the Rye	Essay (Anchor Standard 1&9, <i>11-12.RL.1&2</i>)
Unit 4:	Poetry & Speech	Presentation: Analysis Poem (<i>11-12.SL.4</i>)
Unit 5:	The Crucible	In-Class Essay (Anchor Standard 1&9, <i>11-12.RL.1&2</i>)
Unit 6:	American Non-Fiction	Analytic Essay (<i>11-12.RI.2&3</i>)
Unit 7:	Speech (Performance)	Analytic Speech (<i>11-12.SL.3&4</i>)

Standards to Be Assessed:

Write clearly and accurately

- Write arguments to support claims in the analysis of substantive texts, using valid reasoning and sufficient evidence. *Focus on EESEC essay format. (Anchor standard 1)*
- Write explanatory texts to examine and convey complex ideas: (1) introduce a topic, (2) organize complex ideas sequentially, (3) use supporting details, (4) use transitions, and (5) maintain formal and objective tone. (*Anchor Standard 2*)
- Draw evidence from literary texts to support analysis and reflection. (*Anchor Standard 9*)

Read and comprehend a variety of texts

- 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 matters uncertain. (*11-12.RI.1*)
- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (*11-12.RI.3*)
- Cite textual evidence to support literal and inferential meanings. (*11-12.RL.1*)
- Analyze the development of two or more themes/motifs over the course of the play, including how they interact with each other. (*11-12.RL.2*)
- Analyze the impact of craft and structure on tone, style, and mood. (*11-12.RL.4-6*)

Listen actively and speak clearly

- 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. (*11-12.SL.3*)
- Present information and supporting evidence, conveying a clear and distinct perspective. (*11-12.SL.4*)

Career Related Learning Standards: Career-related learning standards (CRLS) are fundamental skills essential for success in employment, college, family, and community life. We have integrated the Personal Management standard from the CRLS into all courses at DHS. **This standard will be assessed and communicated independent of the academic grade.** It is included below and mainly includes behaviors that will be assessed in this course.

- **Personal Management Standard:** Exhibit appropriate work ethic and behaviors in school, community and workplace.
 - Students will identify tasks that need to be done and initiate action to complete the tasks.
 - Students will plan, organize and complete projects and assigned tasks on time, meeting agreed upon standards of quality.
 - Students will take responsibility for decisions and actions and anticipate consequences of decisions and actions.
 - Students will maintain regular attendance and be on time daily.
 - Students will maintain appropriate interactions with colleagues.

Grading and Assessment:

Student's final grade for each course will be broken down into two categories:

- 1) **Academic:** based on assessments, tests, projects and performances that measure learning.
- 2) **Personal Management:** based on homework completion and other behaviors measuring the CRLS personal management standard.

The Final grade is calculated as follows: 75% of the course grade will be based on the **Academic** grade and 25% on the **Personal Management** grade.

- Any items included in the Academic grade (PA) may be retaken and the higher grade recorded. Teachers may extend the retake time period, but as a rule all retakes need to be done within 2 weeks of the initial assessment.
- Students will complete extra preparation before retaking an assessment.
- Personal management work turned in late may be reduced by up to 50% credit.
- Retakes are not allowed on Personal Management assignments.
- Students must schedule performance retakes at their teacher's convenience. (Speech, drama, labs.)

QUALITY / FORMAT for PAPERS

Format	Example
Your Name	John Doe
Teacher	Mr. Lassetter
Class	Period 1
Date	9/15/2013

- *Any TYPED assignments will be in black or blue printer ink only, using a standard 12 pt font (Arial, Times New Roman, or Courier)
- * All papers should be DOUBLE-Spaced
- * All papers should use 1" Margins
- * All papers MUST have page numbers at the top or bottom, with student last name (Ex: Doe—3)
- * All student-formatted assignments will be submitted with the following heading in the UPPER LEFT CORNER of the paper:

CELL PHONES

We all have cell phones, which are evermore tantalizing with apps, texting, gaming, etc. I firmly believe that students who cannot go 90 minutes without texting or checking their phones lack the attention and work ethic that are essential for success in the world. As someone equally addicted, I know there's a TIME and a PLACE for cell phones; the classroom is NOT one of those.

Parents and students: Please keep the rest of the syllabus. By signing this form, you acknowledge that you have read and fully understood the expectations, rules, and standards associated with American Literature.

Parent Name: _____ Signature: _____

Student Name: _____ Signature: _____

