

**AMERICAN LITERATURE, SECTION A, HONORS**  
Class Overview Trimester 1- August 28, 2023– November 10, 2023  
Mr. Nestor – wilkinsonn@mehs.us

Honors American Literature is an upper-level high school class designed to challenge and improve students reading, writing, presentation, and listening skills for college and career readiness. Emphasis will be placed on authors from the United States. In this course students are expected to analyze and critically respond to seminal American documents, poetry, short stories, novels, informational text, and media using a multitude of perspectives **DAILY**. This course is required for graduation.

This course is not concerned with feelings or personal held beliefs but rather how well students construct and defend ideas verbally and in writing, Purposeful participation, collaboration, and contributions to the group will be crucial if a student wishes to succeed.

Students are required to maintain a journal with well written entries consisting of well-reasoned, reflective, and neatly written responses daily. In addition, students will write a range of essays: narrative, informative, and argumentative. Students will also continue to study grammar rules and sharpen their oral presentation skills.

Text selections will include and additional text:

- *The Awakening*
- *The Age of Innocence*
- *The Great Gatsby*
- *Their Eyes Were Watching God*
- *Radium Girls*
- Multiple essays, short stories, primary documents, informational texts, excerpts from various anthologies
- **Individual book selection and project**

## **PROJECTS**

Author studies and presentations

Book defenses using a portfolio & A-B-C project layers

Collaborative projects

**GRADES: Participation=25%, Projects=30%, Classwork=25%, Homework=5%, Assessments=15% = 100**

## **KEY LEARNING STRATEGIES:**

1. Vocabulary analysis using a graphic organizer (AWL, <https://www.etymonline.com/>, dictionary, thesaurus, rhyme dictionary, vocabulary projects)
2. Actively participate in civil discourse where ideas are backed by reason and evidence
3. Close reading and annotation of literary and informational text
4. Effectively use the writing process (prewriting, drafting, revising, editing, publishing) to write essays
5. Edit journals and written assignments using grammar, spelling, punctuation, and structure
6. Take notes daily. Study by reviewing your notes.
7. Identify and select from multiple strategies to complete independent and collaborative projects
8. Understand and respect the perspectives of others in order to communicate effectively. Use information, both oral and written, and literature of many types and cultures to understand self and others.

## CLASS PROCEDURES:

**NORMS:** 1. Respect each other and our space. 2. Be prepared. 3. Actively Participate DAILY. 4. Demonstrate effort. 5. Think critically.

**CLASS ROUTINE:** Answer your journal prompt/reflection, mini-lessons on reading, writing, grammar, & independent skills practice. Please remain seated until the class is dismissed.

**PASSES:** You have 7 passes for whatever you wish. If you do not use your passes, they can count as extra credit at semester's end.

**ASSIGNMENTS:** There isn't a google classroom. Use Power School, email, or folder to track your assignments. **Late work is not accepted.** You will have ample time in class to complete most of your assignments. If you are absent, it is your responsibility to collect any missed assignments. Accommodation will be made for excused absences.

Unproductive behavior, use of ANY unauthorized technology, sleeping, and being disruptive will result in a zero.

**ACADEMIC DISHONESTY:** If a student chooses to engage in contract cheating, plagiarize, or use artificial intelligence to submit work they did not craft, she will receive a zero and a referral to the MEHS Administration. To avoid plagiarism please paraphrase and cite (MLA) any ideas or writings you borrow from another entity.

## THE FOLLOWING ALASKA STATE STANDARDS OFFER A SYNOPSIS OF WHAT WE WILL COVER IN THIS COURSE:

### READING

- Cite strong and thorough textual evidence to support analysis
- Determine two or more themes or central ideas of a text and their interaction; restate and summarize main ideas or events;
- Analyze author's structural choices, meaning(s), and aesthetic impact.
- Analyze 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup>-century foundational U.S. and world documents of historical and literary significance
- Integrate and evaluate multiple sources of information presented in different formats (e.g., visually, quantitatively) to address a question or solve a problem.

### WRITING

- Critical writing responses to journal prompts
- Research paper, Author research, Argumentative writing/presentations
- Expository essays: Cause/Effect, Problem/Solution, Process, ...

### LISTENING & SPEAKING

- Listen attentively and distinguish between fact, opinion, emotion, bias
- Listen and respond critically to multimedia presentations (plays, podcast, speeches, films, music...)
- Use research, multiple perspectives, and evidence to present ideas
- Use civil discourse to disagree or agree

I have read and understood the class requirements.

The fact that you chose to take an honors course shows you are motivated and intellectually curious. You will do well in this class. We will work diligently together to achieve success.

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Printed Name

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Signature

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Date