***Course Description***

This class will cover various works of American Literature from the Colonial Period through Postmodern literature. Selected works will be read from major writers included in the textbook. This course also incorporates several modes of writing, such as argumentative, explanatory, narrative, and analysis. Students will work to become proficient in both reading and analyzing American and writing in response to prescribed prompts. Our promise in teaching this course is that all students will come away better writers, thinkers, and communicators. The curriculum is selected in correlation with objectives of the Georgia Standards of Excellence for American Literature and Composition. These standards can be found at <https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-9-12.aspx>.

# *Assigned Text*

As a student of this course, you will be required to complete assigned reading and tasks from the listed text(s).

**Beers, Hougen, Jago, McBride, Palmer, & Stack. *Into Literature*. Houghton Mifflin Harcourt, 2021.**

You must have uninterrupted access to the text’s material. We offer the assigned text in both digital and hardcopy formats. You may

choose not to request a hardcopy and in doing so fully understand it is your responsibility to maintain digital access to the text’s

material. If at any time you or your teacher feel you cannot guarantee this, a hardcopy will be issued to you. If the hardcopy text

becomes damaged or lost, you will be responsible for the cost of replacement (as set by HCBOE).

***Classroom Library***

Reading is a skill. The only way to get better at reading is to read—this holds true for excellent readers as well as reluctant readers. To show mastery in this course you will read assigned and self-selected works with a goal of reaching one million words by the completion of this course. For the average student, two million words a year translate to forty minutes of reading every day. I will do my best to motivate you to read academically as well as for fun. Some of the reading will be assigned, but you will have opportunities to select your own books to be read in literature circles and independently.

To help you reach the one-million-word goal, I have in my classroom a classroom library. This library is available to any student who wants to choose a book to be read recreationally. Furthermore, students have access to the literacy center that hosts 100s of titles for use in literature circles. Research shows that availability of books is a major motivating factor in getting teens to read. Students who are surrounded by books at school and at home read more. Students who read more, read better. I have found that having my own classroom library has dramatically increased the amount of reading my students do.

I want you to know I am sensitive to having appropriate reading material in my classroom library. That said, what is considered “appropriate” may vary from one parent to another. Some parents do not mind their child reading Stephen King, other parents object to the horror genre. Please be aware that the selections in my classroom library and in the literacy center, just like any other public library or school library, range from elementary-level to university-level reading material. Students and their parents are asked to be aware throughout the year of the books you’ve chosen to read and assist in gauging appropriateness. *Rest assured the books in my classroom library and literacy center are never assigned. They are checked out on a voluntary basis only.* Some students use my library often; others find books elsewhere. ***Any student who borrows a book from the classroom library is required to share the title with a parent/guardian to help monitor individual appropriateness. By checking the box “yes” and signing at the end of this document, you agree to the library expectations and therefore may borrow as many books as you’d like, one book at a time. For any lost or damaged title, the replacement fee is $5.***

***Recorded Footage***

As part of my collaboration and professional development with other educators, I may record footage to highlight the great things we do and share for instructional and professional development purposes. With permission you may be shown in the video. You will not be identified by name. This video would be viewed only by other educators and/or VHS students taking the same course. All information would be kept private and secure and will not be used for publication. By acknowledge permission by checking the box and providing your parent/guardian’s signature at the end of the syllabus.

***Chromebooks***

All students are issued a district-provided Chromebook for instructional purposes, student engagement, and student learning. Chromebook use is at direction and discretion of the classroom teacher. Likewise, the teacher will monitor use during instructional time and all students are expected to be logged in as designed.

***Other Electronic Devices***

Use of BYOD is strictly prohibited in this course.

***Canvas***  
We will use the Canvas platform as a way of extending our teaching and learning. As a student of this course, you are therefore expected to monitor Canvas frequently for schedule and course updates, assigned tasks, extended learning opportunities, additional resources, etc.

***Communicating in a digital space***

Always be aware of your audience. You are a student of college-level writing, surrounded by students of college-level writing. I am an English teacher. Hit send or publish only after you are sure of your tone and presentation.

***Cyberbullying***  
*As defined by Dictionary.com, “the act of harassing someone online by sending or posting mean messages.”*

*Please keep in mind that the Edmodo communication system is designed to work as an extension of the classroom, therefore, anything done on the site through the access of my course group code will be treated the same as if it were said aloud in the classroom. This means, if it’s inappropriate for the classroom, it’s inappropriate for our digital platform.*

***Course Pacing Guide***

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| --- | --- |
| **Fall Semester** | **Spring Semester** |
| *Everything’s an Argument*—Chapter One  *Into Literature* Unit One— “Foundations and Encounters”  Duration: 4-5 weeks | *Into Literature* Unit Four “The Quest for Freedom”  Duration: 4-5 weeks |
| *Into Literature* Unit Two “Building a Democracy”  Duration: 4-5 weeks | *Into Literature* Unit Five “America Transformed”  Duration: 4-5 weeks |
| *Into Literature* Unit Three— “The Individual and Society”  Duration: 4-5 weeks | *Into Literature* Unit Six— “Modern Voices”  Arthur Miller’s *The Crucible*  Fitzgerald’s *The Great Gatsby*  Duration: 7-8 weeks |

***Composition***

Analysis of poetry, short essays, articles, images, novels, critiques, and plays will generally take four forms: (1) timed in-class essays that require students to either read and analyze rhetorical devices used in a short piece of literature and construct a response – or analyze a longer work through the lens of a discussion-based, (2) revisions of in-class writing assignments (much discussion will accompany this practice), (3) impromptu discussion based writing tasks (4) asynchronous responses to discussion prompts.  
  
***Revision and Scoring***  
All students will have opportunities to earn a better score for in-class, timed essays. This may occur, though not limited to, in the following forms:

* Essay revision. At times students will be required to attend a SOAR session, after school tutoring, or work with a Warhawk Workshop collaborator to revise the original draft before submitting for final scoring.
* Reflection. At times students will be required to complete reflection tasks associated with the writing assessment. This reflection will contribute to the overall assessment score.
* A similar prompt. At times students may be required to write a response to a similar prompt, and that draft score contributes to the overall assessment score.

***Timed Writing***   
Throughout the year students will complete numerous timed essays to develop skill in writing argumentative and analytical essays. These writings are integrated into the natural progression of the course. Timed writing is accelerated and, therefore, distinct from more deliberate expository writing processes. Students need to learn how to gather, organize, and express their ideas quickly in order to succeed on college exams, and in the workplace.

***Course Score Calculation***

Grades will be placed in one of the following categories, depending on the expectation and the rigor of the task:

1. Summative Assessments 45% (5)
2. Formative Assessments 20% (8)
3. Daily Work 15% (15-20)
4. Course Summative 20% (first semester)

***COURSE MATERIALS***

For this course, you are required to have the following materials:

1. Chromebook
2. Pens (blue or black ink)
3. Pencils (for Scantron tests/quizzes)
4. Three-ring binder with dividers

***CLASSROOM RULES***

1. Respect My Classroom
2. Respect Yourselves
3. Respect Your Peers

***Hand-Written Policy***

To ensure the quality of work and growth as a writer, all essays will be exclusively outlined, handwritten, and submitted into Writable during class hours or tutoring sessions before or after school. While AI is a formidable tool and an excellent resource to support learning, the complete use of AI alone to produce work, generate ideas, or create final submissions is strictly forbidden and punishable by a zero until resubmitted originally. There is no learning without effort.

# *Attendance*

Time on task is the number one contributing factor in preparedness for the AP exam per the National Math and Science Initiative. Your attendance is fundamental to your success on this course. When here, be here. When not here, know what’s happening.

Expectations when absent from class:

* 1. Check the Google Classroom feed for a weekly schedule and necessary documents.
  2. All NI absences should have all assigned work completed upon return to class.

# *Restroom Policy*

All students must use Smart Pass to go to the restroom. Be sure to sign back in after returning. Frequent restroom use at the same time with the same group of students may result in assigned alternative release times. Use the restroom and return promptly to avoid missing important instructions.

# *ACADEMIC GUIDELINES*

Late work is accepted with a 20% deduction before scoring, for each day late. You will be given enough advance notice to have your assignments turned in on time. If you know you are to be absent the day something is due, you are to turn it in the day prior to the due date.

***Plagiarism***

Plagiarism is stealing or “borrowing” someone else’s work or ideas and presenting them as your own. Using a document or part of a document written by another student is plagiarism. Buying an essay from one of the services that sells such documents is plagiarism. Using CHAT GPT and other AI technology to create an essay is plagiarism. Having someone else (parent, sibling, peer, etc.) write an essay for you is plagiarism. If you plagiarize, you will receive a zero for the assignment, your parents and the administration will be contacted, and you will be subject to disciplinary actions outlined in the VHS Student Handbook. Plagiarism is both stealing and cheating; both acts are unacceptable.

**Your task:** Have your parent/guardian check yes below if you are interested in use of our classroom library and permission to video for instructional purposes. Then, sign and return by **Monday, August 4th 2025.**

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***Please read the following and check yes to give permission.***

* Yes, I have read the section about Mr. Simmons library and literacy center and understand that it is my responsibility to review all novels with my son/daughter that he/she reads for class. I give permission for my son/daughter to check out books from Mr. Simmons library.
* Yes, I have read the section about Mr. Simmons’ use of video footage for the use of professional learning, and I hereby give permission to video my son/daughter for the above mentioned purposes.

***Please sign, acknowledging that you and your parent/guardian have read, agree to, and understand the content and expectations of this course.***

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***Student’ s*** *Name – Printed* ***Parent/Guardian*** *Name-Printed*

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*Signature of* ***Student***  *Date*  *Signature of* ***Parent/Guardian*** *– Date*

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***Parent Email Address***