



American Literature

2019 - 2020

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Course Description:

This course explores what it means to be an American and how literature reflects a complex intersection of social, historical, economic, and cultural forces that shape the United States. As we consider diverse American communities and experiences, we interrogate the meaning of “America” itself: What are the American ideals, and how have American writers commented on the quest to meet these ideals? Our work together covers a core group of literary texts — fiction, poetry, drama, and literary nonfiction — and focuses on improving students’ skills in writing, reading, critical thinking, and speaking. The course offers rigorous classroom engagement with a minimal workload outside of class. Instruction is structured and differentiated to support diverse learners.

Course Objectives: As a result of this course, you will be able

1. To read sensitively and discuss ideas and observations thoughtfully.
2. To develop a clear, confident, and personal approach to writing using a variety of rhetorical strategies.
3. To appreciate diverse cultural perspectives within American literature.
4. To listen to your thoughts without distraction.
5. To initiate and participate in collaborative discussions; present information and supporting evidence clearly in presentations.

COURSE CURRICULUM

<u>Fall Semester</u>	<u>Spring Semester</u>
<p>Unit One: American Youth Choices include: <i>Bean Trees</i> by Barbara Kingsolver <i>Fallen Angels</i> by Walter Dean Myers <i>The Secret Life of Bees</i> by Sue Monk Kidd <i>All American Boys</i> by Brendan Kiely and Jason Reynolds <i>American Street</i> by Ibi Zoboi <i>Love Hate and Other Filters</i> by Samira Ahmed <i>145th Street</i> by Walter Dean Myers <i>Ball Don't Lie</i> by Matt de la Peña Short stories, articles, films, and excerpts featuring American youth by a variety of writers</p> <p>Unit Two: Freedom and Oppression <i>In the Shadow of Liberty</i> by Kenneth C. Davis Choices include: <i>I Have the Right To</i> by Chessy Prout <i>Hang Time</i> by Elgin Baylor</p>	<p>Unit One: American Ideology <i>Columbia Anthology of American Poetry</i> Choices include: <i>March Book 1</i> by Aydin and Lewis <i>Black Boy</i> by Wright <i>Their Eyes Were Watching God</i> by Hurston <i>The Help</i> by Stockett <i>Hidden Figures</i> by Shetterly <i>Flags of Our Fathers</i> by French & Bradley <i>The Lone Ranger & Tonto Fightfight in Heaven</i> by Alexie <i>I Was Their American Dream</i> by Gharib Short stories, articles, films, and excerpts by a variety of American writers</p> <p>Unit Two: The American Dream <i>The Great Gatsby</i> by F. Scott Fitzgerald Choices include: <i>Maid by Land</i></p>



<p><i>The 57 Bus</i> by Dashka Slater Short stories, articles and excerpts by a variety of American writers</p>	<p><i>Nickel & Dimed</i> by Ehrenreich <i>Hillbilly Elegy</i> by Vance Short stories, articles, films, and excerpts by a variety of American writers</p> <p>Unit Three: Conformity & Civil Disobedience <i>The Crucible</i> by Miller Short stories, articles, films, and excerpts by a variety of American writers</p>
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Academic Policies and Procedures

Academic Integrity: (from the BHS Student Handbook)

Disciplinary sanctions will be administered for cheating on any school assignment or plagiarism, or the use of material produced by someone else without acknowledging its source. Cheating is defined as an attempt to earn credit or receive a grade for coursework in a manner other than defined as acceptable by the teacher. Because of the serious nature of academic honesty, violations of this code will result in loss of credit for the assignment with a recorded failing grade. It may also entail loss of credit for the course with a recorded failing grade, removal from the course with a failing grade, and/or additional appropriate disciplinary action.

Grading:

<p>Daily Work Practice work Participation Notes</p>	<p>30% - Note that within this percentage, points are given that weigh each assignment individually.</p> <p>NO late/makeup daily work will be accepted after the end of each unit.</p>
<p>Major Assignments: Test/Quizzes Papers Projects Presentations</p>	<p>70% - Note that within this percentage, points are given that weigh each assignment individually.</p> <p>Work in this area that does not reflect grade-level standards can be revised.</p> <p>*Because zeros have a disproportionate effect on a student's grade and motivation, I do not assign zeros for missing major assignments. If a student does not submit a major assignment on time or late, they earn a 50%.</p>



Makeup or Late Work:

- Procedure:
 - If you know in advance that you will be missing class, ask me beforehand about what activities and homework assignments are planned for that day.
For an unexpected class absence, follow this procedure:
 1. Check Google classroom to see if any assignments are due.
 2. Ask your classmates to explain what you missed.
 3. Email me or check with me before school, at lunch, or after school if you have further questions.
- If you are absent for more than TWO days, see the front office to pick-up a pre-approval absence form and walk it around to your teachers for sign-off.
- We accept late/makeup work if absence was excused, but it is up to the student to check with the teacher.
- Although late work is accepted, not completing assignments in a timely manner leads to an increased workload in the long term and makes it more likely that you will struggle to do your best work on the assignment. Turning in work on time ensures that you receive the best and most timely feedback from me.

Sensitive Materials (books, videos, movies) - One of the goals of this course is to expose students to a variety of perspectives and modes of expression. Thus, it is possible that students may find some books, videos, or movies objectionable. I encourage students to discuss with me the material they think may be objectionable; in extreme cases alternative assignments may be designed.

Communications of assignments and exams: Assignments and exams will be posted on Google Classroom, will show up on the individual Google Calendar, and will be posted on the agenda in class. Downloading the Google Classroom app is a great idea. Please check your Google Classroom daily.

Classroom Expectations

Electronic Devices:

Chromebooks are used regularly in class. Please have a charged Chromebook for class. Please refer to the school-wide cell phone policy. Cell phones are not to be used during instruction.