

Phone: (860) 870 - 6818 EXT 10246

This semester we will explore American Literature from the 1600s to the 1900s. Some of the reading is difficult, but I know that you are up to the challenge. By the end, you'll have a good sense of what's happened so far in American literature, and hopefully, you'll have experienced a couple of works that stay with you forever.

A few of the featured authors: William Bradford and Jonathan Edwards, Fredrick Douglas , Arthur Miller, Benjamin Franklin, Ralph Waldo Emerson and Henry David Thoreau, Edgar Allen Poe, Tennessee Williams, John Steinbeck, Robert Frost), and e.e. cummings.

Learning Goals: By the end of the semester, I hope that you are much better at the following:

Thinking: We can feel overwhelmed these days with media, ideas, opinions, etc., and it's hard to know what to believe. It's important for us to be able to sort through it all by thinking critically and clearly. The ultimate goal: develop the skills and confidence to think for yourself.

Reading: I want you to be able to read college or adult-level material, to "get it," and to connect it to the outside world. I also want you to find joy in reading a book of your choice.

Writing: Of all the components of good writing, here is number one: express your ideas clearly and directly. Put away the thesaurus! Have good ideas and communicate them as clearly as possible. I encourage you to take the lead by telling me what aspects of writing you want help with.

Speaking: This form of communication is as important as writing. (We will do a major presentation toward the end of the semester.) As with writing, good speaking is clear, direct communication of ideas. For many of us, though, there is more challenging goal—to enjoy it! (or to be slightly less traumatized by it?) I hope to help you will all these.

Here's what you should bring to class:

- a notebook (I'm not particular about what kind, etc.), and writing utensil
- an open mind
- a positive attitude
- perseverance—don't quit when faced with challenges or obstacles
- respect for others—especially your fellow students
- integrity—your work is yours, for example
- dependability—regular work habits and reliability are valuable traits
- engagement—be mentally involved

Grading:

Grades are broken down in two categories, **formative** and **summative assessments**. The value or weight of any assignment is determined by the point value given to that assignment.

Semester Grade

Quarter 1	40%
Quarter 2	40%
Final Exam	20%

Summative assessments (tests, papers, projects etc) are graded numerically. Scores earned for a summative assessment will count toward your numeric average in the course. They will also be weighted according to their length and difficulty. **Formative assessments** will either be scored or simply checked for completion. Scores earned for completion of formative assessments will be considered when your classroom etiquette and effort are rated on the THS Behavioral Expectations Matrix. Scores earned on the Behavioral Matrix will appear as standards-based grades in PowerSchool. Averages of these scores will also appear on your THS transcript.

Tests are summative assessments that will be announced and scheduled with plenty of time for review and extra help. Quizzes may be categorized as formative or as summative assessments. If they are summative, they will be announced. If they are formative they may be announced or unannounced.

Food for Thought:

- Almost all assignments are submitted to Google Classroom. This is required. **Simply “sharing” documents with me is not the same as submitting an assignment.**
- Typed assignments must be printed and ready to be handed in/presented at the beginning of class, the day they are due. **Do not wait to print an assignment in the library the day it is due.**
- Late work: 10 point deduction per day (tentative based on assignment).

I understand that there are sometimes extenuating circumstances and if that is the case, please be sure to communicate your situation with me in the form of an email or conversation so that we can make adequate arrangements.

Student Expectations and Responsibilities:

Preparedness

Students should come to class prepared which may include the following:

- Having a notebook and writing utensil
- Having previous class notes available
- Having completed assigned reading or other assignments
- Having required textbooks and any other pertinent handouts etc.

Classroom Etiquette

Students should demonstrate classroom etiquette which may include the following:

- Listening when others are speaking
- Speaking at appropriate times
- Respecting the opinions of others
- Respecting the classroom property and environment
- Using technology for educational purposes and with permission
- Following classroom routines and procedures such as signing out, signing in, etc.

Engagement

Students should be engaged in class which may be demonstrated in the following ways:

- Being attentive to instruction and classroom discussion
- Asking appropriate questions at the appropriate time
- Keeping phones off and away unless being used for classroom purposes
- Seeking to make text-to-self, text-to-text, and text-to-world connections
- Taking ownership of and responsibility for one’s own learning and personal growth

Absences:

As stated in the student handbook, you have two days for each day absent to make up homework missed. All assignment materials are posted electronically on Google Classroom. Check Classroom regularly and especially if you are absent. Please follow up with me after an absence to be certain of current assignments.

Please make an appointment with me if you need to make-up work or need extra help. I will do anything I can to help you be successful. Please keep in mind there are mandatory teacher meetings and activities after school, so we will need to carefully arrange meeting times.

Parent/ Guardian Signature: _____ email: _____

Student Signature: _____ Student email: _____