

Literature and Composition 11A

Syllabus

INSTRUCTOR INFORMATION

See info on Brightspace.

CONTACT INFORMATION

Please feel free to contact me if you have any questions regarding your assignments or course content. Course facilitators respond to emails within 24 hours on weekdays and 48 hours on weekends. If you don't receive a response in that time, please reach out again just in case I did not get your message.

COURSE REQUIREMENTS

All learners must have computer and internet access. Participants in online classes must be comfortable with the basic functions of word-processing software, including GOOGLE DOCS. Learners will be reading, writing (including essays), and creating art projects and presentations.

COURSE DESCRIPTION

This writing and literature course explores famous American literature and encourages the development of critical thinking and writing skills. We learn all about what makes some of the most classic literature great at the same time that you will be able to practice the art of writing, argument and expression. We will explore figurative language and the value of storytelling. The class emphasizes the importance of logic and flow in writing and encourages learners to have fun with words!

COURSE GOALS

To continue to develop critical thinking, reading and writing skills through the exploration of British Literature. This course builds upon skills learned in English 9-11, and completes a full survey of world and multicultural literature. Ultimately, learners should be able to see how stories can be used as a vehicle to understand themselves and the world around them.

STANDARDS MET

This course meets the following California state standards: California Common Core State Standards for English Language Arts.

REQUIRED TEXTS

All reading materials are available online, but will also be provided as links through the course website.

Other selected readings for nonfiction available within the course.

COURSE OUTLINE

Below is a summary of the topics of study covered in this course.

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Reading List:

- *Their Eyes Were Watching God* by Zora Neal Hurston
- *The Great Gatsby* By F. Scott Fitzgerald
- *The Absolutely True Story of a Part Time Indian* by Sherman Alexie

Outline of Units (Semester A)

Unit One: Their Eyes Were Watching God

- Block 1: Their Eyes Were Watching God (Chapters 1-5)
 - 0: Discussion 0: Introduce Yourself
 - 0: Assignment 0: How to Be Successful in the Course
 - 1: Discussion 1: How You Say It Matters
 - 1: Assignment 1: Write 3 Thesis Statements
- Block 2: Their Eyes Were Watching God (Chapters 6-10)
 - 2: Discussion 2: Defining Racism
 - 2: Assignment 2: Create Presentation
- Block 3: Their Eyes Were Watching God (Chapters 11-15)
 - 3: Discussion 3: Figurative Language
 - 3: Assignment 3: Literary Elements
- Block 4: Their Eyes Were Watching God (Chapters 16-20)
 - 4: Discussion 4: Life Lessons
 - 4: Assignment 4: Writing About Their Eyes Were Watching God
- Block 5: Their Eyes Were Watching God Final Project
 - Extra Credit: 5: Discussion 5: Know Your Characters
 - Unit 1: Block 5: Peer Review
 - 5: Assignment 5: Their Eyes Were Watching God Final

Unit Two: The Great Gatsby

- Block 6: The Great Gatsby (Chapters 1-3)
 - 6: Discussion 6: Money Problems
 - 6: Assignment 6: The Lost Generation
- Block 7: The Great Gatsby (Chapters 4-6)
 - 7: Discussion: 7 The Pursued the Pursuing the Busy and the Tired
 - 7: Assignment 7: The Town Tattler

- Block 8: The Great Gatsby (Chapters 7-9)
 - 8: Discussion 8: Life Lessons
 - 8: Assignment 8: More Than Meets the Eye
- Block 9: The Great Gatsby Final Project
 - Extra Credit: 9: Discussion 9: Can We Trust Him?
 - Unit 2: Block 9: Peer Review
 - 9: Assignment 9: The Great Gatsby Final Assignment

Unit Three: The Absolutely True Story of a Part Time Indian

- Block 10: The Absolutely True Diary of a Part Time Indian: Pages 1-55
 - 10: Assignment 10: Stereotypes
 - 10: Discussion 10: Intro to Absolutely True Diary of a Part-Time Indian
- Block 11: The Absolutely True Diary of a Part Time Indian: Pages 57-111
 - 11: Assignment 11: Cartoons
 - 11: Discussion 11: Comparing Characters
- Block 12: The Absolutely True Diary of a Part Time Indian: Pages 112-176
 - 12: Assignment 12: Reading Journal
 - 12: Discussion 12: Individual vs. Community
- Block 13: The Absolutely True Diary of a Part Time Indian: Pages 176-end
 - 13: Assignment 13: Your Tribe Exemptions
 - 13: Discussion 13: Report Card Time (Life Lessons)
- Block 14: Final Project: The Absolutely True Diary of a Part Time Indian
 - Extra Credit: 14: Discussion 14: Connection to The Odyssey
 - Unit 3: Block 14: Peer Review
 - 14: Assignment 14: The Absolutely True Diary of a Part Time Indian: Final Assignment

Block 15: Culminating Project

Block 16: Culminating Project

RESOURCES/MATERIALS USED IN THIS COURSE

Unit 1: Blocks 1-5 Resources:

- YouTube: Crash Course *Their Eyes are Watching God*, Figurative language, theme, how to write a thesis statement, The Harlem Renaissance video, figurative language, post Civil War Segregation Video, and how to write transitions
- Texts: *Their Eyes Were Watching God*, *How it Feels to Be Colored Me*
- Facilitator-created content: Book summaries/analysis videos, Reading Notes Organizer, discussion tips, lesson on how to be successful in the course (video and written lesson), Using MLA and Citing Research slides, AI and Plagiarism Guide, Lesson on Reading Strategies, Lesson on Character, Plot, and Setting, lesson on essay writing (video and

written lesson), lesson on literary elements and figurative language, essay structure doc, and paragraph writing (iLead Online resource)

- Other reading resources: Lit Charts, use of dialect, colorism, defining racism, literary elements, what is theme, thesis and path statements, TEWWG vocabulary list, and extra readings from Zora Neale Hurston

Unit 2: Blocks 6-9 Resources:

- YouTube: The 1920s Crash Course, The Lost Generation, Annotating with The Great Gatsby, and Gatsby Crash Course videos
- Texts: *The Great Gatsby*
- Other reading resources: Lit Charts

Unit 3: Blocks 10-14

- YouTube: Indigenous People Review Native American Characters in Film and TV, Misconceptions About Native American People, Reel Injun Trailer, Spokane Reservation Video, Conversation with Sherman Alexie, Crash Course Indigenous Native Americans, Crash Course Race, Ethnicity, and Culture, and Book Summary
- Texts: *The Absolute True Diary of a Part-Time Indian*, *The Complexity of Identity*, Book Summary
- Other reading resources: Lit Charts and Native American Reservations

METHODS OF INSTRUCTION

This is an online course, and while there is flexibility in how and when you do assignments, it is best to log in and complete work each day according to the posted pacing schedule. Due dates will be clearly stated for each assignment in the course calendar and the weekly schedule. It is highly recommended that learners follow the pacing schedule posted, but work may be submitted late. This course uses project based learning to encourage an authentic, developed appreciation of the topics covered. That means that while it may include quizzes and some traditional assessments, the bulk of the coursework focuses on projects that require learners to display their learning in a thorough and creative manner. If you are struggling to complete your work or you need some assistance with an alternate schedule or workload, please contact me as soon as possible. I am more than happy to help support your success in the class!

LEARNER EXPECTATIONS

The learner is expected to participate in the course via e-mail, discussion boards (or other communication) with the facilitator, by reading the assigned readings, submitting assignments and completing and submitting original work.

Learners are expected to check their course and email account every day and complete work on time as assigned with designated dates and time.

GRADING

Each assignment is given a specific number of points. The number of points earned by the student is determined and a percentage is calculated. The raw score is recorded in the grade book.

An overall grade in the course will be determined according to your school's grading scale.

SUBMITTING ASSIGNMENTS

All assignments for the week are due Friday unless otherwise stated. The weekly schedule offers suggested pacing. Work may be turned in late and/or learners can work according to an alternate pacing schedule. Please contact your online facilitator AND your EF/COACH/GUIDE as soon as possible if you need to work according to an alternate schedule.

It's recommended that all learners write formal essays in Google docs and share them with editing access just with their facilitator (a shared link linked in the assignment submission text box is easiest).

NON-HARASSMENT

Learners are expected to treat fellow students, and their facilitators, with respect. No form of a "hostile environment" or "harassment" will be tolerated by any learner or facilitator.

For more information on good netiquette, please review [THIS RESOURCE](#)

HONESTY AND PLAGIARISM

Plagiarism of any sort is prohibited.

According to the Merriam-Webster online dictionary, to "plagiarize" means:

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source

Please review [THIS RESOURCE](#) for more information on plagiarism.

Any plagiarized work will be given a zero and referred to your EF/COACH/GUIDE for review.

PRIVACY POLICY

All work submitted is the property of the author and is not available to anyone not in the class. If work is to be submitted or viewed outside of this website, I will obtain permission from the author. [FERPA Info](#)