

English 10 Honors (American Literature)

Mrs. Jessie Comp: jcomp@lps.k12.co.us-(Department Chair of Language Arts)

My Off Hours: 2-(this off hour I will be at department chair meetings at times) and 5; 4th hour off fourth quarter and in study center 2nd quarter

***Please talk with me or email me to set up a time to meet with me if your off hours do not coincide with mine. I check my email often and will get back to you promptly. I will not be checking email after 5pm, but I will get back to you the next day.**

An American insofar as he is new and different at all, is a civilized man who has renewed himself in the wild.”—Wallace Stegner

“It takes a lot of courage to release the familiar and seemingly secure, to embrace the new. But there is no real security in what is no longer meaningful. There is more security in the adventurous and exciting; for in movement and change there is life.”-Alan Cohen

“We are not victims of change,
We are agents of change.
The future is not something we enter,
It’s something we create.
Our security is less about what we know,
and more about what we’re willing to learn.
History is not something we read or write,
It’s something we make.”-Dan Zadra

Please visit Mrs. Comp’s [“About Mrs. Comp”](#) section, under “Home”, in her Google Site, for more background on her! Also, take note of our Honors class section which has various resources for you.

Mrs. Comp’s 2 Cents:

I am very excited to teach you this year. I am a strong believer that your learning and education is an invaluable resource and you can always challenge yourself to develop your skills and mind. Find value in your learning, in ALL you do, not just in school, for it will be a lifelong process. I expect you, as a student, to push me to be a better teacher, and realize that I will do my best to help and listen to you. Your learning is important to me, but helping you develop your character is also something I value. Please understand that I too make mistakes, and like you, will be honest and fair. I like to try new things in the class-many work, some fail miserably, but keep an open mind and we’ll work at it

together. Work to learn for yourself, create meaning for yourself, acquire and use your knowledge, whatever that may mean for you-you are not here to just receive the grade. Grow in aptitude. Become a better person. Be genuinely curious about the world around you- learn to think critically- NOW! The earlier you start to learn/do this, the more you will gain from *your* learning. There is always something more to learn.

If you ever need help, have questions or confusions about ANYTHING, or just want to come and chat, do not hesitate to come and see me. Please reach out at any point and let me know how I can support and help you. The greatest thing you can do when it comes to your learning is advocate for yourself. I am not a mind-reader; if you don't speak up about your confusions or ask questions, I can't help you. **Communicate!** Do not be afraid to talk to me. I am here for you.

Take pride in your work; respect yourself and others, participate, set achievable goals, ask questions and resolve yourself with action.

All that I ask is that you start where you are and try to make this experience one that is worth something. The final decisions you make are your choice, and your mentality and attitude is a great asset to helping you in the process. Your journey requires a little grit, responsibility, effort and hard work, as cliché as it may sound. Take hold of it and go! Never doubt that what is in you now, is waiting to be actualized with time, experience and practice. **What will *you* seek in this experience?** Open your eyes and discern more-there is so much more that awaits us beyond our normal everyday experiences and PLEASE, get off your phone...for a moment...like now... be present. There's a lot to discover!

“Your willingness to create a new dream or vision for our life is a statement of belief in your own potential”-David McNally

This class will be conducted as a survey of American fiction, non-fiction, poetry and drama. This course will focus on making us more critical readers, writers, listeners and speakers. We will study American Literature and attempt to piece together, on our own and as a group, what makes the American experience unique among, as well as representative of, western culture and world culture. Assignments will generally be on a two-tier basis meaning that you will usually be at work (independently and outside of class) on a long-term assignment as well as studying the prose, poetry, drama, vocabulary, and grammar associated with in class assignments. American Literature is such a rich course in that it isn't just a study of American authors; we will look at the historical, political, social, and cultural realms of American life. We will ponder our own questions, reflect, analyze, and relate our learning to our own lives. Get ready; we will learn much, grow intellectually, and more importantly, have fun and learn a great deal about our own conceptions regarding the world around us.

Furthermore, stories reveal what it means to be human. We tell stories to make sense of our experiences; we consume stories to learn about possible situations, both physical and emotional, that we may encounter. In this course, we focus on stories of, from, and about America. We will explore not only what it means to be human, but also what it means to be human in America, both in history and in our current moment. We will read widely and seek stories from voices that have traditionally been overlooked or erased from the canon. Throughout the year, we will focus on storytelling in a variety of media as an extension and reflection of humanity. To that end, three essential questions will guide us:

- What does the story tell us about human nature?
- What does the story suggest or challenge about values and beliefs in America?
- What voices are missing from the story? What might they say if given the chance?

Please be open and flexible with what you are given. I will be fair and open with you, and I want you to know that your mental/social/emotional health is always the top priority to me. This can be a beneficial class, but I also understand it is not your only class.

Course Objectives:

- Understand the historical and philosophical positions associated with the beginnings of America and its developing literature
- Develop close reading and critical thinking skills
- Develop analytical and interpretive skills
- Demonstrate clarity of expression in academic writing
- Exhibit a clear understanding of how to write clear, succinct essay
- Perfect language skills as well as organization skills in sophisticated writing
- Recognize and demonstrate knowledge of various literary genres and their elements
- Recognize and understand the various literary movements that shaped “American” literature
- Understand the complexity of language and various literary elements used to develop this complexity
- Read, Read, Read! Write, Write, Write!
- To learn about yourself and practice introspection
- Connect and question to all we learn
- Create various mediums to show learning and find value in what we learn
- Have rigorous and thought-provoking discussions

Materials to bring/have and to bring everyday:

Writing utensils

Your own laptop-yours or the school’s-please make sure to charge your tech.; bring charger

Earbuds/pods
A binder/folder to keep work and handouts;
A composition notebook, journal or notebook
Student Planner
Assigned novels/readings
Knowledge of your LPS account

*Always ask me if you need something btw;)

I strongly encourage you to *buy* the books we will study-it is NOT required, but may help you create your own meaning making your annotations your own; I will give you a heads up for what you need and when.

Please come to class prepared and positive. I will not allow you to go get your materials if you forget them. Please have work/papers printed BEFORE class, especially in this new building setup.

Attendance and Absences:

Students are expected to be in class for face to face learning, and on time. There is a direct correlation between your success in this class and being present regularly. It is YOUR responsibility to make up and get any missed work. Because of our limited time, please try not to schedule appointments.

Our English department has devised a department-wide attendance policy which states:

Unexcused Absences: Unexcused absences will affect your learning. Habitual unexcused absences will result in a contact home. Any subsequent unexcused absence will result in a detention to referral upon which administration will take over further behavioral decisions.

Arapahoe High School Tardy Policy:

Students are expected to be inside their assigned classes before the tardy bell rings each period. **Instructional time is valuable and students missing it when tardy will be responsible for the material and potentially have consequences as outlined below.** Parents must call the attendance office to excuse the student if their student will be late to a class. Teachers reserve the right to assign detention(s) for excessive tardies per the **AHS Tardy Policy:**

- ***3 tardies in one class*** = The teacher will either assign one detention **-or-** assign time to be served with the teacher.
- ***5 tardies in one class*** = The teacher will assign one more detention **-or-** assign time to be served with the teacher.
- ***7 tardies in one class*** = The teacher will refer the student to administration and the student will be assigned an in school suspension.

Absences and Assignments:

#1 piece of advice when you miss class: It is **your responsibility to check Google classroom** if you miss class, even when you aren't absent. The 'Weekly Agenda' will be posted. If you have questions over an assignment, please reach out for help. Also, arrange with me or turn in any makeup work you missed from an absence or get it submitted through Google classroom if that is the directive.

Due dates will vary and I would like you to keep to the agenda for those times; also, not *ALL* work will be turned in through Google classroom; please see agenda for specific directives.

If extended absences occur- you have a game/event/show, etc., or you go on a trip, etc., you need to arrange with me, prior to the leave, for any work you may miss. You may have to turn in work earlier. **PLAN AHEAD!** If there are extenuating circumstances, contact me, and we'll work something out.

With some papers and assignments, I will have flexible due dates; this will be established as we get going.

It is imperative that you communicate with me; I am not a mind reader and need to know what you need to best support you! We will work out problems together and find solutions! Being a part of this professional environment means that I expect you to be consistent with your work and to turn it in on time. However, as said before, life happens, sometimes unexpectedly, and we all have certain obstacles that we must face. The more you let me in the loop, the easier we can work things out. **Again, communicate and know I am compassionate to life's trials; but also do not take advantage of my kindness, lie or make a ton of excuses.**

Late Work Policy:

Simply, you have 1 full week, from when something is due, to turn in the assignment. After that time, if you do not do it, it will go in as a 50%. If you need to negotiate something with me, then talk to me nicely;) I will make a comment note on the assignment that it was missing.

My hope is that you stay current with your work and try not to procrastinate, as much of what we do builds off the previous. There are some assignments you must prep prior to coming to class to be ready for the day's lesson, so if you are not prepared, you will only receive half credit for that assignment. Please make up your work as soon as you can because we are building off the work we do! Because I am flexible with turning in assignments, I expect students to prioritize class reading so we can have thoughtful discussions. Again, communicate your needs and we will work things out together! You can expect to be working 2-3 days a week on assignments given for this class. We will discuss protocols for missing discussion days; there will always be ways for you to do makeup work. Again, please advocate for yourself and be proactive. **Always check Google classroom for our Weekly agenda for what we did in class and what homework/assignments are due! Get into good habits!**

If you have an unexcused absence, it is **your job to look at the Weekly agenda** to get your assignments; you will only get **up to 70%** credit from the grade I give you. Again, if you have an unexcused absence, it is your responsibility to do your work. **Work that is due on the day you have an unexcused absence must get to me the next class period for half credit from the grade I give you.**

Active participation is a must for success in this class

I understand some of you are more introverted and shy to voice yourselves, but please be open to pushing yourself and growing this skill. Discussion, collaboration and idea generation are a very large piece of what we do together, and I feel you will gain a lot from your peers and find more in yourself by stepping out of your comfort zone and doing the thing that scares you. I pride myself on fostering strong relationships and learning environments where people feel brave, respected and valued for their voice.

Grading:

I will follow a 50% grade format, meaning that if you do not do an assignment-especially in the timeframe given- or the work you produce is below a 50%, it will go in as partial credit based on the points designated for that assignment. This allows for better recoverability.

I do allow for revisions and redos, if you conference with me first.

Please note that an assignment that is put into IC, that has not grade plugged into it yet, does not go for or against the student.

Grades *will be weighted* into various categories with a certain percentage appointed to each. The categories are general with respect to the main skill components that each will be assessing.

Each percentage, given to their respectful categories, is weighted so that an assignment (or the total assignments) within a category cannot be more than the percentage of a student's overall grade. Each assignment will be placed under a certain category and the grade received can account for no more than the specific percentage designated for that category.

For example, all the assignments that will be under critical thinking will be weighted so that their total together can be no more than 25% of the student's total grade. All the categories are weighted together to bring about the student's final grade in the end.

This method of weighted grading is great in that some assignments (especially really big ones worth a lot of points) cannot be the end-all, be-all of their final grade.

However, students, note to self:

It is vital that you don't take little assignments lightly. In a weighted system, if you get even a 50% on an assignment, in a large percentile category, it will bring your grade

down significantly because that category is 20% of your overall grade. It is important that you start well. Make sure to do your work and hold yourself accountable.

Categories:

Critical Thinking and Reading: Skills and Analysis/Inquiry: 30%

Writing: Process and Product: 30%

Critical Discussion/Collaboration: 20%

Speeches/Presentations + Projects: 20%

Total=100%

Depending on how the year goes, percentages may change, but I will always ask for your input first.

Please note that I do give a few extra credit opportunities. You will have plenty of assignments to get you through.

FYI: I only round up grades if you are .5 points away from the nearest grade- so if you have an 89.7, I would be apt to round up. This doesn't work if you have an 86.6-I won't round to an 87-a B is a B and so forth.

AHS Opt-Out Policy:

Parents can expect the use of consistent standards for AHS for opting out of programs, events or activities. Under no circumstances will students intentionally be made to feel different, nor will parents, choosing their right to opt-out be criticized for their decision. Opt-out applies to the board-adopted curriculum and related activities that occur regularly or as a matter of course. Opting-out of an assignment always requires a showing of a bona fide reason. Replacement assignments/activities will be provided at the administration/teacher discretion.

[District Opt In/Opt Out Policy](#) (for your information)

LPS/AHS Personal Technology Device Policy-See page 22 in student planner

At Arapahoe, our expectation in the classroom is the following:

- 100% compliance of the use of wall pockets for cell phones
- Phones must be turned-off/silenced-you will be given a designated slot number and it needs to be in there by the time the second bell rings and class begins.
- Phones are to remain in the pockets unless they are being used for an instructional activity directed by the teacher
- Smart watches that become a distraction will be expected to be turned into the wall pocket
- Airpods/earbuds/headphones should be stowed out of sight unless they are being used for a specific instructional activity directed by the teacher

Consistent Consequences at Arapahoe Include:

- After a teacher-student intervention of a conversation and a phone call/email home at a minimum, the following consequences may be imposed:
 - Teacher may hold the phone for the class period and call/email home as soon as they are able
 - Teacher and student may call parent together from the student's phone
 - Teacher may write a detention
 - Teacher may refer student to grade-level administrator

I really just want you present during the time we have and to be able to shut down from the constant chatter your phone brings.

Photographing, videotaping, or audio recording of teachers and/or staff is permitted ONLY with prior permission.

Bathroom Breaks:

You must ask Mrs. C nicely if you need to use the restroom, but please do your business BEFORE class if possible-you have 5 minutes between classes to get er' done!

Bathroom trips are not for going to get food, going to meet your crush or friends, or partaking in other illegal actions that may get you in trouble. I do not allow bathroom breaks between lunch breaks and your phone must stay in the phone pocket. **There is now a class hall pass you must use and only one person may go at a time!**

Compositions:

Please have papers printed BEFORE class, especially if I am asking for a hard copy.

You will probably, also, submit most work, via Google classroom, but I will let you know if I require a printed version. Understand that I cannot grade on a screen, unless it is quick. My eyes and head can't handle too much online time, especially when it comes to grading; so please follow directions.

Most written assignments in this class **will be typed**, unless we are doing an in-class writing. I will let you know the guidelines for each assignment. Yet, I will not accept anything on folded or ripped spiral notebook paper.

Make sure your work is professional; take some pride in what you turn in.

All final papers are due on the date assigned, whether or not you are in class. The only exceptions to this rule are major medical or personal emergencies. I will always give you a heads up on due dates, so there is no excuse of "not knowing" you had a paper due.

Use your organizational tools to write down final due dates! Although I do have sincere empathy for computer crashes, printer problems, running out of paper or ink, etc., use your critical thinking skills to solve the problem! Google docs save your work as you do it, so if you are not in this forum, **Save and back-up your work consistently**. It will save you heartache in the end. You can always print your work in the library.

Only in an emergency will I print off assignments from an email, so make sure you save your work and get to school and print your work in the library.

*I do check off each individual paper and major projects, portfolios, and assignments in the grade book when you turn them in so that there are no discrepancies or arguments later.

Cheating/Plagiarism/Open AI:

Plagiarism has become a common offense in the digital age. Copying another writer's work and submitting it as your own, even using and submitting AI generated work is a serious offense and something I do not take lightly. You possess a myriad of resources at your fingertips, but this class and experience is about learning, and in learning, one must possess some integrity, even when you have procrastinated or are in a time crunch, something is difficult and you are struggling, or you think an assignment is above you. Any student who plagiarizes will be having a wonderful discussion with me and we will figure out what is an appropriate next step.

Group Learning:

Students will participate in group learning projects throughout the year, both teacher-selected and in student-selected groups. All group members receive the same grade. If there are personal conflicts, I expect group members to speak up and schedule a conference with me to problem-solve the issues.

Class Expectations:

First and foremost I want you to be respectful, professional, and to challenge yourself so you feel a level of success. In this class, you have to be able to live with some uncertainty and possess GRIT. I want you to push yourself and feel devoted to YOUR learning. I want our learning environment to be safe, inclusive, fun, and one in which we feel comfortable and invested. **I want my students to know that this is their class as much as it is mine**, although Mrs. Comp is our facilitator!

I want you to enjoy the time we have together, be in that moment, and feel that your voice is valued.

Truly, I expect RESPECT-on all fronts- professionalism and good attitudes.

Policies in the AHS Student Calendar will be respected in the class. We will discuss a few housekeeping items with regard to class rules and policies during the first days.

Content:

I will be planning lessons bi-weekly, and they will be subject to change due to time, future circumstances and student needs. But content will be selective but you will have some choice too. Reading/thinking assignments are frequent and varied in many forms: essays, speeches, articles, visual media, film, biography, autobiography, novels, plays and short stories. Here is a gist of what we *could* explore:

Movements-we will study various authors/stories, in varied forms, within these works and periods, along with the general background of what each literary movement entails

- The Puritan legacy-explore selected poems & excerpts from Bradstreet, Bradford, Rowlandson, & Vowell; *The Crucible* by Arthur Miller
- Rationalism-focus on excerpts from Franklin

- Romanticism-explore Irving and the Hudson River School artists along with various poets like Longfellow and Bryant
- Gothicism-explore Hawthorne, Poe, Jackson and other media (films-excerpts like *Edward Scissorhands*, *The Others*, *The Village*-regarding the dark Romantics)
- Transcendentalism- explore selected excerpts from Emerson and Thoreau and some modern perspectives
- Realism-more focused on the social realists within African American voices
- Naturalism-focus on London
- Modernism-focus on Fitzgerald and Harlem Renaissance, possibly wartime excerpts

Major Literature/Units (including literature in the above movements)

- *When the Emperor Was Divine*-Otsuka
- *The Crucible*-Miller
- *The Color of Water*-McBride (a memoir)
- *The Narrative of the Life of Frederick Douglass*
- Harlem Renaissance-poetry, non-fiction and poetry
- The American Dream essays and news articles
- *The Great Gatsby*-Fitzgerald
- Outside independent readings of your choosing focusing on these possible topics: marginalized voices-race/gender, the classics, memoir, Non-fiction

Movies We Watch

- *The Crucible*
- *Finding Joe* (a documentary)
- *Midnight in Paris*
- *The Great Gatsby*
- Gothic films-see above on movement

Other:

- Living journals and reflections
- Independent reading that will reflect differing content and topics regarding American stories in which you will create a big presentation second semester that culminates your work
- Poetry-writing, responses and explication
- Short Stories (MANY of these for different movements)
- Essay of Place
- Literary analysis
- Close reading strategies
- Narrative writing
- Speeches-informal (1 minute speeches) and formal speaking and presentations
- Socratic Seminars-large and small group discussions
- Writing Skills:-punctuation, grammar, mechanics, syntax
- Research/Web Evaluation
- Reading Strategies/Annotation

- Tableaux
- Inquiry Design and problem based learning
- Mindfulness and Introspection