

**MVLA
2019-20
COURSE INFORMATION SHEET**

Course Title: American Literature

School: Mountain View High School

UC/CSU requirement: Required

Textbook and/or other learning resources: *The American Experience*; *Huckleberry Finn* (Twain); *The Great Gatsby* (Fitzgerald), *Catcher in the Rye* (Salinger); *The Things They Carried* (O'Brien), *Linden Hills* (Naylor) and selections of contemporary nonfiction, essays, poetry, articles, and occasionally, films

Student Learning Outcomes:

Course Content: What does it mean to be an “American” and what responsibilities accompany citizenship in a democratic society? We will read and discuss texts from the 1400s to the present, analyzing them in our effort to answer the above questions and questions students bring to the course about the intersection of literature, culture, and identity.

This college preparatory, National Common Core Standards-based English course builds skills in reading, writing, listening and speaking. In this class, students:

- Learn and practice critical **reading** skills with a wide variety of non-fiction and fictional texts;
- Learn and practice composition skills with instruction in the elements of effective **writing**, daily writing practice and **language** development;
- Engage in **academic discourse** (in pairs, small groups and whole class) to practice speaking, listening to and synthesizing ideas in response to text;
- Give informal and formal **presentations** to gain confidence and skill as public speakers;
- Become familiar with online and library resources as an introduction to the formal **research** process.

In addition to the content standards emphasized in the class, this course will help students develop skills in all areas of academic life. At MVHS, we are committed to helping students develop critical thinking, problem-solving, communication, learning and creative skills. We build supportive classroom culture and hold students to a high standard of scholarship and citizenship.

Assessment and Grading ([BP 5121](#) / [AR 5121](#)): To ensure that every student has an equal opportunity to demonstrate their learning, the course instructors implement aligned grading practices and common assessments with the same frequency.

1. Grading categories and their percentage weights:

- a. Semester letter grades will be determined from formal assessments of a student’s proficiency in the following subject area standards:
 - i. Writing-Formative and Academic Language: 10%
 - ii. Writing- Summative: 25%
 - iii. Reading- Formative: 10%
 - iv. Reading- Summative: 30%
 - v. Listening and Speaking: 15%
 - vi. Work Habits: 10%
- b. Rubrics or scoring guides will explain proficiency criteria for all assignments. Although students will receive a letter grade at the end of every quarter, only semester grades appear on transcripts. 1st and 3rd quarter grades are not on a student’s permanent record, nor are they averaged with grades from 2nd or 4th quarters. Student learning is assessed over the entire semester.

2. Achievement evidence collected within each grading category:

Reading Summative Assessments: There will be a total of 12 entered in the gradebook

Writing Summative Assessments: There will be a total of 6 entered in the gradebook

Additionally students will be informed of the aligned quantity, weight, and due dates of assignments/assessments in each grading category as much in advance as possible.

3. Grading scales:

Letter Grade	Letter Grade Equivalent
A	89.5 - 100
B	80 - 89.49
C	70 - 79.49
D	60 - 69.99
F	50 - 59.99
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4. Homework/outside of class practices ([AR 6154](#)): Students can expect approximately 40 minutes (sometimes more) of homework 4 nights a week. Homework may include journal writing, essay assignments, reading, or preparation for class activities. Long-term projects will also be assigned. Homework assigned is due the following class meeting, unless otherwise noted.
5. Excused absence make up practices ([Education Code 48205\(b\)](#)): Students can make up any class work or homework by checking assignments on the teacher's webpage, downloading documents and completing work. To clarify assignments, students should check Google classroom, check with classmates, and email their teacher.
6. Academic integrity violation practices: The Board expects that students will not cheat, lie, plagiarize or commit other acts of academic dishonesty. Examples of cheating include: anyone who copies another's work or turns in someone else's ideas as his or her own, collaboration with another student or students could be considered cheating if students are expected to complete an assignment independently, copying homework, allowing someone else to copy your work, plagiarism, copying or allowing others to copy from another's exam, improperly obtaining and/or using tests, questions, or answer keys, using unauthorized notes/materials or electronic equipment (calculators, cell phones, etc.), with greater access to the Internet and electronic sources, students need to be very clear about their responsibilities in using these tools with integrity. Check with your teachers if you are unsure or unclear about his/her expectations regarding the use of the Internet. [MVHS Academic Integrity Policy](#)
7. Late work practices: Work turned in on time provides you the best opportunity to learn the most and produce exemplary work or skills demonstration (tests). That being said, students will have the opportunity to make up missing work for proficiency grades in skill areas, but will lose credit in the "work habits" category. Students can expect to arrange with their teacher how and when work will be made up. Note that the WORK HABITS grade category - which includes bringing materials, completing HW, and turning in papers and projects on time - accounts for 10% of your grade.
8. Revision practices: Students will have multiple opportunities to demonstrate proficiency for each skill taught.

Students are encouraged to revise writing and reading assessments to demonstrate proficiency on assessed standards. Revision time frame varies depending on the assignment.

9. Extra credit practices: None

10. Additional grading practices:

Semester Final Exam: All American Literature students will complete a common, standards-based assessment each semester. These assessments will be based on classroom activities and formative assessments. Students should therefore keep all their work and throw nothing away.

Instructors' email addresses:

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Additional information:

General Expectations: Respect others, respect the class, and respect yourself! Any behavior that diminishes the learning of any student or the ability of the teacher to teach will not be tolerated. As a general guideline, misbehavior will be dealt with as follows: 1) conference with student 2) email to parent or guardian 3) referral to the office. Come prepared each day with homework and all required materials. Be on time and help others.

ABSENCES: An "unexcused absence" is an absence in excess of a 30-minute period occurring in a given class. Students may not exceed 14 unexcused absences across their entire schedule. A full day, unexcused absence counts as 5, 6 or 7 absences depending on how many classes a student carries toward the total of 14. On the 15th unexcused absence, students may be referred to an alternative educational program/site pursuant to the District's involuntary transfer policy (AR/OP 5113).

TARDIES: Students may not exceed 19 unexcused tardies across their entire schedule. An unexcused tardy is an absence from class from when the bell rings until up to 30 minutes of a class period. At the 15th unexcused tardy, there will be a mandatory parent conference with the student's Assistant Principal. This conference will be scheduled to occur the morning after the family is contacted by the school. At the student/parent conference, consequences for continued tardiness are discussed and the student is assigned to Saturday School. An attendance contract will also be signed at this meeting. Failure to attend Saturday School may result in a transfer to an alternative educational program/site.