**IHS I.B. Literature of the Americas**

**South Eugene High School--11th grade**

**2017-2018**

**Instructor:** Ms. Courtney Dearinger

**Office Hours:** Room , 11:15-12:30 every day, drop in or by appointment

**Email**: [dearinger\_c@4j.lane.edu](mailto:dearinger_c@4j.lane.edu)

**Course Blog**: blogs.4j.lane.edu/dearinger\_c

**Course Description**

This course, which is integrated with your History of the Americas and Economics courses, serves as an introduction to the literature of the Americas. Together, these classes will provide you with a greater understanding and knowledge of the history, culture, and arts of the Americas and the role of the Americas in the global community.

We will be reading a variety of literary texts from the four major genres (fiction, non-fiction, drama, and poetry) that all speak to different facets of American experiences in order to explore, compare, contrast, and question how those who call themselves “Americans” form and shape their identities. Our primary goal is that through this intense and critical study of American literature, we will become more knowledgeable and engaged global citizens.

This is an I.B. course, and it will be taught following the guidelines, expectations, structure, and assessments required of an I.B. level course. Whether or not you choose to take the I.B. exams, you will benefit from the course’s emphasis on developing strong skills in reading, literary analysis, writing, critical thinking, and speaking—skills that will help you in academic life in high school and beyond.

**Course Goals**

My primary goal is to help students learn and grow in a supportive and nurturing learning environment. I hope to assist you in honing your writing skills and to help you develop an appreciation and a love for literature. Specifically, by the end of the course, you will be able to:

* Define and identify major literary trends in the Americas, including Romanticism, Realism, Naturalism, and Magical Realism
* Demonstrate your knowledge of literary analysis terms and use them effectively in both written and oral literary analysis of a variety of works
* Identify and analyze stylistic characteristics of selected American authors
* Analyze and offer original interpretations of a literary work both in writing and speech
* Formulate and support an original thesis about some aspect of a literary work
* Recognize and explain how major social, political, ideological, economic, and cultural forces have shaped the literature of the Americas

**Classroom Expectations**

I am committed to creating an environment that is fun, creative, challenging and thought provoking. I promise to listen to what you have to say and to respect your opinion. We are here to learn from each other. You have each had your own unique experiences that have shaped who you are at this very moment. Many of you have traveled to various places in the world or call America a second home. Your global perspectives will enrich our course experience and I look forward to your willingness to share your stories.

## Core Values of the Class:

## Every person in this room is a valuable and important member of our classroom community.

## You are responsible for your own words and your own actions.

* Our classroom is a place of trust and respect, ALWAYS.
* If you put in the work and the effort, you WILL learn and improve.
* Everyone CAN succeed in this class.
* Be kind. Everyone you meet is fighting a battle you know nothing about.

**As a classroom community, we strive to uphold the IHS Mission Statement: *As global citizens at Eugene International High School, we aspire to value diversity, ambiguity, and discovery and to act with responsibility, integrity, and compassion.***

**Academic Integrity**: Do your own work—ALWAYS. According to the IB brochure, *Academic Honesty in the Diploma Programme*, “plagiarism” is defined as “the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgement.” Furthermore, “collusion” is defined as “supporting academic misconduct by another student.” Collusion and plagiarism will result in disciplinary action and a zero on the assignment. Most colleges and universities consider plagiarism to be grounds for failing classes and potentially being asked to leave the school. If you feel tempted to comprise your integrity, please ask me for help instead. We will be using **Turnitin.com** to check for plagiarism and provide online feedback for major writing assignments. ***Please see the attached definition of plagiarism and sign the form indicating that you understand the consequences of plagiarizing in this class***.

**Preparation for Class:** Please be on time and bring the following to class every day:

* Your copy of the text we are studying
* All necessary handouts, assignments, etc.
* Your homework due for the day
* A binder or folder with all relevant work and resources for the current unit
* Notebook or loose-leaf paper with many blank pages
* Pens with blue or black ink

**Attendance**: Good attendance will be vital to your success in this class. We will move through a lot of curriculum very quickly, and missing class means missing key concepts and discussions. Active participation is an important part of your grade, as well as a critical means of helping you understand the curriculum. Missing more than FIVE IHS days may result in variable credit.

**Electronic Devices:** All electronic devices (cell phones, iPads, iPods, calculators, etc) should be turned off and out of sight throughout the ENTIRE class. If I see it, I will take it.

**Course Activities**

**Composition Requirements:**

Writing, both short and long assignments, is an integral part of the IB English curriculum. Major writing assignments include, but are not limited to, the following:

* Expressive writing
* Literature-based comparison/contrast essays
* Creative Writing (both formal and informal)
* Paraphrases of poetic and prose passages
* Detailed literary analysis supported with textual evidence
* Peer and Self evaluations and reflections
* Note-taking and reader-response journals

**Reading Requirements:**

This is a reading-intensive course. I will give you detailed reading schedules for every unit, and you are expected to plan ahead to ensure that you have read all required materials for each day of class. Our work together depends upon every student reading the texts carefully, thoughtfully, and on time. I will give frequent reading quizzes and checks, so please stay caught up on the reading as I will not be able to accommodate requests for late reading quizzes.

Our course will include all of the following types of reading:

* Non-fiction essays
* Poetry
* Fiction—novels and short stories
* Drama
* Critical essays on literature
* Biographies

**Speaking Requirement**s: Speaking thoughtfully about literature is an extremely important part of this class. Class participation in both small and large group settings is a large part of your grade. All class activities will demand active participation from every student in the room. You will be required to speak in class in both formal and informal ways, including the following:

* Paired discussions
* Small groups discussions
* Oral quizzes
* Individual Oral Commentary practices
* Socratic seminars
* Fishbowl discussions (whole group discussions)
* Group presentations (including role-playing and dramatic acting)
* Formal individual presentations (more information on IOP and IOC to come later)

**Assessments and Grading**

**Late Work:** All assignments are due at the beginning of class on the assigned due date. If you have an EXCUSED absence, you will have (2) days from your date of return to turn in all missing work with no penalty. After that grace period has passed, late work will be accepted for 50% credit until the end of the unit—after the unit is over, no work from that unit will be accepted for any credit. In some cases, late work will also not be accepted after an assignment has already been graded and returned to the class or after a test on the material has been given. On days when our class activities depend on you having done your homework (i.e. peer editing days) you must bring your work on time or you will get zero points.

If you have an UNEXCUSED absence, you have (1) day to turn in any missing work for 50% credit.

* Each student is allowed (1) pre-approved extension for a major assignment for the year (major assignments include formal papers and projects, but DO NOT include presentations, group work, daily assignments, or any of the IB assessments); requests for extensions must be made IN WRITING to the teacher at least 48 hours prior to the original due date and must receive formal written approval for confirmation. All approvals are up to the discretion of the teacher.
* There will be (1) re-write offered per trimester—students have the option of rewriting one formal graded paper and earning a new grade for any improvement shown on the second attempt (the new grade is the average of the first and second scores)
* Major assignments may be turned in via email, but WRITTEN CONFIRMATION from the teacher is required in order for the assignment to be considered turned in. If you do not receive an email from the teacher confirming receipt of your assignment, your assignment has not been turned in and must be resubmitted. You MAY NOT email daily written work and expect the teacher to print it out for before class.

**Grading Scale:**

A = 100%-90%

B = 89%-80%

C = 79%-70%

D = 69%-60%

F = 59%- 0%

**Extra Credit:** Extra credit opportunities may be announced throughout the term, but they are very rare. Opportunities for extra credit will be provided as enrichment activities to enhance your learning. I believe that an extra credit option should be used as an extension of a unit, not as a substitution for missing work. Do not expect to earn back a missing or bad grade by doing extra credit later in the term.

**Special Needs:** I welcome student and parent conferences, phone calls and emails to communicate about student needs. In addition, I will make appropriate accommodations for all students with identified special needs, including IEP’s, 504 plans, and TAG plans

**Getting in touch with Ms. Dearinger:**

In person or email is preferable.

Here are some tips for email etiquette from the Purdue Online Writing Lab (OWL).

* I will answer email as soon as I can, but please allow 48 hours before sending a follow-up inquiry.
* When mailing a teacher, ALWAYS include your full name and class section.
* Include what the email is specifically regarding in the subject line.
* Think twice about whether or not the content of your email is appropriate for virtual correspondence -once you hit Send, anyone might be able to read it.
* Try to keep the email brief (one screen length)
* Write in complete sentences.
* Check for spelling, punctuation and grammar errors before clicking Send

An issue that needs to be resolved? Here some suggestions for open communication….

* You should briefly state the history of the problem to provide context for the problem.
* Explain the attempts you made previously to resolve the problem.
* Show why it is critical for the problem to be resolved.
* Offer suggestions on ways you think it can be resolved or how you are willing to help in the matter.

**Outline of Course Readings and Texts**

**\*\*Works for preparation of the IB exam components in Language A. It would be VERY wise for all possible IB candidates to keep all assignments and notes pertaining to these texts.\*\***

**Unit One: American Voices (September)**

* Selected essays and poetry from Hughes, Cisneros, Alexie, Noda, Dillard, and Danticat

**Unit Two: New England Renaissance: Expansionism, Civil War, and the development of Romanticism and Existentialism (October-December)**

* Selected essays from Thoreau and Emerson
* \*\*Selected poetry and short stories from Dickinson, Hawthorne, Poe, and Whitman\*\*

**Unit Three: Westward Expansion: the movement from rural ideals and nature to urbanization and mechanization (January)**

* Selected poetry and short stories by Gilman, Chopin,

**Unit Four: Post-Revolutionary Latin America (February-March)**

* *\*\*Like Water for Chocolate* by Laura Esquivel\*\*
* *\*\*Chronicle of a Death Foretold* by Gabriel Garcia Marquez\*\*

**Unit Five: U.S. Literature in the Early Twentieth Century (March-May)**

* \*\**The Great Gatsby* by F. Scott Fitzgerald\*\*
* \*\*Selected poetry by Frost, Hughes, and others\*\*

**Unit Six: Civil Rights and the Voices That Led the Way (May-June)**

* *\*\*Fences* by August Wilson\*\*
* Selected poetry, short stories, and non-fiction of the Harlem Renaissance, including Hughes, Hurston, Toomer, and more

#### Syllabus Acknowledgement 2017-2018—due ASAP

I have read and understood all *Literature of the Americas* course information. If I have any questions or concerns about the course (including readings and films), I will contact the instructor immediately. Signatures below indicate permission for student to participate in course activities as outlined.

In addition, I have read and understood the definitions of Plagiarism and Collusion outlined below, as well as the possible repercussions and penalties for this course. These definitions are taken directly from the IB brochure under “Academic Honesty in the Diploma Programme,” and are followed in all Eugene IHS courses.

*“Plagiarism is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear, and explicit acknowledgement. The use of translated materials, unless indicated and acknowledged, is also considered plagiarism.”*

*“Collusion is defined as supporting academic misconduct by another student, for example allowing one’s work to be copied or submitted for assessment by another.”*

Courtney Dearinger’s email: dearinger\_c@4j.lane.edu

Student Name (first and last, printed neatly): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

Parent/Guardian Name (printed):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

Parent Contact Information:

Please provide the best means of contact for the parent/guardian of the student named above.

Phone number (home):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone number (cell):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone number (work):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_