

**U.S. Literature: ENG321 (Course outline is subject to change.)**

**Kate Riepe**

**Contact Information:** The best way to get in touch with me is through email at [kriepe@dbqschools.org](mailto:kriepe@dbqschools.org) My planning period is 2<sup>nd</sup> hour from 8:30-9:10.

**Course Description:** U.S. Literature is designed to increase proficiency in reading, writing, and analytical thinking. The emphasis is on American literature and how it relates to the history of our country. There will be a cumulative semester final that covers the course material in an in class essay.

**Course Expectations:** We will be reading four major texts as well as several shorter works and poetry. There will be polished pieces of writing as well as informal writing assignments related to the texts. Students will be engaged in individual and group presentations as well as class discussions.

**Late Work:** Late work will be accepted with substantial grade reductions (half-credit). Late work will only be taken up to one week after the due date. In most cases, if the assignment is in my mailbox by 2:30 on the due date, it will be accepted without penalty. All essays are due via email or hardcopy, without exception, by 5pm on the assigned due date regardless of student absence from class, any exceptions must be discussed with me the day before the due date.

**Participation & Discussion Points:** You will be graded through thoughtfully discussing the readings with the class. It is my expectation that you will actively contribute and listen to our discussions with respect and introspection. This involves you staying awake during class (including films), staying focused on class while in class (not doing other homework, text messaging, giving/receiving phone calls or sharing random anecdotes), and thoughtfully responding to class discussions. You may earn credit for participation points.

**Classroom Conduct:** Our classroom will be a positive working environment. This course will adhere to policies in your school planner. All students will behave in a courteous and positive manner. Participation is part of your evaluation and misconduct will affect participation points.

1<sup>st</sup> incident: Student/Teacher communication

2<sup>nd</sup> incident: Teacher/Parent communication

3<sup>rd</sup> incident: AP office/ Behavior Plan

\* In any case that I deem appropriate the student may proceed directly to the AP office.

**Attendance:** Be here. Be on time. If you are absent it is your responsibility to turn in assignments the following day, to make up quizzes, and to collect any missed assignments. If you are absent when an essay is due, you must email the essay that day. Please make every effort to be on time and present every day. Come to class prepared and ready to begin. If absenteeism or lateness becomes a chronic issue, I will follow a course of disciplinary action.

**Technology Usage:** Cell phones and electronic devices are a part of our world. That said, they will not be a disruptive part of class. If you are using your device in a non-academic manner you will be asked to put it away. In the event that your compliance becomes an issue, I will follow the handbook guidelines and place them in the AP office for your parents/guardians to pick up.

**Grading:** As grades are now available online I will not be handing out grade updates. Grades will be updated periodically. All points are cumulative. There will be a final.

A 93-100

B 83-86

C 73-76

D 63-66

A- 90-92

B- 80-82

C- 70-72

D- 60-62

B+ 87-89

C+ 77-79

D+ 67-69

F 0-59

## Course Outline: Units may be taught out of sequence

### **Unit: Questioning Society and Our Roles Within**

Activities: Social Criticism, Social Status and the Red Scare  
*Half-Hanged Mary, The Crucible*

Writing: Essay, polished persuasive

Viewing: *The Crucible* (1996) PG13

### **Unit: Conflicting Views**

Activities: Post-Modernism, Patriotism and the Vietnam War  
*Things They Carried*

Writing: One page reflections, Group research project/presentation

Viewing: *Platoon* (1986), R

### **Unit: Excess and Expression**

Activities: Modernism, American Dream, and the Jazz Age  
*The Great Gatsby*

Writing: Essay test, Character analysis project, Discussion days

Viewing: *The Great Gatsby* (2013) PG-13

### **Unit: Cultural Rebirth**

Activities: Realism, the Black American experience, and Civil Rights  
Short Stories, Poetry, *Raisin in the Sun*

Writing: One Pager, Verbal Thematic Exam

Viewing: *Raisin in the Sun* (1961) PG (2008) PG-13

### **Unit: Identity and the Search for Self**

Activities: Romanticism, Conformity, and Post War America  
*Catcher in the Rye*

Writing: Personal writing assignment, psychological profile

Viewing: *Dead Poets Society* (1989) PG

### **Final Exam: Influences of American Literature**

Using the pieces of literature spanning the semester, students will compare and contrast the romantic and realist aspects of American life as portrayed in the works experienced, the author background of each major text, and the social influence that the literature has had on American Society

## **PLAGIARISM**

Hempstead students are expected to do their own schoolwork. Cheating by looking at another student's schoolwork, copying others' work, copying from other sources or similar cheating is not tolerated. With the advent of the internet, the availability of information has exploded into a whole new and exciting realm for our students. The accessibility of documents has also brought with it an increasing concern regarding plagiarism, which is a form of cheating.

All Hempstead teachers are committed to educating our students about plagiarism, helping them understand what plagiarism is—especially through specific instruction in individual courses. We aim to teach students how to accurately quote and document sources as well as how to effectively convert researched information into their own words.

Plagiarism is defined by [www.dictionary.com](http://www.dictionary.com) as: “a piece of writing that has been copied from someone else and is presented as being your own work; taking someone's words or ideas as if they were your own.” Iowa Core Literacy Anchor Standard #8 for College and Career Readiness states that students will: “Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.”

**Cheating, including plagiarism, may result in loss of or reduced credit on an assignment, referral to the Assistant Principal office for documentation on the student's record, and possible loss of class credit and failing grade.** Plagiarism and cheating exist in many forms and to various extents. Some typical examples are noted here:

1. Copying another student's assignment/ project; note: **BOTH parties are engaging in cheating**
2. Using another person's paper/artwork/project/ in its entirety and calling it your own
3. Copying a paper word-for-word (artwork/project) from an internet document or documents
4. Using sentences from another source but replacing a few words
5. Passing off ideas or critiques as your own when they are someone else's
6. Not putting quotation marks around exact words pulled from another resource
7. Not documenting the source at all, or documenting the wrong source
8. Not citing the sources used (even when paraphrasing and summarizing)

Incidental plagiarism will be addressed by the classroom teacher, and may include loss of credit for the assignment and parent contact. Consequences for blatant plagiarism and repeated acts of incidental plagiarism are listed below. Disciplinary action by Hempstead administration **may include loss of class credit and failing grade.**

**Juniors & Seniors:**

1<sup>st</sup> occurrence: 0% on piece without revision, parent contact, referral to Assistant Principal for documentation purposes; repeated plagiarized pieces 0% without revision and referral to AP Office for possible disciplinary action