



*The mission of Dubuque Senior High School is to provide a climate of mutual respect and support where all may develop their intellectual, creative, social, and physical potential.*

# Contemporary Literature

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<b>Semester Course</b>	<b>ENG329</b>
<b>Open to: Juniors and Seniors</b>	<b>1 Credit</b>
<b>Prerequisite: none</b>	<b>NCAA Approved</b>

**“It is the mark of an educated mind to be able to entertain a thought without accepting it.” –Aristotle**

We are committed to providing students with a well-rounded and diverse educational experience involving a wide variety of topics and relevant social issues encountered in our pluralistic society. In our classrooms, all opinions are valued and critical thinking is expected. The focus of instruction is centered on both the Dubuque Community School District and Iowa State Standards. Parents/guardians are welcome and encouraged to read, view, and discuss material with their student.

## **Course Description**

This one-semester course is designed for students interested in exploring mostly American literature based on challenging contemporary issues, themes, and artists. Fiction, non-fiction, plays, film, and poetry (including contemporary music lyrics) will be studied in-depth. Students will analyze, discuss, and find understanding of the challenging issues of our time. Thematic units may include: responsibility, choices and consequences, prejudice, crime, teen-adult relationships, etc.

*“Finis Coronat Opus” – The end crowns the work.*

Alignment to the Iowa Core Curriculum: Instruction, learning and assessment are built primarily on the 11-12th grade-band expectations of the Iowa Core Reading and Speaking and Listening Strands.

## **Iowa Core Standards**

### **Standard 1: Reading Strand - Literature**

Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.

### **Standard 2: Reading Strand – Informational Text**

Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.

### **Standard 3: Speaking and Listening**

Students will participate effectively in a range of rich, structured conversations, collaborations, and presentations.

### **Standard 4: Language**

Students will apply knowledge of the English language and its conventions when reading, writing, speaking and listening.

## **Assessments/Grading**

A variety of assessments will be utilized to provide a well-rounded perspective of students' understanding of the curriculum. This variety includes formative, summative, peer, self, and possibly parent.

Formative assessments will be used to gauge students' understanding of the material in more frequent, less grade-impacting practices, such as quizzes, daily assignments, scored discussions, group work, etc.

A truer demonstration of students' understanding of the material, on an overarching scale, will constitute the summative assessments, such as unit tests, projects, and presentations. The student's grade will constitute the collective sum of these assessments.

## **Content**

Please re-read the Course Description of this syllabus to refamiliarize yourself with the content. Major contemporary works included: *Catcher in the Rye* by J.D. Salinger, *Slaughterhouse Five* by Kurt Vonnegut, Jr., and *Zeitoun* by Dave Eggers. Short stories are selected from various sources including *The New Yorker* and editions of *The Best American Nonrequired Reading*.

## **Instructional Strategies**

Strategies will be implemented into daily classroom activities to accommodate the differences in the learning styles of students, thus better fitting their learning needs. These strategies include individual work, group work, project based learning, demonstrations, role-playing, discussion participation, etc.

However, students must conduct themselves with honesty and sincerity in their academic endeavours. Students should expect to be challenged, to function beyond their learning comfort zone. This is not an excuse for failure or frustration, but an opportunity to expand the functions of the brain and to better facilitate the learning process.

## **Resources**

Novels will be the primary resource in Contemporary Literature, but not the exclusive resource. We will use all kinds of resources. In fact, any resource available that can contribute to our thoughtful conversations about literature will be welcomed. These sources will include published journals, websites, communication with community members, libraries, audio recordings and lyrics, etc.

## **Academic/Behavioral Expectations**

Please make note: the late assignment policy will allot two additional days for submission with a maximum of half-credit value. Very few exceptions will be made, but extenuating circumstances may be considered. If the assignment is not submitted before the late assignment policy extension window closes, the assignment loses the potential for credit.

Make-up work will also have two days to be submitted (with full credit). It is the responsibility of the student to instigate the gathering of necessary information and applicable assignments. If the make-up work is not submitted within the given extension, the late assignment policy will apply.

Students are expected to conduct themselves with civility, maturity, and punctuality. Please refer to the Student Handbook for specific details about Behavioral Expectations and Attendance.

### **Communication Plan**

Please check **PowerSchool** on a regular basis to keep abreast with information regarding the student's progress. Email typically works best for initial communication. **Office Hours:** Before/After School, Prep Period