

Syllabus

American Literature

Heritage Academy
A University-Model® School

The mission of Heritage Academy, a Certified University-Model® School, is to partner with Christian parents to prepare college-worthy, character witnesses for Jesus Christ.

I. Purpose and Course Content

Students in this course will be exposed to broad variety of American Literature (essays, non-fiction, poetry, drama, and full-length novels) and receive instruction related to historical context, author background, literary structure and style, overarching themes, and worldview perspective. Students will further refine their skills for analysis and writing by drafting, revising, and publishing multiple pieces of writing that include novel review, literary analysis, persuasive elements, and historical research. Students will receive instruction for properly formatting references to outside sources in keeping with the MLA style of documentation. This course will also include structured vocabulary studies related to preparation for the SAT and ACT College Entrance Exams.

In addition to reading selected sermons, poems and shorts stories by Jonathan Edwards, Ralph Waldo Emerson, Henry Thoreau, Robert Frost, Annie Dillard, Flannery O’Conner, and other authors, students will also read several or all of the following complete works:

The Autobiography of Benjamin Franklin, by Benjamin Franklin
The Scarlet Letter, by Nathanael Hawthorn
The Adventures of Huckleberry Finn, by Mark Twain
The Pearl, by John Steinbeck
The Great Gatsby, by Scott Fitzgerald (if time allows)
Fahrenheit 451, by Ray Bradbury

Pre-requisites: Successful completion of preceding Language Arts course in Heritage Academy’s course sequence.

II. Worldview Integration

Heritage Academy is committed to teaching subjects in such a way that students develop a biblical worldview out of which to think and act. The following are key essential truths which relate to the study of language arts:

- God is a trinity (three persons in one) and is the source of life and love. By Him, all things were created. In Him, all things hold together (Colossians 1:17). God desires us to thrive in relationship with him.
- Since God deliberately designed and designated mankind to reflect His own image, we, as people, have unique capacities to wrestle with the abstract, perform analysis, communicate complex ideas, exercise decision-making, and cultivate complex relationships that involve body, soul, and spirit (Genesis 1:28).
- God does not want us to embrace deception, which causes damage to ourselves and to our communion with Him and others, and can eventually lead to painful destruction (John 10:10, James 1:16-17, Galatians 6:7-8, Proverbs 3:5-8).
- Because of sin (unbelief toward God and turning away from him), God’s image in us is fragmented and distorted. A principle of rebellion is now at work within ourselves and within the world. Disorder, fragmentation, and decay are the natural tendency of things and death is an inevitable event. Without giving careful attention to God’s wisdom and purposing to submit to it, we ourselves can hasten toward or embrace confusion, fear, foolishness, regret, and sometimes even destruction. **It is only when we pursue health and life according to God’s wisdom, that we can experience the joy of thriving (reconciliation, renewal, and wholeness) that God desires us to know (Genesis 4:7, John 10:10, Proverbs 14:27).**
- Wisdom is the set of creation principles by which the Trinity created the world and which, when followed, nurtures life (Proverbs 8:24-25, Proverbs 3:19).

- Through the study and enjoyment of literature, we are able to consider the assumptions, thought-patterns, motivations, and choices of various literary characters and gain insight into the consequences of belief, choice, and life experiences (Proverbs 13:20).
- We reflect God’s image when we exercise and refine our God-given capacities to consider and discern the consequences of belief, choice, and life experiences. We further reflect God’s image and become agents of renewal when we are able to communicate our observations and related insights with skill, creativity, and integrity, and with perspective that affirms God’s wisdom.

III. Required Texts and Materials

Please reference *Required Text Book List* and *Course Supplies List* for the appropriate academic year to identify the textbooks and supplies students will need for this course. Both the Required Text Book List and Course Supplies List are accessible online.

IV. Course Guidelines / Student Responsibilities

A. Attendance

Attendance is imperative as concepts cannot be learned if a student is absent. Students are expected to attend class and contribute positively to the classroom environment.

Tardiness is disruptive to other class members. Please arrive on time and prepared. All absences and tardies are considered unexcused unless accompanied by a note from a parent or guardian. Please remember that three tardies generate one absence.

As communicated in Heritage Academy’s Family Manual, a passing grade awarded at the end of the semester generally requires that a secondary student has attended at least forty-two class periods during the semester. Failure to meet this minimum attendance requirement may result in an F being awarded and recorded on the student’s transcript.

B. Absences and Late Work

In the case of planned absence(s), homework that is due during the student’s absence must be completed and submitted to the instructor in advance.

When a student is unexpectedly and unavoidably absent due to ill health, past-due assignments must be submitted within two course periods after the student’s return to school. **When an unexpected absence must occur, please be sure to notify the school office and the instructor of the students’ absence as quickly as possible, preferably before the involved class occurs. This contact may occur by phone or by email.**

Late work that is submitted simply “late” will be graded and penalized with a **ten percent grade reduction for each course period that it is late**; homework will not be accepted more than three course periods (1 week) past its due date, unless previous arrangements between the teacher and the student’s parent have been agreed to in light of peculiar circumstances that are occurring beyond the family’s control.

C. Student Conduct and Preparation for Learning

For the sake of promoting a safe and focused learning environment, the student is expected to do the following throughout the course of the semester:

- 1) Arrive on time to each class period with the appropriate class materials available for access (e.g., organized notebook with dividers and filed materials, paper, writing tools, texts, and other tools as directed)
- 2) Arrive prepared to submit completed at-home assignments at start of each class period.
- 3) Arrive ready to listen, learn, ***take notes***, and participate in teacher-directed classroom discussions and activities.
- 4) Ask for clarification or further explanation when a concept or direction remains unclear.
- 5) Demonstrate a spirit of cooperation, kindness, and respect toward the teacher and fellow classmates, in keeping with Heritage Academy’s Code of Conduct.

- 6) Help keep the classroom area clean and orderly.
- 7) Cooperate with the parent-educator and the Heritage Academy teacher to complete homework in a timely fashion
- 8) Communicate concerns regarding schoolwork to both the Heritage Academy teacher and the parent-educator, so that these concerns can be addressed quickly.
- 9) On the whole, conduct himself or herself in a manner that is worthy of Christ and reflects the life of the Holy Spirit in him/her: “. . . that you may live a life worthy of the Lord and may please Him in every way: bearing fruit in every good work, growing in the knowledge of God, being strengthened with all power according to His glorious might so that you may have great endurance and patience, and joyfully giving thanks to the Father, who has qualified you to share in the inheritance of the saints in the kingdom of light” (Colossians 1:12).

D. At-Home (Satellite Classroom) Investment

Daily home-assignments will be outlined on the weekly Home-Communication Sheet the student will receive each Monday. The student can expect to invest approximately 2.5 to 4 hours each week completing coursework at home in preparation for class periods. Course assignments may include any of the following:

- **Reading and Literary Analysis or Response**
- **Writing:** A number of writing assignments, varying in their focus and structure, will be given. All paragraph and essay assignments must be typed, double-spaced, in 12-point font, and include a full heading and title. Margins should be 1 inch. The Modern Language Association style format should be used on all papers. Assignments should be saved on a computer or file drive for easy corrections. I will have a blend of objective writing (essays, etc.) and creative writing (poetry, etc.) assignments in order to practice both types and highlight the individual gifting of each student.
- **Completing Research / Special Projects:** Students may be directed to research various topics and/or written works or to prepare special projects throughout the semester for the purpose of presenting information or arguing a point. This may include web work or interviews. Plagiarism is never acceptable.
- **Vocabulary Studies**
- **Memorization Work** (names, dates, etc.)
- **Dialogue:** Student may be instructed to discuss and/or explore certain topics or concepts with a parent. These assignments will be given purposefully and should not be dismissed.
- **Preparation for Tests:** Students may be instructed to review notes, various texts, previously completed tests, scripture verses and/or to complete review questions or study guides, etc., in preparation for tests.
- **Maintenance of Course Binders**
- **Other Assignments:** additional types of assignments may be given throughout the semester at the discretion of the instructor.

E. Assessments

Students will take several tests and craft several essays throughout the course of each semester. In addition, quizzes may be administered to monitor student's mastery of material and preparedness for tests. It is likely that at least one oral class presentation will be required of each student. A comprehensive, semester exam (1.75 hours in length) will be given at the end of each semester, scheduled according to Heritage Academy's Final Exam schedule.

F. Grades

Apportionment

Vocabulary and smaller assignments: 25%
Tests and Major Writing Compositions: 60%
Semester Exam: 15%

Grading Scale

100-96....A	79-77...C+
94-90.....A-	76-73...C
89-87.....B+	72-70...C-
86-83....B	69-60....D
82-80....B-	59 or below...F

The course grade the student is awarded at the end of the semester will indicate the grade that will also appear on the student's transcript. To maintain eligibility for promotion to the next course in Heritage Academy's Language Arts sequence and to receive high school credit for this course, the student must achieve a percentage grade of 70% or above, translating to a letter grade of C- or above, and fulfill attendance requirements.

V. Parent Responsibilities

A. Embrace the University Model

University-Model Schooling at Heritage Academy is driven by two guiding principles:

- ◆ to preserve and strengthen God-ordained family relationships
- ◆ to offer students the opportunity to achieve a high degree of academic excellence.

Heritage Academy operates as a University-Model School[®], designed for families who want their students to flourish from a life anchored in the home yet still gain from the best aspects of traditional, classroom education. Courses offered at Heritage Academy occur every-other-day so that students may realize the benefits of qualified teachers and a focused learning community, yet continue to experience home as the primary, consistent base where parents remain their foremost guides for spiritual, social, academic, and character formation.

Parents, please consider ways you may maximize the benefits University-Model Schooling offers to your family. How can you as parents utilize the at-home study time this model provides to nurture deeper relationship and model and impart the faith, values, and life-patterns you desire your student to embrace?

B. Fulfill Parent Role

Within a University-Model School[®], parents commit to fulfill a specified role related to each course in which their student is enrolled, as prescribed by the course's description. Each role identifies specific responsibilities that the teacher relies on the parent to perform, thus facilitating effective home/school partnership whereby students are assured of receiving needed support. The parent role designated for this course is that of "**Guide for Independent Study.**"

This course mimics that of a junior college program, where independent study skills and disciplined planning for completion of homework assignments is necessary. You, as parents, have responsibility for monitoring the completion of independent school work by your student and encouraging your student to do his or her best. That being said, there may still be occasional times when you are asked to provide specific guidance for an assignment.

C. Monitor Gradelink and View Seven-Week and Thirteen-Week Gradelink Reports

As your student earns grades for completed tests, quizzes, and various projects and homework assignments, these will be recorded on **Gradelink.com** for you to view at your convenience. My general goal will be to post grades online within a week of their being awarded.

In Gradelink, missing assignments will also be noted. Please take time to follow your student's progress on Gradelink so that you can quickly recognize and explore/address areas of patterns of difficulty or concern that may appear and affirm positive accomplishments.

Gradelink Reports, which will include parent-directed comments related to your student's behavior and progress in class, will be ready for parents to view at the seven-week and thirteen-week point in the semester.

Please contact the office if you have not received your Gradelink login information.

D. Attend Parent/Teacher Fellowship

I hope you will take time to come to Parent/Teacher Fellowship scheduled during the 7th week of each semester. This will give you and I brief opportunity to connect face-to-face and discuss your student's progress, making the most of the partnership that is so vital to students' success within the University Model®.

VI. Contacting the Instructor:

Teacher contact information will be provided on the weekly communication sheets that will be distributed in class; it may also be found in the school directory.