

Name of School:

Name of Course: **Contemporary Literature**

Instructor Information

Name:
E-mail address:
School phone number:
Web page address:
Best times to be reached:

Course Description

Contemporary Literature is designed thematically so that matters of current concern are examined in contemporary short stories, biographies, poems, dramas, articles, and essays. Magazines, newspapers, novels, television, and film are also incorporated in the study of current ideas. Writing experiences varying from journal entries to expository writings, small and large group discussions, and individual and group projects help students explore such themes as the nature of our world, human relationships, and awareness of self.

District Standards and Power Benchmarks

Standard: Students will apply reading, writing, and speaking skills to communicate effectively.

Grade Level Benchmarks:

- Students will be able to use text structure such as chronological order, cause and effect, compare and contrast, literary elements, and fact and opinion to aid comprehension of a variety of text formats and genres.
- Students will be able to determine meaning in literature by identifying and analyzing commonly used literary devices and elements.
- Students will be able to know the characteristics and structure of a variety of literary genres.
- **Expert:** Students will be able to understand the specific literary style of an author and the effectiveness of techniques used to convey author's purpose and viewpoint.

Course Information

Contemporary Literature is a one-term elective course worth .5 credit. Successful completion of *Contemporary Literature* will satisfy the 11th or 12th grade General Literature requirement. Although there are no prerequisites for this course, it is strongly suggested that students take the freshman and sophomore requirements prior to taking *Contemporary Literature*.

Course Outline/Calendar

Matters of contemporary concern will vary from term to term and may include the following:

- Required academic vocabulary instruction
- **ACT Skills: English**
- Justice
- Families
- Defining Moments
- Finding My Way
- Current social issues:
 - Death penalty
 - Homelessness/poverty
 - Genocide
 - Brain gender differences
 - HIV and viruses
 - The law
 - Pro-choice/pro-life
 - Violence and the media
 - Racism/prejudice
 - Career development
 - Fetal alcohol syndrome
 - Stem-cell research
 - Privacy vs protection
 - Fast food and obesity
 - War

Text/Other Required Materials/Resources

- *To Kill a Mockingbird*
- *A Multicultural Reader: Collection Two*
- Newspapers
- Other contemporary texts
- Independent reading book
- USB drive or computer disk
- e-locker user name and password
- 10 cents for every page printed in the LMC

Additional Texts/Materials/Resources

Instructional Procedures & Support

1. A variety of teaching techniques and strategies will be used, e.g., direct instruction, Socratic discussions, reflective writing, cooperative groups, graphic organizers, note-taking, framing, QARs, Read Alouds, and higher order thinking skills.
2. **ACT Skills: English**
3. District Literacy Initiative strategies will be used.
4. Students are expected to actively participate in discussions and complete all reading and writing assignments on time.
5. Students will receive verbal and written instructions for major assignments.
6. Students may come in for additional assistance before or after school. A time should be arranged with the teacher in advance.
7. Homework will include independent reading, writing, and preparation for the major projects.
8. Plagiarism will not be tolerated.

Classroom Management Procedures

Assessment Plan

Grades will be calculated on the basis of total points earned.

Grading System

Points accumulate for daily assignments, writing assignments, projects, presentations, quizzes, and tests. Points are divided by the total possible for the grading period to produce a percentage. The Davenport Community Schools' district percentage grading scale and grading periods are as follows:

Quarter	Mid Term	End of Quarter
Quarter 1	Sept. 20, 2010	Oct. 20, 2010
Quarter 2	Nov. 17, 2010	Dec. 21, 2010
Quarter 3	Feb. 4, 2011	Mar. 9, 2011

A	93 and above	Firm command of knowledge domain High level of skill development Exceptional preparation for later learning
A⁻	90 - 92	
B⁺	87 - 89	Command of knowledge beyond the basic concepts of knowledge Advanced development of most skills Has prerequisites for later learning
B	83 - 86	
B⁻	80 - 82	
C⁺	77 - 79	Command of the basic concepts of knowledge Demonstrates ability to use basic skills Lacks a few prerequisites for later learning
C	73 - 76	
C⁻	70 - 72	
I		The letter "I" indicates the student has not satisfactorily achieved the grade/course-level benchmarks and/or has missing work. "I" status is temporary and not a final grade. The letter "I" may affect athletic eligibility.

D⁺	67 - 69	Lacks knowledge of some fundamental ideas Some important skills not attained Deficient in many of the prerequisites for later learning
D	63 - 66	
D⁻	60 - 62	
F	59 and below	Most of the basic concepts and principles not learned Most essential skills have not been demonstrated Lacks most prerequisites needed for later learning