

## Class Policies

### American Literature

American Literature is a year-long survey course that follows the development of literature within the United States from its earliest colonial period through the Second World War. Units are comprised of successive literary eras. Unit lectures will follow a recurring structure: first addressing the social and political landscape of the country, before demonstrating how the literature reflects and responds to those forces. Each unit will be followed by a brief assessment in which students identify and explain how the selected works meet those criteria. This course also requires a research paper. **Please make me aware (privately of course) of any necessary accommodations—academically, physically, financially, etc.** I want everyone in the class to feel comfortable, supported, and prepared.

Additionally, students are required to purchase their own copy of the following novels:

- *The Great Gatsby*, by F. Scott Fitzgerald (ISBN: 978-0-7432-7356-5)
- *The Catcher in the Rye*, by J.D. Salinger (ISBN: 978-0-316-76917-4)

Please purchase your copies in the first four weeks of the second semester, so that you are prepared.

Technology is a key component of this course and students should arrive each day with their school laptop. There are three essential platforms of which students must be aware:

1. **Website:** The informational hub: a weekly agenda, syllabus, lectures, exemplars, and other supplemental materials are continually available and updated here. Simply go to [www.mcevilly.squarespace.com](http://www.mcevilly.squarespace.com) or click the link in Schoology or locate me on the high school site.
2. **PowerSchool:** As the official grade of record, all assignments and grades will be posted here.  
*\* No grades will be entered through Schoology*
3. **Email:** The best way to reach me outside of class is through district email: [dmcevilly@ecusd7.org](mailto:dmcevilly@ecusd7.org).  
*\* Do not contact me through Schoology*

Remember: Students are the ones who have been present for lectures and discussions; they have read the material and completed the work. I encourage all students to take ownership of their academics and to advocate for themselves. Ask questions in class, drop by after school, email me. Parents are certainly welcome to contact me, but at this stage in a student's education, a parent should not be more engaged than the student. After all, only the student has context for their questions or concerns.

With this in mind, a word to students on etiquette: I'm more than happy to answer questions—*I want you to ask questions, I want you to be curious*. But remember, most teachers have anywhere from 130-150 students, two or three different courses, and five or six sections to teach each day. Try to craft a coherent, specific, reasonable, and polite inquiry. Your words are a reflection of yourself—your sincerity, your effort, and your consideration. The first email (A) below was written by a seventeen-year-old. The second (B) was written by a nine-year-old. Guess which student is more likely to accomplish their goal?

A. 

hey

i have zero i turned it in i don't know if u didn't get it?

B. 

Mr. Clark,

I tried to do the online math test but it wouldn't let me submit. So, I exited the test, but I took pictures of my answers so I didn't lose them. Please tell me what to do now. Have a nice day!

Becca

