Contemporary American Short Stories
English 11 – American Literature

This unit will once again focus on literary analysis based on close reading of the text while taking into account the historical context and author background. In-class discussion will be graded, as it is an important method for demonstrating and developing your analytical skills. All short stories are found in your *Anthology of the American Short Story*. At the end of the unit, we’ll discuss together the characteristics of this period of American literature (known as “contemporary” or “post-modern”).

Additional writing assignments and/or quizzes may be assigned as needed to continue developing students’ skills of analysis and critical reading.

For each short story you will complete the following:
1. Prepare for class discussion by:
   a. Reading the assigned text
   b. Completing a Short Story Analysis worksheet – points will be awarded for completing the worksheet on time, in other words, for being prepared for class. Points will not be given for late worksheets or for notes taken in class.
2. Participate in class by:
   a. Participating in whole class discussion
      i. Listening attentively
      ii. Contributing to discussion when called upon
   b. Working effectively in small groups
      i. Taking on a role in the group (captain, recorder, reflector, encourager)
      ii. Focusing on the task at hand
      iii. Listening attentively to each group member’s contributions
      iv. Contributing your own ideas/opinions respectfully
      v. Sharing group’s ideas when called upon

Students may be called upon at random or may volunteer to answer a question, and responses will be evaluated as follows:
- “2” for a high quality answer (stands out for being thorough, well supported, or insightful; or makes connections or otherwise contributes to class understanding)
- “1” for a satisfactory answer (a direct response to the question, but not particularly outstanding)
- “0” for an unsatisfactory answer (too brief, or unsupported by evidence, or “I don’t know”)

These scores will be converted to a weekly grade of up to 10 points.
Students will also have a chance to earn points by evaluating themselves according to the rubric on the back of this page.
The teacher reserves the right to reduce the discussion grade for disruptive or off-task behavior.
### Understanding & Calculating Your Class Participation Grade

<table>
<thead>
<tr>
<th>Contributing to Learning Community</th>
<th>Managing Your Own Conduct</th>
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<tbody>
<tr>
<td>Frequently contributes to discussions and group work—by asking questions, sharing relevant ideas, answering questions, &amp; leading or helping classroom or group procedures.</td>
<td>Follows directions &amp; procedures; raises hand to speak; arrives on time &amp; prepared; respects classmates &amp; teachers; uses appropriate language; respects personal space; does not waste class time</td>
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<tr>
<td><strong>A</strong> (93-100%)</td>
<td><strong>A</strong> (93-100%)</td>
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<tr>
<td><strong>B</strong> (85-92%)</td>
<td><strong>B</strong> (85-92%)</td>
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<td><strong>C</strong> (77-84%)</td>
<td><strong>C</strong> (77-84%)</td>
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<tr>
<td><strong>D</strong> (69-76%)</td>
<td><strong>D</strong> (69-76%)</td>
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<tr>
<td><strong>F</strong> (0-68%)</td>
<td><strong>F</strong> (0-68%)</td>
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</tbody>
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Never contributes to discussions or group work; does not ask questions, share ideas, answer questions, take intellectual risks or lead or help with classroom procedures.

Does not follow directions and procedures; calls out; has frequent side conversations; often arrives late & unprepared; shows disrespect for classmates and teachers; uses inappropriate language; does not respect personal space of others; often wastes class time.

Adapted from Ariel Sacks, March 2012