

Lowery

Themes in American Literature Course of Study/Syllabus

Lowery, Hayle

Themes in American Literature

School is designed to offer a survey of American Literature including Native American Oral Traditions through Contemporary American literary works. Major and lesser known writers will be included in the course of study. Students will analyze a variety of literary works in order to recognize specific characteristics of different genres. Students will evaluate and communicate reasoned judgments about literary works. In addition to the study of American literary traditions, a primary focus of the course will include continued practice to achieve mastery in writing the documented literary analysis essay, the persuasive essay, and the research paper. Students will be expected to use the writing process and communicate effectively using written language. Further, the student is expected to utilize the library and other informational sources to conduct research. Students will enhance vocabulary skills with an emphasis on SAT terms. Finally, students will participate in classroom discussions presenting thoughtful, reasoned judgments orally.

Texts, Novels and Plays

- The Crucible, Arthur Miller
- Fahrenheit 451, Ray Bradbury
- The Great Gatsby, F. Scott Fitzgerald
- The Adventures of Huckleberry Finn

- American Literature covers the following periods in history:
- Native American, Puritan, Colonial to (1750)
 - Revolutionary Period (1750-1800)
 - Romantic Period (1800-1865)
 - Realism Period (1865-1915)
 - The Modern Age (1915-1946)
 - The Contemporary Age (1946-Present)

Materials

You are to keep a binder to hold all notes, handouts, vocabulary, illustrations, quizzes and tests from the time period being studied. The folder will be collected at the end of the unit to assess and grade. NO folder = no grade. The folder will be divided into seven sections and also hold DOL exercises, homework, papers etc.

All assignments must be labeled in MLA format. In the upper left hand corner of your paper, type/write the following:

Last name, First name

English Themes in American Literature

Date

Title of Assignment

Grading Scale

Grades will be determined according to the following percentage points:

A 90%-100%

B 80%-89%

C 70%-79%

D 60%-69%

F 59% or below

Missed Assignments

I will not accept late work. There will be no exceptions to this. Please understand the chaos created when students miss assignments and later wish to make them up. If you have an excused absence, it is your responsibility to find out what you have missed and make it up. You should find a buddy in the class and exchange phone numbers and/or email addresses or email me for the assignment. You have one day for every day absent to make-up class work and homework. You have one week to make up quizzes and exams. After the allotted time, a zero will be entered for the missing assignments. Writing assignments, such as essays, the independent reading assignments, and other long term work are assigned well in advance, so they need to be turned in the day you return (with a readmit), no exceptions. Please do not ask for any special considerations. If you are truant to class, you forfeit the opportunity to make up the missed work. Absent excused work, when turned in needs to have the work ABSENT written on top and the dates you were out. Place in the wire basket to receive appropriate credit.

ABSENT POLICY

If you are absent, it is your responsibility to have it excused. I will not ask you for a readmit, you must show it to me the day you return. When I receive the readmit you will then be able to turn in work as well as receive the missed assignments. You need to obtain your readmits before you come to class, not during. NO READMIT on day of return=NO WORK. Remember, unexcused absences result in the loss of points and the inability to make up work.

Tardy Policy

You are tardy if you are not in the classroom ready to work by the time the bell rings. You will lose participation points each time you are tardy; in addition, you will also be held to the tardy policy of the school. Up to thirty minutes is a tardy after thirty minutes you are truant.

Classroom Expectations

We will spend an entire school year together. It is my hope that you come ready to learn and eager to participate appropriately. The fundamental expectations of all juniors is that you show respect, show responsibility, and show readiness, at all times. I see myself as the facilitator of your education, I am eager to teach, guide, and hopefully inspire your appreciation of American Literature.

Please Sign and Return to Mrs. Lowery

You are to keep your syllabus with you all year.

I have read and understood all the above expectations and procedures. I will follow these expectations and procedures and make every effort to have a successful and enjoyable year in American Literature.

Student Signature

Parent Signature date

American Literature Syllabus

textbook:

Literature: The Reader's Choice: American Literature, California Ed.
Glencoe/McGraw-Hill, 2002
(core novels are typed in bold print)

weeks 1 – 5:

pre-colonial era – 1600 – 1750

introduction – The Defining Democratic Principles

"How the World was made"

"The Iroquois Constitution"

from, "Of Plymouth Plantation", William Bradford

from, "A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson"

from, "Sinners in the Hands of an Angry God", Jonathan Edwards

The Crucible, Arthur Miller

writing focus:

narrative writing/autobiographical incident

weeks 6 – 10:

colonial – American Renaissance 1750 – 1865

introduction – A New nation

"Speech to the Second Virginia Convention", Patrick Henry

from, "The Crisis, No. 1", Thomas Paine

"Declaration of Independence", Thomas Jefferson

from, "Nature" and "Self-Reliance", Ralph Waldo Emerson

from, "Civil Disobedience", Henry David Thoreau

writing focus:

persuasive essay

weeks 11 – 15:

American Renaissance – Civil War 1830 – 1865

introduction – Civil War literature

"The Minister's Black Veil", Nathaniel Hawthorne

from, "My Bondage and My Freedom", Frederick Douglas

from, "Mary Chestnut's Civil War", Mary Chestnut

"An Occurrence at Owl Creek Bridge", Ambrose Bierce

poetry: Whitman and Dickinson

writing focus:

descriptive writing

weeks 16 – 18:

Regionalism and Realism 1865 – 1900
introduction – Westward Expansion
"The Outcast of Poker Flats", Bret Harte
"To Build a Fire", Jack London
"A Wagner Matinee", Willa Cather

poetry: Dunbar and Robinson

weeks 19 – 24:

The Beginning of the Modern Era and the American Dream 1900 – 1945
introduction
"The Bridal Party", F. Scott Fitzgerald
"In Another Country", Ernest Hemingway
"A Rose for Emily", William Faulkner
Harlem Renaissance
from, "Dust Tracks on a Road", Zora Neale Hurston

poetry: Pound, Eliot, Williams, Millay, Cummings, Frost, Hughes, Cullen, Toomer

writing focus: expository writing research project

weeks 25 – 30:

The Modern Age and the American Experience 1945 – 1960
"The Second Tree from the Corner", E.B. White
"The Portrait", Tomas Rivera
"The Magic Barrel", Bernard Malamud

writing focus: continue expository writing research project

weeks 31 – 40:

Civil Rights Era – the end of the Modern Era 1960 – 1989
"February", Ralph Ellison
"Choice: A Tribute to Dr. Martin Luther King Jr.", Alice Walker
"The Rockpile", James Baldwin
"Prime Time", Henry Louis Gates Jr.
"Son", John Updike
from, "Stride Toward Freedom", Martin Luther King Jr.
