

## *11th American Literature & Composition 2015-2016*



### **Course description**

*American Literature is developed around National Common Core Standards to challenge students to develop their critical language skills. Through reading, writing, speaking, and listening, students will explore the development of American and, more specifically, American literature, from pre-European Native American oral storytelling tradition into 21<sup>st</sup> century literature. Within this timeframe, students will explore seven major distinct periods of American historical/literary interaction: Beginnings; Romanticism; Civil War Era; Regionalism/Realism/Naturalism; Early Modernism; Depression to Cold War; and Late 20<sup>th</sup> Century into the 21<sup>st</sup>.*

*Since America's literary history parallels its social, political, religious, and military history, it provides us with a fascinating window into the motivations and reactions of those who actually experienced that history. Native American, Puritan, Colonial, and Post-Independence United States literary contributions have defined the goals and values--the very roots--of who we are as "Americans"--no matter our ethnic, racial, religious, gender, or political differences. How, when, and under what circumstances did we, as a people, develop our own literary heritage? Our work together over the academic year will attempt to answer these questions. We will examine the characteristics of American literature, not only those features that distinguish us from each other within our national boundaries, but also from other nations. We will consider what is so "American" about our literature, and in so doing, we will better understand ourselves as a people in the 21<sup>st</sup> century dealing with the complexities of modern life.*

*In addition to exploring the presence and rhetorical purpose behind numerous writing techniques employed by the American authors studied in this course, students will also have opportunity to review and strengthen their English composition skills. Concurrent with our study of each literary period, Junior English (American Literature) students will develop high-frequency, contextual vocabulary skills, essential for adolescents beginning their transition from the last two years of high school into the adult world.*

American Lit/Comp Content Map				
	1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks
Unit(s)	Beginnings  Puritanism Rationalism	Celebrating the Individual Romanticism Transcendentalism	The Dark Side Anti- Transcendentalism Realism	Modern Times/Modern Issues  Harlem Renaissance Modernism Post-Modernism
Extended Texts	<i>The Crucible</i>  ELACC11-12RL10	<i>Walden</i> <i>The Scarlet Letter</i> <i>The Speeches</i> <i>Collection Martin Luther King Junior</i> ELACC11-12RI10	<i>Narrative of the Life of Frederick Douglass</i>  ELACC11-12RI10	<i>The Great Gatsby</i> <i>*Fahrenheit 451</i>  ELACC11-12RL10
Short Texts from American Literature	Native American myths  Selections from Puritans writers such as Jonathan Edwards, Anne Bradstreet, William Bradford  Selections from Rationalist writers: Thomas Jefferson, Patrick Henry, Thomas Paine, Benjamin Franklin ELACC11-12RL: 1,2,3,4,6,7	Various poetry collection from Romantic Poets  Short story from Irving,  Selections from Whitman, Dickinson  ELACC11-12RL: 1,2,3,4,7	Selections from Mark Twain and Bret Harte and Jack London and Kate Chopin  Hawthorne: “The Minister’s Black Veil”  Poe Selections  ELACC11-12RL: 1,2,3,4,6,7	William Faulkner “A Rose for Emily”  Eudora Welty “A Worn Path”  Flannery O’Connor “A Good Man is Hard to Find” Sylvia Plath “Mirror” Robert Frost “Out “ Gwendolyn Brooks “The Explorer” Various Modern Poetry selections ELACC11-12RL: 1,2,3,4,6,7
Short Informational Texts	“Sinners in the Hands of an Angry God”  “Speech to the Second Virginia Convention”  Autobiography of Benjamin Franklin  Declaration of Dependence  Common Sense ELACC11-12RI: 1,2,3,4,5,6,18,19	Transcendental excerpts from Thoreau and Emerson Selections from Emerson: “Concord Hymn”, “Nature”, “Self-Reliance” Spirituals Thoreau: “Walden”, “Civil Disobedience”, Martin Luther King Jr. “from Letter to Birmingham Jail” ELACC11-12RI: 1,2,3,4,5,6,18,19	“Narrative of Sojourner Truth” <a href="http://xroads.virginia">http://xroads.virginia</a>  Abraham Lincoln “Gettysburg Address” <a href="http://showcase.netins.net/web/creative/linkoln/speeches/gettysburg.htm">http://showcase.netins.net/web/creative/linkoln/speeches/gettysburg.htm</a> ELACC11-12RI: 1,2,3,4,5,6,18,19	“Where Freconomics Errs” <a href="http://www.city-journal.org/html/eon07_11_05sm.html">http://www.city-journal.org/html/eon07_11_05sm.html</a>  Nobel Prize Acceptance Speech by William Faulkner  “ ELACC11-12RI: 1,2,3,4,5,6,18,19 ELACC11-12SL : 2,3
Supplemental Materials	Videos:  “The Crucible” (dvd in library)	Videos:  “The Scarlet Letter” ( Transcendentalism	Videos  “The Call of the Wild” (dvd, media center)	Videos  “The Great Gatsby” A&E’s The 20 <sup>th</sup>

	<p>“The Patriot” clip (dvd)</p> <p>Declaration of Independence Introduction: <a href="http://www.history.com/videos/jefferson-challenges-the-king#declaration-of-independence">http://www.history.com/videos/jefferson-challenges-the-king#declaration-of-independence</a></p> <p>Presentation of Patrick Henry’s Speech <a href="http://www.history.org/media/audio.cfm">http://www.history.org/media/audio.cfm</a></p> <p>Websites:</p> <p>Lit Charts/ The Crucible <a href="http://www.litcharts.com/files/pdf/printer/hecrucible-LitChart.pdf">http://www.litcharts.com/files/pdf/printer/hecrucible-LitChart.pdf</a></p> <p>Powerpoints:</p>	<p>Songs: <a href="http://www.readwritethink.org/files/resources/lesson-docs/TranscendentalSongs.pdf">http://www.readwritethink.org/files/resources/lesson-docs/TranscendentalSongs.pdf</a></p>	“To Build a Fire”	Century: A Decade of Contradictions”
Writing Focus:	Persuasive/Creative ELACC11-12W: 1 & 3	Human Rights Research Project ELACC11-12W: 7,8,9	Informative/Literary Analysis ELACC11-12W:1,2 7,8,9	Informative/Literary Analysis ELACC11-12W:1,2 7,8,9
Unit Vocabulary/ Research Connections	SAT vocabulary Puritanism Rationalism ELACC11-12L: 4 & 6	Sat Vocabulary Transcendentalism Romanticism Civil disobedience/non-violent resistance  ELACC11-12L: 4 & 6	Transcendentalism Anti-transcendentalism Realism Regionalism Naturalism Works Cited Thesis	Modernism Post Modernism Stream of consciousness Harlem Renaissance  ELACC11-12L: 4 & 6

			Plagiarism Selection specific vocabulary Autobiography In text citation ELACC11-12L: 4 & 6	
Literary Elements	Inversion Rhetorical Strategies/appeals Diction Couplet Extended metaphor Allusion Anaphora Imagery Analogy Aphorism Parallelism  ELACC11-12L: 5	Argument Figurative language Aphorism Imagery Parallel structure Metaphor Analogy Anecdote Allusion Elements of a short story/novel Sensory details Poetic devices ELACC11-12L: 5	Colloquial language Hyperbole Local color Personification Character Irony Symbol Simile Foreshadowing imagery Foil Allusion Tone Argument Metaphor Analogy Anecdote ELACC11-12L: 5	Characterization Symbolism Point of view Importance of setting Parts of a Novel Flashback Pathetic fallacy Extended metaphor Alliteration Theme Personification Free verse  ELACC11-12L: 5
Assessment task	Constructive Response: TBA  Essay: TBA  Technology Related: TBA	Constructive Response: TBA  Essay: TBA  Technology Related: TBA		

### **Textbooks and Materials:**

1. *Literature: Glencoe American Literature textbook* **If lost or damaged, the replacement cost will be approximately \$45.00**
2. Other reading resources

**Expectations:**

- **ALL STUDENTS** to give **100 %** effort.
- **Be in your seat and ready to work before the tardy bell stops ringing**
- **Bring all necessary materials to class each day. You will not be allowed to leave the room to retrieve any materials that have been left behind.**
- **Raise your hand when you have something to ask or say.**
- **Show respect for classmates, teacher, school property, and yourself.**
- **ALL WORK THAT IS TURNED IN SHOULD BE WRITTEN IN BLUE OR BLACK INK OR PENCIL.**
- **All phones and other electronic devices should be put away out of sight unless you have my permission.**

**CONSEQUENCES:**

- 1. Warning*
- 2. detention*
- 3. Detention & parent contact*
- 4. Referral*

**Make-up work:**

1. If you are absent, it is **YOUR** responsibility to make-up **ALL** work that you missed. You will have three class days to make-up missed work after being absent. On the fourth day, your grade will go from an I (incomplete) to a zero.
3. Please see me **BEFORE SCHOOL OR AFTER SCHOOL** about make up work. Make up work will not be discussed during your class period or any other time except for the designated times mentioned previously.
3. It is **YOUR responsibility** to contact me and set up a time to make-up work (such as tests that need teacher assistance) either before or after school, NOT during class time. Work NOT made up will be assigned a grade of zero on the fourth day and will not be changed.
4. If you are absent any day before a test or quiz, you are expected to take the test or quiz on the day it is given because you would have already been aware of of the date and would have had ample time to prepare.
5. If work is assigned before you are absent (tests, quizzes, homework, etc.), you must turn in the work on the **FIRST** day of your return to school

**Grading System for TCCHS English Department:**

**40% test grades** - unit tests, final drafts, major projects, research papers, etc.

**30% quiz grades** - vocabulary quizzes, reading content quizzes, rough drafts, etc.

**20% daily grades** - class work, homework, reading checks, summaries, etc.

**10% Benchmark test**

**❖ END OF COURSE TEST (EOCT) – 20% OF FINAL GRADE**

\* When graded assignments are returned, you may set up an individual conference with me for an in-depth discussion of the grade(s). Class time will NOT be used for discussion and analysis of individual scores.

**Notes:**

Please see me with any problem, concern or comment. I am available for help after school **with prior notice.**

---

I, \_\_\_\_\_, and my parent,  
\_\_\_\_\_, have read the above syllabus and understand the rules and  
policy above and agree to adhere to the above policies.