

COURSE OVERVIEW*

Literature

Your assigned reading will be announced in class or listed on the board. You will need to have the reading done by the time stated by the instructor. You can expect an assignment, quiz, and/or class discussion following each reading assignment.

From Colony to Country (1620-1800)

- from *Of Plymouth Plantation*, William Bradford
- background on the Puritans/American Revolution/colonies
- selections from Anne Bradstreet
- Salem Court Documents, 1692
- from *Sinners in the Hands of an Angry God*, Jonathan Edwards
- *Speech in the Virginia Convention*, Patrick Henry
- *The Declaration of Independence*, Thomas Jefferson
- *What is an American*, De Crevecoeur

The Spirit of Individualism (1800-1850)

- background on Romanticism/Transcendentalism/Individualism
- from *Self-reliance*, Ralph Waldo Emerson
- from *Civil Disobedience*, Henry David Thoreau
- *On Civil Disobedience*, Mohandas K. Gandhi
- from *Letter from Birmingham Jail*, Martin Luther King, Jr.
- selections from Walt Whitman
- selections from Edgar Allan Poe

Conflict and Expansion (1850-1900)

- background on slavery/Civil War/Lincoln/Vanishing frontiers
- from *Narrative of the Life of Frederick Douglass, an American Slave*, Frederick Douglass
- *A Mystery of Heroism* and *War is Kind*, Stephen Crane
- *The Gettysburg Address*, Abraham Lincoln
- selections from Mark Twain
- *A Time of Gifts*, Stephen Jay Gould

The Changing Face of America (1855-1925)

- background on Women's voices/American Dream
- selections from Emily Dickinson
- selections from Kate Chopin
- *Self in 1958*, Anne Sexton
- *Richard Cory* and *Miniver Cheevy*, Edwin Arlington Robinson
- *Winter Dreams*, F. Scott Fitzgerald

The Modern Age (1900-1940)

- background on the Harlem Renaissance/Modernism
- selections from Langston Hughes
- selections from Robert Frost
- *The End of Something*, Ernest Hemingway
- *Our Town*, Thornton Wilder

Writing Skills

Students will be expected to:

- Write a multi-paragraph essay, including a thesis statement, transition sentences, idea development and support, parenthetical documentation, works cited page, etc.
- Analyze an author's intended literary EFFECT.
- Argue an independent thesis statement, synthesizing source material to justify and support the argument.
- Use effective and appropriate language and grammar according to audience and purpose.

NOTE: High expectations set the standard for this course. Because we may be working on various tasks at the same time, stay organized. Keep up with your reading and writing. I am here to help you, so if you should need assistance, please let me know--the sooner the better. Do not hesitate to ask questions or request help.

*This syllabus is subject to change.