American Literature AB

A-G Subject Area Fulfillment: Meets two semesters of the (B) English graduation requirement.

Course Overview:
American Literature, when structured chronologically, communicates the exciting and important narrative of our country. A strong foundation in our country’s story allows students to discover the rich interconnections and applications of other academic subjects (e.g., history, government, economics, etc.) through the real voices of American authors and poets. The study of American literature spans the 1600s to the 20th century. This survey is studied with an understanding of the times and circumstances of each period as well as how each work reflects its author.

Course Description:
This course engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. This course will focus on the study of American literature where students will not only become aware of the great, controversial, and beautiful ideas contained in America’s literary history, but also examine the interactions between the writers’ purpose, subjects, and audience expectations. Assignments will consist of expository, personal, and persuasive writing, oral expression, vocabulary development, and research and analysis. Most writing assignments and projects will involve an exploration and analysis of rhetorical and linguistic choices as well as literary, cultural, and historical topics germane to American literature from the Puritan to the Modern Era.

Students will also read the following:

*The Scarlet Letter*, Nathaniel Hawthorne
*Narrative of the Life of Frederick Douglass, an American Slave*, Frederick Douglass
*Rose in Bloom*, Louisa May Alcott
*The Great Gatsby*, F. Scott Fitzgerald
*Our Town*, Thornton Wilder
*To Kill a Mockingbird*, Harper Lee

Course Objectives:
The purpose of this course is to expose students to a broad spectrum of American literature, thought, art, politics, religion, philosophy, etc., in order to gain a greater understanding of the English language and American cultural history.
In addition to an intense examination of the rhetoric of American Literature, students will be expected to summarize, analyze, and evaluate the literature covered in written journals, essays, reports, projects, and oral presentations.

Week 1—

**Puritans:** 1650-1750
- William Bradford—selections from *Of Plymouth Plantation*
- John Smith—passage from *The Generall Historie*
- Pawtuxet (Squanto) and Powhatan (building upon John Smith from Module 1) biography and texts
- Mary (White) Rowlandson, *A True History of the Captivity and Restoration of Mrs. Mary Rowlandson, A Minister’s Wife in New-England*
- Nathaniel Hawthorne—-*The Scarlet Letter* (Historical fiction--Puritan setting)
- Anne Bradstreet—“The Flesh and the Spirit”
- Jonathan Edwards—“Sinners in the Hands of an Angry God”

**Colonial (or Enlightenment):** 1750-1800
- Thomas Jefferson—“The Declaration of Independence”
- Benjamin Franklin—from *The Autobiography of Benjamin Franklin*
- Thomas Paine—excerpt “The Crisis”
- Alex Haley--selection from *Roots* (Historical fiction--Colonial setting--Kunta Kinte)
- John and Abigail Adams--selections from personal letters

Week 2—

**Age of Romantics:** 1800-1855
- Cooper, James Fenimore - selection from *The Last of the Mohicans*
- Irving, Washington - “Rip Van Winkle” (short story); “The Legend of Sleepy Hollow” (short story)
- Twain, Mark (Samuel Clemens) - *A Connecticut Yankee in King Arthur’s Court*

**Transcendentalists**—1840-1855
- Ralph Waldo Emerson, selections from “Self-Reliance”
- Henry David Thoreau, selections from *Walden* (or *Life in the Woods*)

**The Fireside Poets**—1840-1855
- Oliver Wendall Holmes--“Old Ironsides” (poem)
- Henry Wadsworth Longfellow--“Paul Revere’s Ride” (poem)

**Anti-Transcendentalists**—1840-1855
- Herman Melville--selection from *Moby Dick*
- Nathaniel Hawthorne (revisit *The Scarlet Letter*)
- Edgar Allan Poe—“The Raven” (poem)
Week 3—

The Civil War Era - 1861-1865

- Frederick Douglass—“How a Slave Was Made A Man—The Battle with Mr. Covey” from *Narrative of the Life of Frederick Douglass, an American Slave* Written by Himself (1845)
- Abraham Lincoln, “The Gettysburg Address” and a selection from the modern text *The Killer Angels* by Michael Shaara
- Louisa May Alcott--selection from *Little Women*
- Ambrose Bierce—“An Occurrence at Owl Creek Bridge” (short story)
- Paul Laurence Dunbar--“We Wear the Mask” (post-Civil War--African American poet) (poem)
- Walt Whitman-- “O Captain! My Captain!”
- Civil War—photos and biographies—various
- Joel Chandler Harris--selections from *Uncle Remus* (Post-Reconstruction)

Week 4—

Realism - 1865-1915

- Emily Dickinson —“Because I Could Not Stop for Death” (1890) (poem)

Naturalism—1865-1915

- Jack London--“To Build a Fire”
- Mark Twain—“The Celebrated Jumping Frog of Calaveras County” (short story) selections from *The Adventures of Huckleberry Finn*

Yellow Journalism—researching Muckrakers - 1890 - 20th Century

- William Faulkner—“A Rose for Emily” (short story)
- Upton Sinclair—selections *The Jungle*

Modern: 1900- present

- Robert Frost--Poetry: “Stopping By Woods on a Snowy Evening”; “The Road Not Taken”; “Mending Wall”
- O. Henry-- “The Gift of the Magi” (short story)
- Thornton Wilder-- “Our Town”(play)

Week 5—

Regionalism—

- Duke Ellington (Smithsonian audio collections)
- Langston Hughes--"Dream Boogie" and "The Weary Blues" (poems)
- F. Scott Fitzgerald—*The Great Gatsby*
- John Steinbeck--selection from *The Grapes of Wrath*
- Ernest Hemingway—selection from *The Old Man and the Sea*
- Harper Lee—*To Kill a Mockingbird*
- Martin Luther King, Jr.-- “I Have a Dream” (Speech)
- Malcolm X-- selection from *The Autobiography of Malcolm X*
Course Materials:
The Scarlet Letter, Nathaniel Hawthorne
Narrative of the Life of Frederick Douglass, an American Slave, Frederick Douglass
Rose in Bloom, Louisa May Alcott
The Great Gatsby, F. Scott Fitzgerald
Our Town, Thornton Wilder
To Kill a Mockingbird, Harper Lee

Compiled Reader of Supplemental Readings

Course Materials:
Please bring daily to class:
- Composition Notebook
- Pen or pencil
- Highlighter(s)
- Markers/Colored Pencils
- Binder with extra paper

Grading:
Major assignment categories include papers/projects, tests/quizzes (this includes both objective and short-essay examinations), vocabulary, and response notebooks. Each student must pass the research paper assignment (mentioned in the course competencies). Response notebooks (RN’s) are journals responding to questions posed about the literature read in each major literary period. Several RN’s will be assigned each week.
- Cultural Exploration - How are you a product of your culture?
- Historical Exploration in relation to literature
- Focused Journal Writing
- Elements of Grammar and Style
- Writing Process
  - Pre-writing
  - Writing
  - Revising
- Five-paragraph Essay
- Research Project (required for course credit)
  - Techniques
  - Resources
  - Process
  - Application
  - Completed Composition
- Speech and Oral Presentation
- Vocabulary Development
- Literary analysis (essays, letters, journals, short stories, poetry, drama, and novels)
  - Colonial
  - Revolutionary
  - Romantic
New England Renaissance
Realism and Regionalism
Modern
Oral Expression
Individual Speeches
Panel Presentations

Course Grading:
Students will be graded on the following:
· Effort 5%
· Participation 10%
· Class discussion 20%
· Class work 10%
· Homework 20%
· Written work 15%
· Final project 20%

Students may meet with the teacher to find out about their grades and their progress. Much of the class success hinges on students’ preparation at home and their ability to articulate that they are prepared to participate in class discussion and group learning.

Academic Integrity:
Plagiarism:
Plagiarism: “1. the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work.”

Access to technology makes it easier to copy the work of others. Students will learn what constitutes plagiarism and how to steer clear of it. As a rule, if there are three words in a row that someone else can claim, cite it. Plagiarism is stealing and cheating and will not be tolerated. Plagiarism is against the law.

The first time a student is caught plagiarizing, there will be a teacher/student conference, a phone call home, no credit given for the assignment, and notification given to the SAEP office. Copying from a fellow classmate is also unacceptable on homework assignments and individual assessments. The consequences are the same as above.

Teacherease.com:
Parents and students can access grades and attendance through a web-based grade program at teacherease.com. By the end of the first week, parents will be e-mailed the password to access the program. If you do not receive your password via e-mail, please contact the office staff at saep@csun.edu and request the password to be re-sent. It is beneficial for you to refer often to the website to check your child's progress and attendance in class. If you have any questions, please feel free to e-mail me.
**Classroom Behavior:**
The teacher expects the student to actively participate; respectful verbal and non-verbal interaction with all opinions must be shown at all times. We will be looking at ways to improve student writing through constructive, respectful feedback: because differing views will be expressed, the teacher and the student(s) will mutually maintain a safe environment to share opinions.

**SAEP Electronics Policy:**
*Cell phones, music players and headphones are not permitted to be used during class hours.*

a. Please put your cell phone on silent (NOT vibrate).
b. No texting is allowed during class.

You will be given one verbal warning if the above is not followed. Should a second warning be necessary, your cell phone, music player and/or headphones will be confiscated and held by the teacher until after class. If a third time occurs, your cell phone, music player and/or headphones will be confiscated and held in the SAEP office and MUST BE PICKED UP BY A PARENT.
**Student/ Parent Agreement:** Please bring this signed and dated American Literature AB syllabus agreement to class tomorrow. If you do not understand any portion of this syllabus, or if you have any questions regarding this class, please do not hesitate to email the teacher. We have read and understand the contents of this syllabus.

Student name ______________________________________________________
Student signature____________________________________________________
Date______________________________________________________________

Parent/Guardian name _______________________________________________
Parent/Guardian signature_____________________________________________
Date______________________________________________________________
Phone _____________________________________________________________
E-mail_____________________________________________________________