

Course Description:

This is a survey course in American Literature. It involves the study of styles, techniques, philosophies, biographies, and ideas of major American writers as well as the historical events that influenced their works. The course emphasizes critical and analytical thinking as well as reading and writing skills. Students will read and interpret various works of literature, including novels, short stories, and poems.

Suggested prerequisite: English 11 Honors (1 of 2)

Course Objectives:

- Analyze explicit and implicit meaning, themes, central ideas, point of view, structural elements, and dramatic and narrative elements in literary texts, including foundational works.
- Cite strong and thorough textual evidence to support meaning.
- Apply grade-level-appropriate techniques and skills to create presentations and review material.
- Analyze the meaning and effect of figurative and connotative words in literary text.
- Compose a fictional narrative and a literary analysis essay.
- Compose informational and argument essays, selecting relevant and sufficient evidence and organizing content effectively.
- Participate in collaborative discussions and presentations while effectively integrating and presenting information from multiple sources.
- Demonstrate mastery of the conventions of standard English.
- Determine the meanings of academic and domain-specific words and phrases.

Required Materials:

- word-processing software
- internet browser

*Additional materials listed in the course

Course Overview:

At the beginning of each unit is a brief description of the intended learning outcomes. These activities come after the introduction:

Vocabulary Words – This activity introduces academic vocabulary to prepare students for learning new concepts in their courses. At the end of the course is a vocabulary exam.

Lesson Content – Lessons contain a variety of activities, including reading selections, videos, audio files, and practice activities. Most lesson content includes graded workbook questions.

Checkpoint – This graded activity uses 10 questions to assess mastery of lesson objectives.

Project – This assessment is graded by the instructor. Projects require students to apply their knowledge and writing capabilities to demonstrate they have mastered the lesson and unit content.

Discussion Board – This activity is graded by the instructor. The Discussion Board allows students to interact and communicate with classmates and the instructor about lesson content.

In the last lesson of each unit, the Checkpoint activity is replaced with a comprehensive assessment:

Unit Exam – At the end of the unit is an exam that uses questions to assess mastery of the unit objectives.

Final Exam – This exam is in the last lesson and consists of questions that reflect key concepts and information from course. Students may take the Final Exam only once.

Schedule of Work

Unit 1: Early America – 1500s to 1800

Read/View – content and selected literature from Native American myths, and colonial and independence eras

Writing Portfolio

Workbook Assessments

Discussions

Project 1 – Persuasive Paragraphs

Checkpoints 1-4

Review

Unit 1 Exam

Reading Selections Unit 1

- "Creation Myth of the Iroquois"
- "Creation Myth of the Huron"
- "The Life of Olaudah Equiano" by Olaudah Equiano
- "A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson" by Mary Rowlandson
- Poems by Anne Bradstreet
- "Sinners in the Hands of an Angry God" by Jonathan Edwards
- "Speech in the Virginia Convention" by Patrick Henry
- from *The Crisis, No. 1* by Thomas Paine
- "To His Excellency, George Washington" by Phillis Wheatley
- "Letter to John Adams" by Abigail Adams

Unit 2: American Romanticism – 1800 to 1860

Read/View – content and selected literature from Transcendentalist, Romantic, and American Gothic eras

Workbook Assessments

Discussions

Project 2 – Create a Narrative Work of Fiction

Checkpoints 6-9

Review

Unit 2 Exam

Reading Selections Unit 2

- "Self-Reliance" and "Nature" by Ralph Waldo Emerson
- "Walden" and "Civil Disobedience" by Henry David Thoreau
- "The Devil and Tom Walker" and "Sleepy Hollow" by Washington Irving
- "The Raven" by Edgar Allan Poe
- "The Minister's Black Veil" by Nathaniel Hawthorne
- Excerpt from *Moby Dick* by Herman Melville
- "The Purloined Letter" and "A Review of Hawthorne's *Twice-Told Tales*" by Edgar Allan Poe

Unit 3: The Civil War Era – 1850 to 1880

Read/View – content and selected literature from the American Civil War

Workbook Assessments

Discussions

Project 3 – Literary Analysis of an Emily Dickinson Poem

Checkpoints 11-14

Review

Unit 3 Exam

Reading Selections Unit 3

- Texts from spirituals
- "My Bondage and My Freedom" by Frederick Douglass
- *The Red Badge of Courage*, Chapters 1–12, by Stephen Crane
- "If You Were Coming in the Fall" by Emily Dickinson
- "An Occurrence at Owl Creek Bridge" by Ambrose Bierce
- Poems by Walt Whitman
- "The Battle Hymn of the Republic"

Unit 4: Regionalism and Realism – 1880 to 1910

Read/View – content and selected literature from Regionalist, Realist, and Naturalist movements

Workbook Assessments

Discussions

Project 4 – *The Red Badge of Courage* Study Guide

Checkpoints 16-19

Review

Unit 4 Exam

Reading Selections Unit 4

- "The Notorious Jumping Frog of Calaveras County" and excerpts from *Life on the Mississippi* by Mark Twain
- *The Red Badge of Courage*, Chapters 13–24, by Stephen Crane
- "April Showers" by Edith Wharton
- "The Story of an Hour" by Kate Chopin
- "To Build a Fire" and "What Life Means to Me" by Jack London
- Excerpt from *The Jungle* by Upton Sinclair

Unit 5: The Early 20th Century – 1910 to 1930

Read/View – content and selected literature from the Imagist movement, the Harlem Renaissance, and the Modern era

Workbook Assessments

Discussions

Project 5 – Expository Essay on American Literature from 1910 to 1940

Checkpoints 21-24

Review

Unit 5 Exam

Reading Selections Unit 5

- Poems by Hilda Doolittle, William Carlos Williams, and E. E. Cummings
- "Chicago" and "Grass" by Carl Sandburg
- "Acquainted with the Night," "Nothing Gold Can Stay," and "Out, Out—" by Robert Frost
- "The Old Man at the Bridge" by Ernest Hemingway
- "Winter Dreams" by F. Scott Fitzgerald
- "The Jilting of Granny Weatherall" by Katherine Ann Porter
- Poems by Langston Hughes, James Weldon Johnson, Claude McKay, Jean Toomer, and Arna Bontemps

Unit 6: The 1930s and Forward – 1930 to 1970

Read/View – content and selected literature from the New Regionalist movement, and the Southern Gothic and Postmodern era

Workbook Assessments

Discussions

Project 6 – Writing Portfolio

Checkpoints 26-28

Review

Vocabulary Final Exam

Course Final Exam

Reading Selections Unit 6

- Excerpt from *The Grapes of Wrath* by John Steinbeck

- "A Rose for Emily" by William Faulkner
- "A Worn Path" by Eudora Welty
- *The Crucible* by Arthur Miller
- "Adolescence III" by Rita Dove
- "Life for My Child Is Simple" by Gwendolyn Brooks
- "Straw into Gold" by Sandra Cisneros
- "The Man in the Moon" by Billy Collins
- Passage from *Of Plymouth Plantation* by William Bradford
- "A Dream" by Edgar Allan Poe
- Excerpt from *The Tragedy of Pudd'nhead Wilson* by Mark Twain
- Excerpt from *The Awakening* by Kate Chopin
- Excerpt from *The Open Boat* by Stephen Crane
- Excerpt from *The Wasteland* by T. S. Eliot
- Excerpt from "A Day's Wait" by Ernest Hemingway
- Excerpt from *All My Sons* by Arthur Miller