

**American Literature &
Honors American Literature
2011-12**

Mrs. Schafstall
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Class Description

In American Literature and Composition, students will continue to build upon vocabulary, reading, and composition skills learned in earlier grades while emphasizing the study of American literature. The student will read and study American literature chronologically and will learn to evaluate and discuss literary works in terms of literary merit and in relation to the history and culture of America. The main emphasis of the course will be in further developing reading, writing, and critical thinking skills. Students taking this course for honors credit will be expected to demonstrate exceptional mastery of course material through class participation, written assignments, test questions, and class presentations.

Class Texts

- ◆ **The United States in Literature*, America Reads Classic Edition
- ◆ **Writing Research Papers: A Complete Guide*, Lester
- ◆ *Vocabulary for the College Bound Student*, Levine
- ◆ *Fahrenheit 451*, Ray Bradbury
- ◆ *The House of the Seven Gables*, Nathaniel Hawthorne
- ◆ *The Adventures of Huckleberry Finn*, Mark Twain
- ◆ *Our Town*, Thornton Wilder
- ◆ *The Professor's House*, Willa Cather
- ◆ *A Raisin in the Sun*, Lorraine Hansberry
- ◆ *Washington Square*, Henry James
- ◆ *When the Emperor Was Divine*, Julie Otsuka

- ◆ Class textbooks marked with an * above will be checked out to each student. Students will be held financially responsible for turning in the correct book in good condition at the end of the school year.

Recommended Texts

- ◆ Dictionary/Thesaurus (for home use; available in classroom for in class use)
- ◆ Writing/Grammar Guide, such as Strunk & White's *The Elements of Style*

Grading Scale

Essays	35%	Tests	30%
Homework	20%	Midterm	15%

Honors Grading Scale

Essays	40%	Tests	30%
Homework	15%	Midterm	15%

All students: For the spring semester, tests are worth 25% and the cumulative final exam is worth 20%.

Grade Categories

- ◆ Essay assignments are designed to strengthen your understanding and application of class material and your writing skills. For some essays, such as many of your in-class essays, you will be expected to respond to literature not studied in class and/or develop a point of view on a subject not discussed in class. You will be given written guidelines for major essay assignments as well as class and teacher support in areas designed to improve your writing, such as revision skills and grammar. Most major essays are worth 125 points (25 points for grammar), in-class essays are typically worth either 25 or 50 points, and shorter response-type essays are worth between 10-25 points. You will also write a history-language arts research paper worth approximately 200 points (for this class) during spring semester. For all writing assignments, I will expect honors students to explore topics with more depth and insight and to exhibit strong writing skills. I expect all students to demonstrate individual improvement in these areas as the year progresses.
- ◆ Tests are usually given at the end of each unit and most are worth either 100 or 50 points. Tests are designed to assess both retention and application of class material. I will discuss the specific types of questions to expect on each test. Honors students should expect a greater number of test questions that require more comprehensive knowledge of test material and/or higher levels of thinking.
- ◆ Homework includes any written daily homework that is either collected and graded or, at times, checked for completion. This also includes short quizzes given in class (such as reading quizzes), and other written daily work completed during class. This category also includes projects & presentations that vary in point values. You will be given specific written guidelines for each project and presentation that involves preparation outside of class. Honors students may have different guidelines and/or different assignments.

Participation grades will be assessed for each student based on the following guidelines:

To earn a "B" in class participation, a student will

- pay attention in class through taking notes, active listening, and verbally participating,
- contribute comments in class discussion that are thoughtful and on-topic and that demonstrate good listening skills (i.e. she does not repeat other students' comments/questions),
- ask questions that aid in understanding or clarifying class material (i.e. are not repetitive or off-topic),
- consistently bring all required materials to class: pen/pencil, notebook, books, paper,
- keep an organized notebook where paper and class handouts can be easily located,
- refrain from engaging in conversations with other students, making disruptive comments, attempting to complete other homework/reading in class, or exhibiting any other disruptive behavior.

To earn an "A" in class participation, a student will

- exhibit all of the behaviors listed above (for a "B") at least 95% of the time,
- contribute comments and questions to class discussion that exhibit insight and thought; these questions/comments may show that a student is thinking "outside of the box,"
- understand that it is ok to ask questions when she does not understand.

Class Supplies

Students are expected to bring the following materials to class each day. Students who are not prepared for class will receive a zero for that day's participation grade.

- ◆ Book(s) needed for class that day. All textbooks must be covered by the second week of classes. You may share a literature textbook in class with one other student; all students should bring their own paperback texts and novels to class.
- ◆ Class Notebook: must include the following sections at a minimum: 1) class handouts, 2) current unit notes and handouts, 3) writing handouts and your graded written work (essays); and 4) loose notebook paper (non-spiral). You may want to further divide your notebook (grammar, vocabulary, etc.). You may clean out your "current unit" section at the end of each unit; do not throw materials away. You may "share" a large notebook with another class as long as you have clear divisions between classes.
- ◆ You must bring your class notebook and notes to class each day as you may need to use them for an in-class quiz or activity, which you will not receive credit for if you do not have your notes. You may only go back to your locker to retrieve them at the very beginning of class and will receive a tardy if you do not return before the final bell.
- ◆ Blue/Black ink pens. You will lose a letter grade for assignments or class work written in an ink color other than blue or black. Pencil is acceptable for most assignments (not in-class essays) and class notes.

Learning in My Classroom

- ◆ Classroom instruction will include some lecture material, but most of our learning will take place through discussion of literature. Students should read the assigned literature with this in mind and bring a willingness to ask questions and discuss points from the reading, as well as an open mind, to the classroom. We will conduct discussions both as a whole class and in small groups. I will review with you the guidelines for class discussions and strategies for taking notes.
- ◆ Writing is also a main focus in this class, and you will write frequently, sometimes for an entire period, such as an in-class essay, and sometimes for just a few minutes. At times, you may be asked to revise each other's work in class or to share your writing with the class.

Classroom Expectations

I will be discussing appropriate classroom behavior with you as we start the school year and reinforcing certain points as needed throughout the year. The main points are as follows:

- ◆ At the beginning of each class, each student should take a minute or two to settle into her seat, take out the necessary class materials, and stop talking with other students. I should not have to call the class to attention in order to get started; you should be ready to begin as I step to the front of the classroom.
- ◆ Since this class often centers around class discussion, one of the most important rules in this classroom is respect for others and their ideas. This includes both the teacher and your classmates. Please listen respectfully to others, refrain from interrupting or making disparaging comments, and keep your own contributions on-topic. You should raise your hand in class if you wish to speak.

- ◆ Students are required to take notes in class each day. I will use the board, but most of what we share together will be oral. I will assess your note taking through the following types of activities: completing quizzes based upon the previous day's class discussion; stating, orally or in writing, one or more of that day's (or a previous day's) discussion points; highlighting key points in your notes to share either orally, to use for a writing prompt, or to show individually to me. To help with your note taking during class discussions, we will frequently halt our discussion to list key points on the board. You should be prepared to list discussion points when called upon. In addition, students should ask questions on discussion points that they do not understand.
- ◆ Your behavior in class should enable you to complete the previous two points successfully. Quite simply, you should be participating in discussions, listening to discussions and lecture, and taking notes. To that end, you should always have the required book(s), paper, and pen/pencil in front of you and should put away all other distracting papers (no revising essays, completing other homework, going through your calendar, etc.). You should also not be completing art work that is obviously your main focus or engaging in other distracting behavior, such as cutting paper or organizing your notebook, even if you think you can still pay attention.
- ◆ Participation is part of your grade in this class and in addition to expecting students to voluntarily contribute to class discussions, I will call upon students to help condense larger discussions and state discussion points from class. I will also call upon students for contributions if only a small number of students are contributing.
- ◆ Students who display inappropriate, distracting behavior during class may receive a warning (first time only) or a demerit. I may also schedule a conference with you, your parents, and/or the administration if such behavior continues.
- ◆ Please understand that I come into class each day with a lesson plan and that learning and meeting class goals is dependent upon your cooperation. If the class chooses to be disruptive for part or all of a class period, you may have to complete the lesson for that day at home, including a written assignment to make up for class discussion, or you may lose class time originally planned for homework or essay work, including in-class essays. Also, if a group of students (or an individual) believes that they have something that will enhance the class, such as a presentation or skit, please ask me at least one day ahead of time. I will try to make time for these extra activities if I believe they are worthwhile and if we have time.
- ◆ Students may also receive a demerit for behaviors listed in the Temima Student Handbook, such as allowing electronic equipment (cell phones, cameras) to be a distraction in class. Students will also receive a demerit for interrupting my classes for personal reasons.
- ◆ Please limit your restroom use to when it is absolutely necessary. Restroom visits should be brief, and you should not be disruptive when you exit or return - this includes asking to see another student's notes. Only one student should leave the classroom at a time.
- ◆ Students are not allowed to chew gum, drink (except clear bottled water), or eat during class and will earn a demerit according to the Student Handbook. These items should not be visible during class even if you are not eating/drinking them. You will be asked to either throw the item away or put it away in your bag (not under the desk or on the classroom shelves). In addition, food must be put away before class begins. This includes food items given out in a previous class or break. I will not spend the first 2 minutes of class reminding students to put food away. Also, please do not bring food to class that has a strong odor, such as just-popped popcorn, even if you plan to eat it later. If I have to ask you to return it to the student lounge, you will receive a tardy.
- ◆ When you leave this classroom, you should take all personal materials with you and straighten your area. You should not take any books that belong in this classroom without permission.

- ◆ Students are not dismissed from class until the bell rings. This includes all test and in-class essay periods unless I have made an exception. I have found that some students will rush through a test if they know that they may leave when they are finished. Because of this, I will typically require you to stay in the classroom until the bell rings. On some occasions (i.e. last period), I may allow you to leave 5-10 minutes early as long as this practice is not abused.
- ◆ If you do finish a test before the bell rings or before the end of the allotted time allowed, you will be expected to sit or work quietly until all students have completed the test. Please note that you will not be allowed to go to your locker to retrieve any work. There is absolutely no talking allowed during tests or quizzes; you must come up to my desk if you have any questions for me during the test. There should also be no talking during oral quizzes, such as reading quizzes, unless you raise your hand.
- ◆ Students need to follow all other guidelines listed in the Student Handbook.

Class Policies

Homework:

- ◆ Assignments are typically due at the beginning of class - this means that you should not be searching for your assignment in your notebook or rushing to finish it after class has begun. It is your responsibility to make sure you've turned in your work. You will lose one letter grade for each day late. Some assignments will not be accepted late.
- ◆ Assignments should be legible and free from doodles or other marks. The same is true for in-class work (tests, quizzes, etc.).
- ◆ You should also refrain from using abbreviations on homework assignments, tests, essays, quizzes, or any other written work that you hand in to me. I will deduct one point per abbreviation.
- ◆ If you are experiencing difficulties with completing assignments on time, please discuss this with me well in advance of due dates.
- ◆ Students will receive a "late pass," which will allow them to hand in an essay or project up to three days late without penalty once during the school year. This pass may not be used if the student had an unexcused absence on the assignment due date. The assignment must be handed in by or before class time on the 3rd day.
- ◆ If you receive a late homework pass (for merit points earned, etc.), you must adhere to the guidelines listed on the pass.
- ◆ If a student does not hand in a project or essay within one week of the due date, she may choose to complete the assignment to earn a grade of 50% (instead of a zero) before the end of the semester (the last day of class before midterms/finals).

Make-Up Work:

- ◆ Students will receive monthly calendars listing homework assignments, essays, tests, and presentations. Plan absences accordingly whenever possible.
- ◆ Please remember that according to the Student Handbook, you must hand in assignments on the due date (or the day before) when you take a personal day, for a single period absence, or for any other absence that you plan ahead of time (trip, doctor's appointment, boarder travel day, etc.). You may put it in my box before class or send it in with another student. If you fail to do so, your assignment will be counted late or not accepted. In addition, any daily homework assigned during your absence is due upon your return.
- ◆ Assignments assigned prior to your absence are typically due the day of your return. For short-term assignments assigned during your absence, you have 3 days to make up the work. This includes class notes; you will be held responsible for all missed material.

- ◆ If you miss a quiz, you need to make it up within two days of your return. This includes reading quizzes; your make-up quiz may differ from the original.
- ◆ Students are generally expected to take a test if they return from an absence on a test day and the test was announced in advance of the absence. If you feel that you cannot take the test on the day of your return, you must discuss this with either me, a principal, or Ms Balk before the class period. I will not exempt a student from a test at the beginning of that class period except in the case of extended absences for illness.
- ◆ It is your responsibility to obtain missed assignments and to hand in assignments upon your return. It is also your responsibility to schedule make-up tests and in-class essays with me. They will be scheduled during school hours.
- ◆ You may discuss make-up work and schedule missed tests and in-class essays by speaking with me either before or after class (not during), arranging another time to speak with me, leaving a note in my box, or emailing me.
- ◆ Students have one week from their return to make up tests or in-class essays missed during their absence, either during free periods or after school. You will receive a “zero” if it is not taken during this one week period. The only exception to this is if you have had an extended absence and have planned your make-up work calendar with either Mrs. Limor or Ms Balk.
- ◆ For unexcused absences, students will receive a zero for that day’s assignments and tests. If a long-term assignment is due that day, you will receive a late grade.
- ◆ Remember that you may lose course credit for excessive absences. Please refer to the Student Handbook for specifics.

Tardies:

- ◆ Students are expected to make every effort to be in their seats by the time the bell rings at the beginning of class; the bell signals that you are late, not whether I am in the classroom. You will still receive a tardy if you are late, and you should remain in the classroom even if I’m not there.
- ◆ Being on time to class is extremely important, especially on test days. You should not waste time loitering in the restroom area, and you will not receive extra time if you do so.
- ◆ If you leave the classroom after the bell rings to retrieve supplies, you will be counted tardy.
- ◆ If you use the restroom at the beginning of the class period, you need to be back in your seat during the first five minutes or you will be counted tardy. In addition, a trip to the restroom that lasts more than 5 minutes during any part of the class period will earn you a tardy.
- ◆ Tardy students will not be given extra time on beginning of class quizzes, tests, or writing responses unless the tardy is excused.
- ◆ You should not disrupt the class when you arrive late whether your tardy is excused or not.
- ◆ Any student who is more than 15 minutes late or who is out of the classroom for more than 15 minutes will be counted absent. I will also count you absent if you fall asleep in class.

Academic Integrity

- ◆ One of my goals is to create a secure classroom environment in which all students benefit from the personal integrity and honest behavior of each member. To help ensure this environment, there are consequences for academic dishonesty.
- ◆ In my classroom, cheating includes, but is not limited to, the following activities:
 - ◆ Allowing others to copy test answers, verbally giving answers, or receiving answers.
 - ◆ Using papers and/or other work completed by students in previous classes in an inappropriate manner (such as copying).
 - ◆ Copying homework answers. Unless otherwise directed, I expect you to attempt all work on your own. This does not mean that you cannot work together or check answers. However, working together does not mean that each student completes one question and copies the rest from other students.
- ◆ Plagiarism involves taking someone else's work and claiming it as one's own: the failure to distinguish the student's own words and ideas from those of a source the student has consulted. Ideas derived from another, whether presented as exact words, a paraphrase, a summary, or quoted phrase, must always be appropriately referenced to the source, whether the source is printed, electronic, or spoken. Whenever exact words are used, quotation marks or an indented block indicator must be used, together with the proper citation style. (Adapted from *The Plagiarism Handbook* by Robert A. Harris)
- ◆ In your language arts classes as well as other classes at Temima, you will be taught skills, including paraphrasing and proper citation, that will enable you to avoid plagiarism in your work.
- ◆ I distinguish between blatant plagiarism (cutting and pasting a paper from the Internet, using a paper found on the Internet, using a previous student's paper) and inadvertent plagiarism (sources cited improperly, incorrect paraphrasing). Both are serious issues; however, blatant plagiarism involves issues of honesty and integrity while inadvertent plagiarism often results in a conference with the student to re-teach or reinforce skills. Both may involve grade penalties and disciplinary action depending upon the individual case. Blatant plagiarism most often results in a "zero" for the assignment and disciplinary penalties. I have had to deal with both blatant and inadvertent plagiarism at Temima.
- ◆ A student should schedule a conference with the teacher if she fears that her work may contain plagiarized material or is unsure how to avoid plagiarism.
- ◆ Suspected cheating or plagiarism will result in a teacher conference, parental notification, grade penalties, and disciplinary action.

I have read and understand all of the information and policies listed on this syllabus:

Student Signature: _____

Parent Signature: _____

Fall Semester

Unit I: Summer Reading

- ◆ *Fahrenheit 451* - Ray Bradbury
- ◆ "Harrison Bergeron" - Kurt Vonnegut (669)
- ◆ "There Will Come Soft Rains" - Ray Bradbury (Handout)
- ◆ Novel Test
- ◆ Essay Assignment
- ◆ Introduction to research

Unit II: The New Land (1500-1800)

- ◆ "The War God's Horse Song" - Navajo (14)
- ◆ "Song of the Sky Loom" - Native American Poetry (Handout)
- ◆ Native American Poetry - selected handouts
- ◆ "What is an American?" - Michel-Guillaume Jean de Crèvecoeur (87-88)
- ◆ Written Response
- ◆ Anne Bradstreet
- ◆ "To My Dear and Loving Husband" (62)
- ◆ "Upon the Burning of Our House, July 10, 1666" (63)
- ◆ "The Author to Her Book" (Handout)
- ◆ "To S.M., a Young African Painter on Seeing his Works" - Phillis Wheatley (Handout)
- ◆ from "The American Crisis" - Thomas Paine (98)
- ◆ Unit Test
- ◆ Introduction to in-class essays

Unit III: The Guilt of Our Past

- ◆ "Witchcraft as Seen Through the Ages" (57)
- ◆ "A Witch Trial at Mount Holly" - Benjamin Franklin (78; 84)
- ◆ *The House of the Seven Gables* - Nathaniel Hawthorne
- ◆ Introduction to student-led novel discussions - Group & Individual (Honors)
- ◆ Unit Test
- ◆ Literary Essay - Character

Unit IV: American Romanticism (1800-1840) & American Classic (1840-1870)

- ◆ “The Devil and Tom Walker” - Washington Irving (109-10)
- ◆ “Young Goodman Brown” - Nathaniel Hawthorne (237)
- ◆ Edgar Allan Poe
- ◆ “The Tell-Tale Heart” (handout)
- ◆ “The Cask of Amontillado” (151)
- ◆ “The Fall of the House of Usher” (handout)
- ◆ “The Raven” (167)
- ◆ * “To Helen” (174)
- ◆ “A Psalm of Life” - Henry Wadsworth Longfellow (134-5)
- ◆ * “The Children’s Hour” (136)
- ◆ * “The Kansas Emigrants” - John Greenleaf Whittier (144; 189)
- ◆ * “A Wish” - Fanny Kemble (149)
- ◆ * “Stanzas on Freedom” - James Russell Lowell (175-6)
- ◆ “Thanatopsis” - William Cullen Bryant (129-131)
- ◆ * “To a Waterfowl” (192-193)
- ◆ Group Poetry Presentations on * poems
- ◆ Unit Test
- ◆ Literary Essay - Setting

Unit V: The American Journey

- ◆ *The Adventures of Huckleberry Finn* - Mark Twain
- ◆ Student-led novel discussions - Group & Individual (Honors)
- ◆ Selected readings from Mark Twain (handouts)
- ◆ Unit Test
- ◆ Literary Essay - Theme

Unit VI: The American Myth

- ◆ *Our Town* - Thornton Wilder
- ◆ “Lucinda Matlock” - Edgar Lee Masters (handout)
- ◆ *The Professor’s House* - Willa Cather
- ◆ Literary Essay - How enduring are the myths presented here?
- ◆ Unit Test

Midterm Exam

Spring Semester

Unit I: Variations & Departures (1870-1915)

- ◆ Ralph Waldo Emerson
 - ◆ “Maxims” - (205)
 - ◆ from *Walden* - Henry David Thoreau (218-219; handouts)
 - ◆ from *Pilgrim at Tinker Creek* - Annie Dillard (786)
 - ◆ Essay Assignment
- ◆ Walt Whitman
 - ◆ “I Hear America Singing” (296)
 - ◆ “When I Heard the Learn’d Astronomer” (313)
 - ◆ “A Noiseless Patient Spider” (402)
- ◆ Emily Dickinson
 - ◆ “This is My Letter to the World” (316)
 - ◆ “A Narrow Fellow in the Grass” (317)
 - ◆ “Much Madness Is Divinest Sense” (320)
 - ◆ Group Poetry Presentations on additional Whitman/Dickinson poems
 - ◆ Dickinson/Whitman Short Essay Assignment
- ◆ Creative Poetry Assignment
- ◆ Stephen Crane
 - ◆ “The Wayfarer” (391)
 - ◆ “War Is Kind” (handout)
 - ◆ Written Response: Irony
 - ◆ “The Open Boat” (handout)
- ◆ Unit Test
- ◆ *Washington Square* - Henry James
- ◆ Student-led novel discussions - Group & Individual
- ◆ Novel Test
- ◆ Literary Essay or In-Class Essay

Unit II: The Modern Temper (1915-1945)

- ◆ “Poetry” - Marianne Moore (504)
- ◆ Written Response
- ◆ “Spring and All” - William Carlos Williams
- ◆ “Anyone Live in a Pretty How Town” - e.e. cummings
- ◆ Robert Frost
 - ◆ “Desert Places” (handout)
 - ◆ “Birches” (510)
- ◆ Student Presentations on additional Frost poems
- ◆ Frost Short Essay
- ◆ “The Wagner Matinee” - Willa Cather
- ◆ *The Glass Menagerie* - Tennessee Williams (572)
- ◆ Unit Test

Unit III: The Harlem Renaissance

- ◆ "I Have a Dream" - Martin Luther King, Jr. (handout)
- ◆ Langston Hughes
 - ◆ "Dream Deferred"
 - ◆ "Theme for English B" (516; 518)
 - ◆ "Dreams" (Handout)
 - ◆ "I Dream a World" (Handout)
 - ◆ "The Negro Speaks of Rivers" (Handout)
 - ◆ "I, Too" (Handout)
- ◆ "If We Must Die" - Claude McKay (Handout)
- ◆ "Harlem Wine" - Countee Cullen (Handout)
- ◆ *A Raisin in the Sun* - Lorraine Hansberry
 - ◆ "To Be Young, Gifted, and Black" (770)
- ◆ Unit Test

Unit IV: New Frontiers (1945 - Present)

- ◆ Research Papers Due
- ◆ *When the Emperor Was Divine* - Julie Otsuka
- ◆ "Once More to the Lake" - E. B. White (Handout)
- ◆ from *The Things They Carried* - Tim O'Brien (Handout)
- ◆ "Lullaby" - Leslie Marmon Silko (Handout)
- ◆ "New York Day Women" - Edwidge Danticat (Handout)
- ◆ "Homeland" - Barbara Kingsolver (Handout)
- ◆ Unit Test & Essay

Unit V: Living in the South

- ◆ William Faulkner:
 - ◆ "Nobel Address" (558)
 - ◆ "The Bear" (handout)
 - ◆ "Barn Burning" (handout)
- ◆ "The Grave" - Katherine Anne Porter (handout)
- ◆ "The Life You Save May Be Your Own" - Flannery O'Connor (675)
- ◆ "The Haunted Boy" - Carson McCullers (660)
- ◆ Unit Essay Test

Final Exam