

**American Literature &
Honors American Literature
2008-9**

Mrs. Schafstall
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Class Description & Goals

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.

Class Texts

- ② *The United States in Literature, America Reads Classic Edition*
- ② *Vocabulary for the College Bound Student, Levine*
- ② *Writing about Literature, Roberts*
- ② *Writing Research Papers: A Complete Guide, Lester*
- ② *Fahrenheit 451, Ray Bradbury*
- ② *The House of the Seven Gables, Nathaniel Hawthorne*
- ② *The Adventures of Huckleberry Finn, Mark Twain*
- ② *A Raisin in the Sun, Lorraine Hansberry*
- ② *Washington Square, Henry James*

Grading Scale

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

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

Honors Grading Scale

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

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

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.

- ② Book(s) needed for class that day. Students must bring their own paperbacks.
- ② 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.
- ② Blue/Black ink pens. You will lose a letter grade for assignments or classwork written in an ink color other than blue or black. Pencil is acceptable for most assignments.

Classroom Expectations

- ② The most important rule in this classroom is respect for others and their ideas. This includes both the teacher and your classmates. Disruptive behavior, such as talking with other students and off-topic comments, will not be tolerated.
- ② Students should take notes in class each day. Studies show that after two weeks, students forget approximately 80% of what they have heard in class. I will use the board, but most of what we share together will be oral. You will have occasional quizzes based upon the previous day's class discussion. It is important to take notes and make sure that you understand class material as it is presented. I typically do not hold review days before tests.
- ② Students should refrain from working on outside homework or work from other classes during class; this includes revising essays and copying notes missed during absences.
- ② Students using the restroom need to return to the classroom in a reasonable, quiet, and timely manner. Do not loiter in the restroom hallways waiting for a free restroom, especially at the beginning of class. No more than 2 students should be out of the classroom at any time.
- ② You should not take any books that reside in this classroom without permission.
- ② When you leave this classroom, you should take all personal materials with you, dispose of any trash, push in your chair/stack chairs, etc.
- ② No electronic equipment is allowed in class, including cell phones and cameras.
- ② Students should not interrupt my classes for personal reasons.
- ② Students are not allowed to chew gum, drink (except bottled water), or eat during class. 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). Please do not finish food in the restroom hallway after class has begun; this will earn you a demerit for eating and a tardy.
- ② Students are not dismissed from class until the bell rings. This includes test periods, even if the test is given during last period.
- ② If you do finish a test before the bell rings or before the end of the allotted time allowed, you will be expected to work quietly until all students have completed the test. 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.
- ② Students need to follow all other guidelines listed in the Student Handbook.

Class Policies

Homework:

- ② Assignments are typically due at the beginning of class, and 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.
- ② Please take pride in your work and remember that you are handing in assignments to me for grading; they 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. I will deduct one letter grade if you use an ink color other than blue or black.
- ② I prefer cross-outs to either white out or erasing, which are messy.
- ② If you are experiencing difficulties with completing assignments on time, please discuss this with me well in advance of due dates.
- ② 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.

Make-Up Work:

- ② Students will receive monthly calendars listing homework assignments, essays, tests, and presentations. Plan absences accordingly whenever possible.
- ② Please remember that according to the Student Handbook, you must hand in assignments ahead of time when you take a personal day 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. I will consider making an exception if you discuss the circumstances with me ahead of time.
- ② 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. While I will not necessarily check to see that you have made up class notes, you will be held responsible for all missed material.
- ② 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.
- ② 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 Miss 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.
- ② 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. If you fail to show up for a make-up test, I will deduct 10 points from your grade.
- ② 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 Miss Balk.
- ② 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.
 - ② Remember that you may lose course credit for excessive absences. Please refer to the Student Handbook for specifics.

Tardies:

- ② 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 or not. You should remain in the classroom even if I'm not there.
- ② 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.
- ② If you leave the classroom after the bell rings to retrieve supplies, you will be counted tardy.
- ② 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.
- ② Tardy students will not be given extra time on beginning of class quizzes, tests, or writing responses unless the tardy is excused.
- ② You should not disrupt the class when you arrive late whether your tardy is excused or not.
- ② 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

- ② 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.
- ② 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.
- ② 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)
- ② 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.
- ② 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.

- ② 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.
- ② Suspected cheating or plagiarism will result in a teacher conference, parental notification, grade penalties, and disciplinary action.

Fall Semester

Unit I: Summer Reading

- ② *Fahrenheit 451* - Ray Bradbury
- ② “Harrison Bergeron” - Kurt Vonnegut (669)
- ② “The Lottery” - Shirley Jackson
- ② Unit Test
- ② Essay Assignment
- ② Introduction to in-class essays

Unit II: The New Land (1500-1800)

- ② “The War God’s Horse Song” - Navajo (14)
- ② “Song of the Sky Loom” - Native American Poetry (Handout)
- ② “What is an American?” - Michel-Guillaume Jean de Crevecoeur (87-88)
Written Response
- ② 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)
- ② “A Farewell to America” - Phillis Wheatley (Handout)
- ② from “The American Crisis” - Thomas Paine (98)
- ② Essay Assignment
- ② Unit Test

Unit III: The Guilt of Our Past

- ② “Witchcraft as Seen Through the Ages” (57)
- ② “A Witch Trial at Mount Holly” - Benjamin Franklin (78; 84)
Written Response
- ② *The House of the Seven Gables* - Nathaniel Hawthorne
- ② Tracking Presentations - Characters
- ② Unit Test
- ② Literary Essay - Character

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

- ② “The Devil and Tom Walker” - Washington Irving (109-10)
- ② “Young Goodman Brown” - Nathaniel Hawthorne (237)
- ② Edgar Allan Poe
 - “The Tell-Tale Heart” (handout)
 - “The Cask of Amontillado”
 - “The Fall of the House of Usher” (handout)
 - “The Raven” (167)
 - *“To Helen” (174)
- ② “A Psalm of Life” - Henry Wadsworth Longfellow (134-5)
 - *“The Children’s Hour” (136)
- ② * “The Kansas Emigrants” - John Greenleaf Whittier (144; 189)
- ② * “A Wish” - Fanny Kemble (149)
- ② * “Stanzas on Freedom” - James Russell Lowell (175-6)
- ② “Thanatopsis” - William Cullen Bryant (129-131)
 - * “To a Waterfowl” (192-193)
- ② Group Poetry Presentations on * poems
- ② Unit Test
- ② Literary Essay - Setting

Unit V: The American Journey

- ② *The Adventures of Huckleberry Finn* - Mark Twain
- ② Unit Test
- ② Literary Essay - Theme

Midterm Exam

Spring Semester

Unit I: Variations & Departures (1870-1915)

- ② “Maxims” - Ralph Waldo Emerson (205)
- ② from *Walden* - Henry David Thoreau (218-219; handouts)
- ② from *Pilgrim at Tinker Creek* - Annie Dillard (786)
- ② Essay Assignment
- ② Walt Whitman:
 - “I Hear America Singing” (296)
 - “When I Heard the Learn’d Astronomer” (313)

“A Noiseless Patient Spider” (402)

- ② 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
- ② Creative Poetry Assignment
- ② Literary Essay - Comparison
- ② Stephen Crane:
 - “The Wayfarer” (391)
 - “War Is Kind” (handout)
- Written Response: Irony
- “The Open Boat” (handout)
- ② “Lucinda Matlock” - Edgar Lee Masters (397)
- ② Unit Test
- ② *Washington Square* - Henry James
- ② Novel Test
- ② Literary Essay or In-Class Essay on the novel
- ② Research Paper Assigned

Unit II: The Modern Temper (1915-1945)

- ② “Poetry” - Marianne Moore (504)
- Written Response
- ② “Spring and All” - William Carlos Williams
- ② “Anyone Live in a Pretty How Town” - e.e. cummings
- ② Robert Frost:
 - “Desert Places” (handout)
 - “Birches” (510)
- ② Student Presentations on additional Frost poems
- ② Frost Short Essay
- ② “The Wagner Matinee” - Willa Cather
- ② from *The Grapes of Wrath* - John Steinbeck (Handouts)
- ② *The Glass Menagerie* - Tennessee Williams (572)
- ② Unit Test
- ② Literary Essay

Unit III: The Harlem Renaissance

- ② “I Have a Dream” - Martin Luther King, Jr. (handout)
- ② 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)
- ② “If We Must Die” - Claude McKay (Handout)
- ② “Harlem Wine” - Countee Cullen (Handout)
- ② *A Raisin in the Sun* - Lorraine Hansberry
 - “To Be Young, Gifted, and Black” (770)
- ② Unit Test

Unit IV: Living in the South

- ② William Faulkner:
 - “Nobel Address” (558)
 - “Barn Burning” (handout)
- ② Katherine Anne Porter
 - “The Grave” (handout)
- ② “The Life You Save May Be Your Own” - Flannery O’Connor (675)
- ② “The Haunted Boy” - Carson McCullers (660)
- ② Unit Essay Test

Unit V: New Frontiers (1945 - Present)

- ② “Once More to the Lake” - E. B. White (Handout)
- ② from *The Things They Carried* - Tim O’Brien (Handout)
- ② “Lullaby” - Leslie Marmon Silko (Handout)
- ② “New York Day Women” - Edwidge Danticat (Handout)
- ② “Homeland” - Barbara Kingsolver (Handout)
- ② Selected Contemporary American Poets Presentations and/or Short Story Presentations
- ② Unit Test

Final Exam