

English 2/American Lit
Course Syllabus
2009-2010

Mrs. Sally Frederick, instructor
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School phone: 816-942-3282 ext. 1126
Room 207 - 11:00-3:30

Course Description:

English 2 focuses on selected pieces in American literature that will give students a background in some of the major movements in thought and philosophy of our country and the literature that reflects these ideas. Students will read widely and write often in a variety of writing formats, building on previous instruction and adding new skills. In addition to the literature covered, the course includes vocabulary study, practicing mechanics and usage skills, and research techniques. We will strive to respect the honor code of Notre Dame de Sion in all areas of our classroom behavior both academic and personal.

Course Objectives:

- • • To pursue a chronological study of some important movements in American literature, beginning with the Colonial period and moving toward the contemporary period
- • • To read and respond in-depth to literature by American authors
- • • To explore a range of audio and visual media, including: recorded readings, American art, hypertext resources on the Internet, and some quality film and video resources
- • • To learn, to recognize, and to use a variety of traditional literary terms.
- • • To compose and refine written work using the traditional rhetorical modes with topics drawn from both literature and life experience
- • • To practice revision techniques
- • • To select and utilize research materials and techniques for the organization of a written research essay with proper documentation to avoid plagiarism
- • • To increase both sight and personal vocabulary
- • • To use language and its mechanics and usage more carefully
- • • To explore what makes the literature of the USA uniquely our own.

In 1932 Stephen Leacock, a literary critic and humorist, wrote:

By American literature. . .we ought to mean literature written in an American way, with an American turn of language and in an American cast of thought. The test is that it couldn't have been written anywhere else.

By the end of the school year, we will respond to Leacock's idea. Throughout the year, we will come back to the concept of "an American cast of thought."

Texts:

Summer Reading:

The Catcher if the Rye – J. D. Salinger
A Northern Light – Jennifer Donnelly

2009-2010 School Year:

Required texts:

American Literature Anthology – provided.

American Short Stories 1920 to Present – Logan, Iowa: Perfection Learning, 2003.

Fitzgerald, F. Scott. The Great Gatsby. New York: Scribner's, 1995.

Kingsolver, Barbara. The Bean Trees. New York: Harper Perennial, 1989.

Miller, Arthur. The Crucible. New York: Penguin, 2003.

Shostak, Jerome. Vocabulary Workshop, New Edition Level F. Sadlier-Oxford, 2005.

Steinbeck, John. Of Mice and Men. New York: Penguin, 1993.

VanderMey, Randall et. al. The College Writer: A Guide to Thinking, Writing, and Researching. Boston: Houghton Mifflin Co., 2007.

Walls, Jeanette. The Glass Castle. New York: Scribner, 2004.

Williams, Tennessee. The Glass Menagerie. New York: The Dramatist's Play Service, 1998.

Required Materials:

Hard-covered, three-ring binder (2 inch)

Lined loose-leaf notebook paper (**NO SPIRALS**)

Pencil and/or blue, black pen (no iridescent ink)

Tabbed indexes

Highlighter, sticky notes

Binder Requirements:

The purpose of the binder is to increase your organizational skills and to keep track of handouts and some of the papers I return. You must have your binder with you every day. Please create a tab for the following sections:

Vocabulary/Grammar/Usage

Writing handouts and notes

Literature units

Returned Assignments (optional to keep in binder but important to keep)

Expectations:

Sion is made up of a variety of communities: teams, choirs, faculty, sophomore class etc. Those of us who meet in room 207 are also a community, a learning community. The expectations described below are ones consistent with the policies of our school and are meant to create a friendly yet purposeful classroom.

- • • Be on time! You are expected to be in the room when the bell rings. You will be counted tardy unless you have a dated, timed, and signed pass from faculty or staff. Please stay in your seat until the dismissal bell rings.
- • • Have all class related materials:
 - Textbook
 - 3 ring binder for English
 - Pen or pencil/ notebook paper (**NO SPIRAL PAPER**)
- • • Expect to stay in the classroom for the entire class period. I will sign passes only for class business or emergencies. We will use the passes in your planners. Please have them with you. **You may not leave the classroom if you do not have your planner/passes.** You may not borrow a classmate's planner for this purpose.
- • • No food or drink or chewing gum. Clear water bottles are permissible; have them filled when you come to class. No passes to drinking fountain to fill bottles.
- • • Follow the school uniform policy from head to toe. My role in enforcing this policy is one I will **NOT** enjoy, yet I **WILL** enforce.
- • • Manners are the lubricant that smoothes the functioning of any group:
 - Raise your hand and be recognized before speaking.
 - All opinions are welcome. Treat differing viewpoints with respect.
 - You are expected to participate: speak, listen, and pay attention.
 - Stay in your seat during class discussions or teacher lecture.
 - When class is "in session", do not talk with classmates.
- • • Reserve the class period you spend with Mrs. Frederick for English. I will silently collect any other class work you may be working on and place on my desk. You can collect from me at the end of the hour or forfeit that work. I will autograph these for your other teacher.
- • • Respect the deadlines for assignments. If you are absent, check my web page for your work or your assignment sheet. Work should be completed within one week of your return to school, or it is unacceptable. I will follow the English department's policy of assigning reduced credit for late work.

Late Policy

Late work due to absence:

- • • Assignments that were due the day on which the student was absent will be due the day the student returns to school. A letter grade will be deducted for each day the assignment is late.
- • • Make-up work (work missed because of absence) must be completed within **one week** of the student's return to school. **Work not completed at the end of that week will be recorded as a zero.** Work that is put off becomes problematic for both teacher and student.

Other late work:

- • • Assignments not turned in when the instructor collects the papers and the student is present will be reduced by one letter grade for each day the assignment is late. If the assignment is evaluated as a B, a C will be recorded, etc. No late vocabulary work will be accepted after you have taken the quiz.

Acceptable excuses for late work without deduction: **death in the family and extended illness.**

Computer issues are inexcusable unless you have had a total system meltdown and a parent can confirm it

over the phone. Most “computer disaster” excuses are usually due to file mismanagement on the student’s part. To avoid this, read the following carefully.

When working on your computer, **save your document every five minutes**, pay attention to **WHERE** (which directory or folder) on your hard drive you are saving, and back up your work. To stay organized, create a folder on your hard drive for English assignments.

If you are not able to print your work at home for any reason, **save the work** to a flash or zip drive to bring your work to school. You can use this device in the computer lab to **print it out BEFORE you come to class. Printing essays in class is not permitted.** Also, do not send me your essay via email and expect me to print for you. If you are having printer difficulties, save to a zip or flash drive or **send** email to you own person \$ sign and print from there **BEFORE YOU COME TO CLASS.**

Oops Passes/Personal Business Passes

I understand that we all could use a few breaks. The Oops Pass provides you this sort of opportunity. You can present one of the 3 semester passes for the following ONLY:

- • • Turning in an assignment **one day late** (staple pass to assignment)
- • • Leaving class for any reason, such as going to your locker or using the restroom, returning within 5 MINUTES.

Passes will not be replaced if lost. Unused passes will be rewarded at the end of the semester.

Plagiarism:

Plagiarism is a type of cheating where a student presents the work of another as her own. In high school English classes this can include, but is not limited to, copying home work assignments or reproducing a piece of text (whether in whole or in part) word for word and presenting it as your own. Changing several words or rearranging sentence structure does not reduce the charge of plagiarism. You may be asked to provide resource materials used if your text is in question.

Any instance of plagiarism will result in a non-negotiable zero on the assignment and a conference with your parents and the academic dean about further disciplinary action.

Our planner includes the official school policy on plagiarism. We have also read the section on this type of academic fraud from The College Writer and discussed in class the seriousness of plagiarism charges. When we signed the honor cards, we pledged ourselves to a high standard of integrity.

Extra Time and Other Special Accommodations

If you have been diagnosed with a learning disability, ADD/ADHD, or any other disorder that might affect your performance in this class, please make an appointment with me as early as possible so that we can discuss accommodations and strategies. I will be meeting with your counselor as well, but hearing from YOU about your own learning history is more meaningful and helpful than hearing about it from a third party.

If you have documentation that allows for extra time on exams and in-class essay, you must arrange in advance to take the exam after school the day the exam is given. Missing part or all of your next class because of the extra time you require for your English exam can put you at a disadvantage in the class you

are missing. If I can divide the test into sections, I will. I will give you only as much as you can complete within the class period, and you must come in after school to complete on the same day. If I cannot divide such a test or assignment, YOU MUST come in after school to complete the work.

Course Framework

Weeks 1-3 Mechanics and Summer Reading

Phrases (prepositional, appositive, participial), clauses, (dependent and independent), fragments and run-ons, comma, apostrophe, agreement etc. Formal and informal units and edits throughout the course.

We will cover the summer reading assignments along with our mechanics

The Catcher in the Rye – We begin and end the year with rites of passage novels. Holden is having difficulty navigating his journey. Our goal is to figure out why.

A Northern Light -- Both summer novels deal with the power of language. How is Mattie Gokey saved by words and reading. Miss Wilcox warns Mattie that books can be dangerous? How does this idea apply to both novels, especially to us readers.

A **reading check** over both novels is scheduled on Friday August 22st : objective responses for A Northern Light and writing for Catcher in the Rye.

Weeks 4-5 Introduction to American Literature:

What is the American Dream? Is it the same for all? How does the history, political system, and culture of the United States influence our belief that any individual can accomplish her dream?

“Go Ahead: Call us Cowboys” anthology

Critical Reading and annotating a text

The Glass Castle – Jeanette Walls

Personal essay

Weeks 6-9 The Puritan Era

What remnants of the Puritan belief system are still present in our culture today? What is your understanding of the Puritan ethic?

The New England Primer anthology

Jonathan Edwards anthology

“Upon a Spider. . .” anthology

The Crucible Arthur Miller paperback

“The Lottery” Shirley Jackson anthology

Unit test

Week 10 The Age of Reason

How does Franklin represent the concept of “thumos”? Is the self-made man the origin of the American Dream? How does the Deist view God?

“Revolutionary America/The Age of Reason” anthology
“Deism and the Rational Mind” anthology
Benjamin Franklin anthology
 From “ The Autobiography”
 “Poor Richard’s Almanac”
 A&E Biography

Listening for key ideas
autobiographical essay: narration or personal essay

Weeks 11-14 Transcendentalism

What is particularly American about these writer-philosophers’ views of God and nature? What current day movements and organizations did these beliefs about nature inspire? How do the aphorisms of these writers promote the idea of individualism that we so value as being American?

“Transcendentalism and 3 Views of God” anthology
“. . .Learned Astronomer: anthology
“Seeing” anthology
from A Sand County Almanac anthology
Chief Seattle/John Donne anthology
“Secret of Life” anthology
John Krakauer /”Staying Alive” anthology
Ralph Waldo Emerson anthology
“The Consent” anthology
Henry David Thoreau anthology

Unit test and personal essay: reflective writing

Weeks 15-16 Romanticism and Southern Gothic Fiction

How is our yen for the imaginative and fascination with the grotesque and bizarre reflected in the works of these authors.

“Dr. Heidegger’s Experiment” anthology
“The Minister’s Black Veil” anthology
“The Mask of the Red Death” anthology
“Grant vs. Lee” handout
“A Rose for Emily” anthology

Unit test

Week 17

Final Review and Finals

First 7 vocabulary lessons from Vocabulary Workshop, New Edition Level F
Quizzes: 9/4 9/18 10/2 10/16 10/30 11/13 12/4

We practice for each unit by writing sentences, poetry, letters, stories using the words from each unit and often about the authors and their literature that we are currently studying.

Second Semester

Weeks 3-5 Women Writers

How do these women speak for their time? What universal issues concern them?

To be chosen from:

Anne Bradstreet	anthology
Fanny Fern	anthology/handout
Emily Dickinson	anthology/handout
Kate Chopin	anthology
Katherine Anne Porter	anthology
Willa Cather	anthology
Alice Walker	anthology

Responsible for literary terminology

Unit test

Reflective writing

Weeks 1-2 & 9-10 Hopes and Dreams

How are the characters influenced by their hopes and dreams and by the Great Depression in America.

<u>The Glass Menagerie</u> – Tennessee Williams	paperback
We will be attending the play performance at Kansas City Repertory Theater January 27 th .	
<u>Of Mice and Men</u> – John Steinbeck	paperback
“To A Mouse” - Robert Burns	
“Harlem” “Same in Blues” Langston Hughes	handouts/anthology
Comparison/contrast essay or character sketch	
Unit test and Story Corps interview assignment	

Weeks 6-8 – “If I Could Change the World” – The Research Paper

Picking a topic

Finding and evaluating sources

Note taking

Outlining – Preliminary and final

Drafting

Documenting

Revising to meet criteria

The College Writer: A Guide to Thinking, Writing, and Researching

Thinking Critically: fallacies post hoc, emotional appeals, either/or, red herring, bias/slant hasty generalization

Weeks 11-13 In Pursuit of the American Dream

What is the American Dream? What qualities of Benjamin Franklin's self-made man do you see in Jay Gatsby?

The Great Gatsby – F. Scott Fitzgerald paperback

Writing logs
Unit test

Weeks 14-17 – The Quest: Finding One's Place

How are the characters in this fiction influenced by their circumstances? For what are they searching?

Women's fiction and poetry: Anne Bradstreet, Sarah Willis Parton (Fanny Fern) Kate Chopin, Emily Dickinson, Marge Piercy

The Bean Trees – Barbara Kingsolver paperback

Unit test
Personal essay or "This I Believe" NPR

Week 18

Final Review and Finals

Units 8-15 vocabulary lessons from Vocabulary Workshop, New Edition Level F

Quizzes: 1/15 1/29 2/12 3/12 4/7 4/16 4/30

