Willis English 11—American Literature

Term: **Fall 2020—Spring 2021**

Teacher**: Rylan Shannon**

Classroom**: 202**

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*“Once upon a time in the dead of winter in the Dakota Territory, Theodore Roosevelt took off in a makeshift boat down the Little Missouri River in pursuit of a couple of thieves who had stolen his prized rowboat. After several days on the river, he caught up and got the draw on them with his trusty Winchester, at which point they surrendered. Then Roosevelt set off in a borrowed wagon to haul the thieves cross-country to justice. They headed across the snow-covered wastes of the Badlands to the railhead at Dickinson, and Roosevelt walked the whole way, the entire 40 miles. It was an astonishing feat, what might be called a defining moment in Roosevelt’s eventful life. But what makes it especially memorable is that during that time, he managed to read all of* Anna Karenina*. I often think of that when I hear people say they haven’t time to read.” ― David McCullough*

## Course Description

This course is an inquiry into American literature from its earliest texts through twentieth century. We will approach the American canon with an eye toward two principal questions: *Who are we?* and *What do we believe?* The texts include prose, poetry, fiction, nonfiction, and drama, and are designed to build upon students' prior learning, to improve reading strategies and to encourage critical thinking.  Writing focuses on the standards and includes usage skills development. Academic writing and discussion are the principle methods of exploration of the continuity of American thought between ages and across cultures.

## Course Reading Goals

*To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths and exposure to visual media from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success. (AZCCR)*

## Course Writing Goals

*To build a foundation for college and career readiness, students need to use writing as a tool for learning and communicating to offer and support opinions, demonstrate understanding of the subjects they are studying, and convey real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year. (AZCCR)*

## Course Texts and Outline

Unit 1— *An American Utopia: The First Europeans Arrive In America*

*A Model of Christian Charity, The Bloudy Tenent, Wonders of the Invisible World, The Crucible*

Unit 2— *Inalienable Rights: American Political Revolution*

*Second Treatise of Government, The Declaration of Independence, Common Sense*

Unit 3— *Transcendentalism: The Power of the Individual*

*Self-Reliance, Civil Disobedience, Nature, Walden*

Unit 4— *American Gothic:* *The Dark Side of the Individual*

*The Raven, The Tell-Tale Heart, The Minister’s Black Veil*

Unit 5— *Violence Begets Violence:* *Slavery & the American Civil War*

*The Narrative of the Life of Frederick Douglas, Drum Taps, The Emancipation Proclamation,*

Unit 6— *Remember the Ladies: Suffrage*

*The Declaration of Sentiments, The Yellow Wallpaper, The Story of an Hour*

Unit 7— *You Can Never Go Back: The Lost Generation*

*Of Mice and Men, Winter Dreams*

Unit 8—Who Are We Now? Modern and Postmodernism

*To Kill a Mockingbird*

## Required Supplies

Students will need the following supplies for the course:

* One 3-ring binder with four dividers
* Loose-leaf notebook paper (**8 ½ X 11 college-rule only**)
* Pencils and Pens

## Grades

In general the more important an assignment, the more points will be possible. Grade inquiries will need to be made outside of regular class time. Please utilize FamilyLink to stay abreast of the course grade. **The final exam for this course is comprehensive and accounts for fifteen percent of the grade for the course.**

## Academic Integrity

You are expected to maintain and promote an environment of academic integrity. Acts of academic dishonesty are very serious offenses and will be dealt with accordingly. Copying another student’s work, allowing your own work to be copied, and all types of plagiarism will result in disciplinary action. Please see the Student Handbook for additional information regarding the school policy of academic honesty.

## Respectful Classroom Conduct

Due to the comprehensive nature of this course and the sometimes troubling nature of American history, sensitive subjects and controversial issues may be raised in class. Respect for diversity of opinion and the serious nature of this material is required. All opinion is welcome, but personal attacks and sexist or racist language will not be tolerated.

## Absence/Make-up Work Policy

## If you are involved in school-sponsored events requiring you to miss class, you must turn in work or complete your assignments before going on the trip or make arrangements with me for submission.

## Your assignment must be complete and submitted in class on the day it is due to be eligible for full credit. All late assignments will be docked 10% every day past the deadline. Essays will not be accepted for credit if they are more than five days late, but must still be submitted.

## You must print your work before arriving in class.

## Acceptable Use of Personal Technology

You may use your cell phone or other device to listen to music during student work time as long as it does not interfere with the learning of those around you. Personal technology that interrupts the course or your fellow students, whether online or in-class will not be tolerated.

## MLA

All assignments must be submitted with the correct MLA format. Assignments that do not have the correct heading or header will not be accepted for credit. There are templates and samples on the course Web site. If you need clarification on this formatting, please see me immediately.

## Classroom Resources

If you are in need of a pencil or a piece of paper, please ask. However, you are responsible for supplies and materials. Please come to class with your novel, your binder, and necessary writing utensils.

## Returned Materials and Handouts

All files will be accessible through google classroom. When we return to the classroom, all files will be passed back to you promptly at the beginning of the class period. Please place the completed and graded work in the appropriate section of your divider.

## Mission Focus

This is English class. Our time belongs to our mission: to read, write, think, and communicate. Work for your other classes should be conducted outside of our class time. You should never plan to do the work for­ your afternoon classes in the morning on the day they are due. Plan accordingly. Academic honesty rules also apply. Expect serious consequences if you are copying someone else’s work for another class.

## Suggestions for Success

The following strategies will be useful throughout the course:

#### Do the reading.

The purpose of our work together is the consideration of literary texts. If you do not do the assigned reading for this course, you can expect your grade to drop precipitously.

#### Do the writing.

Writing is thinking. Your essays will demand significant amounts of time and work. If you put minimal effort into the writing assignments for this course, you will find it far more difficult to connect with the material.

#### Share your ideas.

Shyness is an impediment to conversations about our world. Please know that I will do my best to create an environment that allows for everyone to participate and I expect that you will open up and share.

#### Go above and beyond.

You should compose questions and pursue answers as you read, write, think, and communicate. See me to talk about your theories, your impressions, and your passions. Talk to your peers, read more about the authors, watch film adaptations. All of these techniques correlate with an improvement in your grade.

#### Use the class Web resources.

Study guides, assignment clarification, and supplementary assignments are posted regularly. The course calendar is available online; I recommend you subscribe to the calendar to receive notices about due dates.

#### Start organized, stay organized.

Keep all of your assignments and materials for this course. **DO NOT THROW ANY COURSE MATERIALS AWAY**. The Final Exam, Super Quiz and Puzzle will require you have access to all handouts, readings, and writing assignments.

#### Study small.

A little bit of studying now is more effective than a lot crammed in later. A daily or nightly review of your vocabulary and notes will be invaluable throughout this course.

#### Get help soon

If you find yourself struggling at any time during the semester, please do not hesitate to come talk with me. The longer you wait to tell me your worries and woes, the longer you must bear your burdens alone. I am here to help you succeed.

#### Make attendance a priority.

If you are sick, truly sick, stay home. But, know that each day of class is a unique and ephemeral moment, never to be recreated or easily summarized for you. Schedule accordingly.

Signatures

Please sign on line below to show that you have read syllabus and understand the expectations for this course. Please feel free to contact me if you have any concerns.

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Preferred Contact Information

Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_