

English III—American Literature

2009—2010

Elanna Haywood Gilmore

READINGS:

Seminal works by the following writers will be explored in whole or in part. Writers not appearing on this list may also be explored as deemed appropriate by the Instructor or the Department. Please look for addendums each advisory detailing assignments and specific texts that may need to be purchased by the student or borrowed from the library.

FIRST ADVISORY

Literature of Encounter and The Puritan Legacy

Anne Bradstreet; William Bradford; Christopher Columbus; John Edwards; Anne Hutchinson; Thomas Paine; John Smith; Phyllis Wheatley; John Winthrop

Romanticism, Transcendentalism, and Individual Voices, 1820-1865

Emily Dickinson; Frederick Douglass; Ralph Emerson; Nathaniel Hawthorne; Washington Irving; Herman Melville; Edgar Allen Poe; Henry David Thoreau; Walt Whitman

SECOND ADVISORY

THE AGE OF ISMS, 1865-1914

Charles Chestnutt; Stephen Crane; W. E. B. DuBois; Paul Lawrence Dunbar; Charlotte Perkins Gilliam; Henry James; Mark Twain; Booker T. Washington; Selections of Blues and Folksongs

THIRD ADVISORY

The Rise of American Literary Modernism 1914-1945

Sterling Brown; Countee Cullen; E. E. Cummings; T. S. Eliot; F. Scott Fitzgerald; Ernest Hemingway; Langston Hughes; Zora Neale Hurston; Claude McKay; Carl Sandburg; Richard Wright; Margaret Walker; Walter White; William Carlos Williams

FOURTH ADVISORY

AMERICAN PROSE AND DRAMA AND POETRY SINCE 1945:

ATOMIC AGE TO INFORMATION AGE

James Baldwin; Ralph Ellison; Nikki Giovanni; Martin Luther King, Jr.; Arthur Miller; Toni Morrison; Flannery O'Connor; J. D. Salinger; Leslie Marmon Silko; Alice Walker; Eudora Welty; Malcolm X.

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EXPECTATIONS:

Within the context of the American Literature Canon, students are encouraged to

- Explore their own interpretations and ideas about the novels they read;
- Draw comparisons between the specific incident and broader themes that illustrate the writer's important beliefs or generalizations about life through the context of his or her literary work;
- Define "story" and explain the importance of story in his or her own culture and the culture of other groups;
- Investigate how novelists and readers look for and understand the realities and sources behind the story;
- Expand their understanding of and empathy for people of other times and places;

Students will be expected to

- Refine organizational and mechanical aspects of writing;
- Interpret, evaluate, characteristics and complex techniques of narrative genre, including story and style elements;
- Create and support a thesis/hypothesis that relates classroom texts to relevant and current student concerns;
- Practice and refine the five paragraph essay, the summary essay and the précis;
- Use the dictionary to research and apply etymologies and definitions;
- Choose, complete and share insights on supplementary/collateral readings;
- Learn definitions of literary criticism and apply them to the text.

ATTENDANCE and BEHAVIOR:

You are important. Your ideas and analyses are essential to rewarding class discussions. Please do not discount the fact that YOU can (and will) help someone through the positive example you set. Attendance rules will follow those expressed in the Duke Ellington School of the Arts Community

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Handbook 2002/2003. Conduct yourselves like young adults interested in the possibilities offered by a global market economy.

MATERIALS:

- One 1 1/2” THREE-RING BINDER
- BLACK AND WHITE COMPOSITION NOTEBOOKS—The number of these books necessary depends on the style of the student’s handwriting. Some will need as many as one notebook per quarter.
- 1 ream of white multipurpose paper per quarter
- Access to a computer and printer or typewriter

WRITING ASSIGNMENTS:

Throughout the year you will have the opportunity to practice and refine your writing using at least three composition models: *the five paragraph essay, the summary essay, and the précis*. You will also practice timed writing and poetic explication. The guidelines for each of these models are attached, will be explained in class, and should be kept in your three-ring-binder and referred to throughout the year.

Papers are due typed, in MLA format, on the day assigned for full credit. Papers may be turned in one week late, but there is a one-percent penalty per day until the paper is turned in typed in MLA format.

GRADING SCALE:

90%-100% gets an A
80%-89% gets a B
70%-79% gets a C
60%-69% gets a D
0%-59% gets an F

A note on behavior and grading: A grade of “F for the Day” will be awarded to students who choose not to behave as effective learners, artists and leaders in class. Three “Fs for the Day” will result in the instructor lowering the quarter grade by one letter. Infractions include:

- **Disrupting the learning environment**
- **Disparaging members of the Ellington Community**
- **Intentional rudeness**

WEIGHTS:

Grade weights will change per advisory as per projects assigned.