

## *GPLHS Syllabus*

### **Description**

American Literature  
Required

Mr. Myers  
One Unit

This year-long course surveys American literature from pre-1750 to the present day. Students will study the various types of genres found in historical American literature with an emphasis on how literature reflected the times in which it was written. Students will also study authors and vocabulary in context. Some required projects may encompass reading, writing, speaking, listening, and artistic compilation.

Textbook: The American Experience, Prentice Hall, 2007; Writer's Choice: Grammar and Composition, Glencoe/McGraw Hill, 1996

Materials: Notebook  
Pencil

### **Objectives**

The student will

- \*Identify type and function of literary elements present in literature
- \*Explicate texts to show understanding of it
- \*Use textual support for and in analysis of a text
- \*Point to specific passages in text as evidence for understanding
- \*Identify the conflict, crisis, and resolution for characters in a narrative
- \*Identify key passages from a text and explain their significance
- \*Speculate and demonstrate how literature reflect cultural, social, political, or economic values
- \*Read verse, according to its form, with greater fluency
- \*Use research to support and broaden understanding of a text or its literary period
- \*Connect works thematically through comparison and contrast
- \*Identify authors and titles of readings from American literature
- \*Describe the roots/origins of American literature
- \*Read to be better readers and life-long learners
- \*Use literal, connotative, and figurative meanings of words in context
- \*Study literary texts to draw and learn from their cultural diversity
- \*Analyze characters, relationships, time sequence, plot, setting and various other literary figures of speech to enhance purpose and meaning
- \*Demonstrate an understanding of process writing and the elements of discourse, (speaker, audience, purpose, and form)
- \*Become more fluent in writing by frequent formal and informal writing practice
- \*Demonstrate control of grammar, diction, and sentence/paragraph structure in English usage
- \*Deliver oral responses to literature

**As we learn and use God's gift of language to express, analyze, evaluate, and discuss ideas, we will want to recognize the importance of language skills as a young Christian person and member of the Church.**

**Early America to 1750**

American Indians  
 --Selected Works  
 Christopher Columbus  
 William Bradford  
 John Smith  
 Anne Bradstreet  
 Jonathan Edwards  
 --from Sinners in the Hands of an Angry God

**Early National Literature (1750-1800)**

Benjamin Franklin  
 Olaudah Equiano  
 Thomas Paine  
 Thomas Jefferson  
 Phyllis Wheatley  
 Jean de Crevecoeur

**Nineteenth Century Literature (1800-1870)**

Washington Irving  
 Oliver Wendell Holmes  
 John Whittier  
 Edgar Allen Poe  
 Ralph Waldo Emerson  
 Henry David Thoreau  
 Nathaniel Hawthorne  
 John Whittier  
 Stephen Crane  
 Frederick Douglass  
 Abraham Lincoln  
 Walt Whitman  
 Emily Dickinson  
 Mark Twain  
 Chief Joseph  
 Bret Harte  
 Kate Chopin  
 Paul Dunbar

**The Modern Age (1914-1946)**

T.S. Eliot  
 Carl Sandburg  
 Robert Frost  
 Herman Melville  
 William Carlos Williams  
 Katherine Anne Porter  
 Thornton Wilder

**The Contemporary Period (1946-Present)**

William Stafford  
 James Baldwin  
 Rita Dove  
 Simon Ortiz

**Methods**

Instructional methods include lectures, group work, discussions and presentations. We will watch videos and listen to some materials regarding the time periods we are presently studying.

**Evaluation**

I use the point system. All work is weighted equal value. Assessment includes individual projects, group projects, verbal responses, written responses, papers, essays, daily assignments, tests, and quizzes. Students will also be graded weekly on participation, attitude, and effort. Semester exams are worth 20% of your grade.

Quarter 1 40%  
 Quarter 2 40%  
 Sem. Exam 20%

Quarter 3 40%  
 Quarter 4 40%  
 Sem. Exam 20%

