

Bobbie J. Shepard
Pre-AP/English 10 Honors – American Literature Syllabus
Room 126 – B
Fall 2010

Overview of Pre-AP/English 10 Honors

Program:

English 10 Honors meets 90 minutes per day for one semester, and is paired with another class, Honors Composition and Research, which also meets 90 minutes per day for one semester. Honors students are required to take both classes. These classes lead into AP Language and Composition in the 11th grade, which in turn leads into AP Literature and Composition in the 12th grade. Students must seek a recommendation from their English 10 Honors teacher to advance to AP Language and Composition. Classes are designed for students who opt out of the program or do not receive recommendations to advance. A parent may override a teacher's decision regarding advancement.

Course Design:

English 10 Honors is arranged chronologically. The students read a sampling of different genres from many periods of American Literature, from Pre-Colonial America to Contemporary America. Genres studied include the novel, drama, short fiction, poetry, essay, music, and film. The chronological design allows students to develop an understanding of American Literature, not only of the distinct periods, but also of how ideas connect and relate to other periods.

General Expectations and Class Outline

Grading:

Class work/Homework: 30%

Quizzes (Vocabulary, Reading Comprehension, Writing, etc.): 30%

Tests/Essays/Projects: 40%

Make-up Work and Attendance:

According to Dorman High School's policy (located in the student handbook), students are allowed 5 absences in each class. When a student is absent he or she is responsible for the work missed. Make-up work can be discussed with students before or after school or before or after class. It is not possible to give out missed assignments during class. Students have one week to turn in make-up work.

Essay:

Essays are an essential part of English. Expect four to six major essays as a part of your grade. Practice AP prompts and in-class writing will also be a part of the class. Students are allowed and encouraged to rewrite out of class essays. The best way to improve writing is through consistent practice. Significant improvements must be made in order for a student's grade to improve. Students will be allowed to rewrite some essays and due dates for revisions will be posted.

Assessment:

Essays in this class will be often be graded using the nine-point AP scale rubric. I encourage both students and parents to become familiar with this assessment tool. Students will also take unit tests for most units; these tests typically incorporate key literary term questions, discussion questions, multiple choice, and short essay responses.

Classroom Expectations:

- Students will be in their desks and ready to begin when the tardy bell rings.
- Students will have appropriate text, paper, and writing instrument.
- Cheating is not tolerated.
- Students who have been absent are responsible for make-up assignments.
- Students will remain in their seats until the end-of-class bell rings.
- Students must treat each other and the teacher with respect.
- Students will follow school expectations as outlined in the Student Handbook.

Texts:

McDougal Littell – School-issued text book

Great American Short Stories from Hawthorne to Hemingway a Barnes and Noble collection

A Raisin in the Sun by Lorraine Hansberry

***Parents, the following novels listed below need to be purchased by the second nine weeks of the semester. You may purchase them online or at a local bookstore.

Their Eyes Were Watching God by Zora Neale Hurston

The Great Gatsby by F. Scott Fitzgerald

Supplemental Reading:

Students will choose at least one outside American Literature novel to read and complete a project. Dates will be announced. A list of novels will be given to students during the semester. This assignment is in addition to the required texts previously listed.

Vocabulary:

Vocabulary will be covered in conjunction with reading selections, units of literature, and vocabulary books. Vocabulary tests will be in the forms of writing assignments and/or tests. Vocabulary tests are not considered essays and cannot be rewritten.

Contact:

I am available for phone calls and conferences between 8:20 A.M. and 9:50 A.M., before and after school. Please contact me if you have any questions at 582-4347, ext. 2126.

You may also email me at SheparBJ@spart6.org

Please sign and return the attached information sheet by Thursday, August 19, 2010.

Thank you,

Bobbie J. Shepard
Dorman High School

Pre-AP/English 10 Honors Course Syllabus:

*This syllabus is tentative and will be adjusted as needed throughout the semester.

Unit 1 (1 ½ weeks): Summer Reading and Orientation to Course – A Raisin in the Sun by Lorraine Hansberry (and thematic works) – “Let American Be America Again,” “Mother to Son” and “Dream Deferred” by Langston Hughes; “I Have a Dream” by Martin Luther King, Jr. (Note: Begin vocabulary study and annotated bibliographies)

Unit 2 (1 ½ weeks) Native American Literature – creation myths including *The World on the Turtle’s Back* and *The Walam Olum*, *The Way to Rainy Mountain* by N. Scott Momaday, *John G. Burnett’s Story of the Removal of the Cherokees* by John G. Burnett, *Chief Seattle’s 1854 Speech*, *Indian Education* and *I Hated Tonto, Still Do* by Sherman Alexie, and Native American poetry

Unit 3 (1 week): The Colonial Period – *Of Plymouth Plantation* by William Bradford, *Upon the Burning of Our House* and *To My Dear and Loving Husband* by Anne Bradstreet, *Sinners in the Hands of an Angry God* by Jonathan Edwards, “Modell of Christian Charity” by John Winthrop, and *The Wonders of the Invisible World* by Cotton Mather (Note: Begin Independent Novel Project)

Unit 4 (2 weeks): Drama – *The Crucible* by Arthur Miller, *Why I Wrote The Crucible: An Artist’s Answer to Politics* by Arthur Miller

Unit 5 (2 weeks): The Revolutionary Period –*The Autobiography of Ben Franklin* and *Poor Richard’s Almanack*, *Speech to the Virginia Convention* by Patrick Henry, *The Crisis-No. 1* by Thomas Paine, *The Declaration of Independence* by Thomas Jefferson, *Inaugural Address* by Ronald Reagan, *On Women’s Right to Vote* by Susan B. Anthony, *Why We Can’t Wait* by Martin Luther King, Jr.

Unit 6 (1 week): Romanticism -- *The Devil and Tom Walker* by Washington Irving, *To a Waterfowl* and *Thanatopsis* by William Cullen Bryant, *The Fall of the House of Usher* by Edgar Allan Poe

Unit 7 (1 ½ weeks): Transcendentalism/Anti-Transcendentalism/ New England Renaissance– *Nature* and *Self-Reliance* by Ralph Waldo Emerson, *Walden* and *Civil Disobedience* by Henry David Thoreau, *Rappaccini’s Daughter* by Nathaniel Hawthorne, Poetry of Walt Whitman and Emily Dickinson

Unit 8 (2 weeks): Realism, Naturalism, and Regionalism– *An Occurrence at Owl Creek Bridge*, Frederick Douglass’ *Autobiography*, *A Story of an Hour* by Kate Chopin, *The Yellow Wallpaper* and *Why I Wrote The Yellow Wallpaper* by Charlotte Perkins Gillman, *To Build a Fire* by Jack London, *The White Heron* by Sara Orne Jewett, and *Poetry*

Unit 9 (2 weeks): *Their Eyes Were Watching God* by Zora Neale Hurston (and thematic works), *How it Feels to be Colored Me* by Zora Neale Hurston; Poetry by Countee Cullen, Claude McKay, Maya Angelou, Alice Walker

Unit 10 (2 weeks): Novel – *The Great Gatsby* by F. Scott Fitzgerald (and thematic works) Poetry by e.e. cummings, Carl Sandburg, T.S. Elliot, Robert Frost, among others.

Unit 11(1 week): Modernism and the Southern Renaissance – *Paul’s Case* by Willa Cather, *Bernice Bobs Her Hair* by F. Scott Fitzgerald, *A Good Man is Hard to Find* by Flannery O’Connor, *A Worn Path* by Eudora Welty, *A Rose for Emily* by William Faulkner, *The End of Something* by Ernest Hemingway