

**Heather Mullman**  
**Pre-AP/English 10 Honors – American Literature**  
**Fall 2010**  
**B136**

**Dear Parents:**

Welcome to the 2010-2011 school year. I am looking forward to a pleasant and productive semester with your student. The following syllabus outlines the classroom rules, grading system, behavior expectations, and requirement for this class. Please contact me at any time regarding the information on this syllabus or any questions you may have about the class. My contact information is listed below.

Thank you in advance for your cooperation. Please sign the bottom of the syllabus indicating that you are knowledgeable of the requirements of English 10 Honors/Pre-AP. Again, I am looking forward to working with your student.

**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 11<sup>th</sup> grade, which in turn leads into AP Literature and Composition in the 12<sup>th</sup> 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:**

(Total Point grading scale)

Unit Test—three times in the grade book

Vocabulary Test/Writing— two times in the grade book

Essay— three times in the grade book

Daily class work— one time in the grade book

Homework— one time in the grade book

Quiz— one time in the grade book

Projects – three times in the grade book

Interaction Journal – two times in grade book

Socratic Seminar – three times in grade book

**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 (5 school days)** to complete make-up work.

**Late Work Policy:**

Major assignments will be accepted late and 10 points a day will be deducted from final grade. Daily homework assignments are due on the due date and will not be accepted late.

**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. Rewrites are not an exercise in handwriting. Students will have 5 school days to turn in a rewrite of an essay. Students are encouraged to conference with me before rewriting an essay.

**Assessment:**

Essays in this class will be graded using the nine-point AP scale rubric. I encourage both students and parents to become familiar with this assessment tool.

**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. A zero will be given as the student's grade.
- 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 are not allowed food or drinks in the classroom.
- Students should not use class time for personal grooming. (No brushes, make-up, etc.)
- Purses and bags cannot be on a student's desk and must be placed on the floor.

**Texts:**

McDougal Littell *American Literature* – School-issued text book

*Great American Short Stories from Hawthorne to Hemingway*

\*\*\*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

**Extra Help:**

I am available for extra help on Wednesday mornings at 7:30am. Appointments need to be scheduled and maintained so that both student and teacher are in attendance. The

student will meet me in the classroom at the scheduled time. A wait time of 10 minutes is expected for both parties. A different time can be scheduled if necessary.

**Contact:**

I am available for phone calls and conferences between before and after school. Please contact me if you have any questions at 582-4347.

You may also email me at [mullmahl@spart6.org](mailto:mullmahl@spart6.org)

Please sign and return this syllabus by Wednesday, August 18, 2010.

Thanks,  
Heather Mullman  
Dorman High School

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(Student Signature)

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(Parent Signature)

I find that email is often an easy way to communicate with parents regularly. If possible, please list your home or office email address below so I may contact you regarding grades, attendance, or due dates throughout the semester. Please feel free to list a phone number that is convenient for me to reach you.

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(Parent Email Address)

**Pre-AP/English 10 Honors Course Syllabus:**

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

(Note: The first week of class is also devoted to the summer reading assignments.)

- **Unit 1 (2 weeks): Native American Literature** – creation myths including *The Sky Tree* and *How the World Was Made*, *The Navaho Origin Legend*, *The Walam Olum*, *The Iroquois Constitution*, *I Will Fight No More Forever* from Chief Joseph, *Chief Seattle's 1854 Speech*, *A Visit from Reverend Tileston* by Elizabeth Cook-Lynn, *Accounts of the Cherokee Trail of Tears* by Elizabeth Mulligan, *Elbow Room* a film from ABC television, *I Hated Tonto*, *Still Do* by Sherman Alexie, *The Names of Women* by Louise Erdrich, and Native American poetry
- **Unit 2 (1 ½ weeks); 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, *Huswifery* by Edward Taylor, and *The Wonders of the Invisible World* by Cotton Mather
- **Unit 3 (2 weeks): Drama** – *The Crucible* by Arthur Miller, Introduction to the McCarthy Era
- **Unit 4 (1 ½ 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*, *To His Excellency, General Washington* by Phyllis Wheatley

- **Unit 5 (3 weeks): Romanticism/Transcendentalism** – *The Fall of the House of Usher* – Edgar Allan Poe, *The Devil and Tom Walker* by Washington Irving, excerpts from Cooper’s *Leatherstocking Tales*, *To a Waterfowl* and *Thanatopsis* by William Cullen Bryant, *Nature* and *Self-Reliance* by Ralph Waldo Emerson, *Walden* and *Civil Disobedience* by Henry David Thoreau, Nathaniel Hawthorne’s *The Minister’s Black Veil* and *Rappaccini’s Daughter*, and *Bartleby, The Scrivener* by Herman Melville
- **Unit 6 (1 ½ weeks); Poetry of Walt Whitman and Emily Dickinson**
- **Unit 7 (1 week); Civil War Literature** – *An Occurrence at Owl Creek Bridge*, Frederick Douglass’ Autobiography
- **Unit 8 (1 ½ weeks): Realism, Naturalism, and Regionalism** – *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): The Harlem Renaissance and Modern Poetry** – Introductions into The Jazz Age and The Great Migration, Poetry of Langston Hughes, Countee Cullen, Claude McKay, **Novel** - *Their Eyes Were Watching God* by Zora Neale Hurston, Modern Poetry selections from Robinson, Williams, Lowell, Sandburg, Cummings, Eliot, Frost
- **Unit 10 (2 weeks): Novel** – *The Great Gatsby* by F. Scott Fitzgerald
- **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
- **Unit 12 (1 week): Contemporary poetry and short selections** - John Updike, Jack Kerouac, Alice Walker, James Baldwin, Kurt Vonnegut

### **Supplemental Reading:**

Students will choose at least one outside American Literature novels to read throughout the semester. Dates will be announced. A list of novels will be given to students during the semester. This 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 and will occur bi-monthly. Vocabulary tests are not considered essays and cannot be rewritten. Vocabulary tests will also come from units in the Sadlier-Oxford series and SAT word lists.