**Aug – Sept**

Unit 1: Rhetoric, Close Reading, Argument, and Synthesis; Introduction to the Literature of the Americas

 Weeks 1-4:

Note: if the reading is listed as “on” something, you must read the information on that topic, but the example of it is optional; if only pages are listed, you are required to read everything on those pages.

Ch. 1 – pp. 1-6; 8-14 on Rhetorical Appeals and Ethos; 11 on Logos and Conceding and Refuting; 13-17; 21-23; 25-28 (do Activity at bottom of p. 26)

Ch. 2 – pp. 41-42 on Analyzing Style; 44-45 on Establishing the Rhetorical Situation; 46-47 on Determining Tone (do Activity on p. 57); 48-49 on Asking Questions; 52 and 54-55 on Annotating; 58-67 on From Close Reading to Analysis

Ch. 3 – pp. 85-90 (do Activity on p. 90); 90 – 92 on Types of Claims, Claims of Fact, Claims of Value, Claims of Policy; 123-124 on Induction and Deduction; 126-129; 129-131 on From Reading to Writing; Activity on Analyzing Claims (worksheet/handout, not the one in the textbook)

 Outline of American Literary and Philosophical Movements and Periods

*Notes on the State of Virginia* by Thomas Jefferson, Query XIV on universal education (Reprint Handout) and Study Guide questions

Ch. 4 – pp. 156-185 on **Education as the Civil Rights Issue of our Time Conversation**

Goals: Keep an open mind while reading sources; delve deeply into subtle ideas; explore texts through the lens of multiple perspectives; develop questions while reading

Grammar as Rhetoric and Style: Parallel Structures (p. 1557)

Framing and Integrating Quotations, pp. 178-179

Synthesis Assignment

**October**

Unit 2: Enlightenment to 1800 — The Tug-of-War between The Great Awakening and the Age of Reason

 Weeks 5-6:

Grammar as Rhetoric and Style: Cumulative, Periodic, and Inverted Sentences

Jonathan Edwards, excerpts from “Sinners in the Hands of an Angry God” (Reprint Handout)

 Ch. 6 – pp. 345-349, Intro to “A New Republic”

Ch. 6 – pp. 249-350, Intro to Benjamin Franklin

Ch. 6 – Benjamin Franklin: “The Speech of Miss Polly Baker” (p. 350) and Exploring the Text (p. 352); excerpts from *The Autobiography* starting from “I had been religiously educated as a Presbyterian…” (p. 354, bottom) and Study Guide (NOT questions in textbook)

Ch. 6 – Thomas Paine: from *The Age of Reason* (p. 383) and Exploring the Text questions

Thomas Jefferson: *Notes on the State of Virginia*, Query XVII on religious freedom (reprint handout)

Ch. 3 – pp. 98-100 on thesis (do Activity on p. 100)

Ch. 6 – The Letters of Abigail and John Adams (p. 385) and Study Guide questions (NOT questions in the text)

Weeks 7-8:

Writing Workshops (page numbers indicate the *start* of the section):

Grammar as Rhetoric and Style: Appositives (p. 535)

Grammar as Rhetoric and Style: Direct, Precise, and Active Verbs (p. 1271)

Grammar as Rhetoric and Style Modifiers (p. 1058)

 MLA Documentation Style (p. 1567)

 Ch. 3 – pp. 101-114 on Presenting Evidence

Ch. 4 – pp. 116-120 on Shaping Argument & Classical Oration

 Ch. 4 – pp. 147-152 on Using Sources

 Persuasive Research Essay

**October – November**

Unit 3: Literature of the Early United States

 Weeks 9-10:

 Ch. 7 – pp. 547-551, Introduction to “America in Conflict”

Ch. 7 – pp. 72-74, Close Reading Poetry

Grammar as Rhetoric and Style: Subordination in the Complex Sentence (p. 336)

Ch. 7 – Intro to Edgar Allan Poe (p. 576)

Ch. 7 – “The Raven” (Reprint Handout) and “The Fall of the House of Usher” (p. 576)

Poe in Film and Illustration

Ch. 2 – pp. 69-71, Close Reading and Literary Technique Analysis

**November**

Unit 4: Transcendental Optimism

 Weeks 12-14:

1. Review *Conversations in American Literature* Chapters 1-3.

2. View *Dead Poets Society* (it will be shown in class, but there is also a link to it on culliton.org, under Transcendentalism). Complete the Ralph Waldo Emerson, Henry David Thoreau and *Dead Poets Society* Study Guide.

2. Read Ralph Waldo Emerson’s “Self-Reliance” (in textbook) and do the Study Guide questions.

3. Read “Civil Disobedience” by Henry David Thoreau (in small Thoreau book) and do the Study Guide questions.

4. Read Kevin Dettmar’s *Atlantic* article “Dead Poets Society Is a Terrible Defense of the

Humanities” and write a 500-600 word essay in which you critique Dettmar’s defense of his position that “the beloved film's portrayal of studying literature is both misleading and deeply seductive.”

In your essay, detail what makes Dettmar’s article either effective or ineffective for you as a reader. **Utilize the techniques and terms you have learned in chapters 1-3 of your textbook. Also refer to the ideas of Thoreau and Emerson**—would they have agreed with Dettmar? Or would they have approved of the film *Dead Poets* Society? Why, judging by what you have read of their works (cite specific Emerson/Thoreau passages)?

**December-January**

Mid-term Exam (tentative)

Unit 5: Transcendental Pessimism

Weeks 15-16: excerpts from and film of *The Scarlet Letter*

 “Bartleby” by Melville (close-reading fiction)

**January - February**

Unit 6: Mid-Late 19th Century Poets and Poetry

 Week 17: Walt Whitman’s Life and Work (*WW: Complete poems*)

 Chapter 7 – Talkback: “A Supermarket in California” by Allen Ginsberg

 Week 18: Emily Dickinson’s Life and Work (Text, Reprints, Handouts)

 Chapter 3 – pp. 134-136

 Chapter 7 – pp. 834-839

 Revision of Prior Essay/Assignment

**February - March**

Unit 7: Reconstruction Era – Progressive Era; Realism and Naturalism (1865-1913)

Weeks 19-21:

Chapter 8 – pp. 823-828, Introduction to “Reconstructing America”

Chapter 2 – pp. 74-76 on Visual Texts

Chapter 3 – pp. 136-138 on Visual Texts as Arguments

 Chapter 8 –

Frank Leslie’s *Illustrated Newspaper,* “Does Not Such a Meeting Make Amends?” (cartoon, 1869; p. 841)

Red Cloud, “Speech on Indian Rights” (1870; p. 843)

Zitkala-Sa: from *The School Days of an Indian Girl* (c. 1900, p. 935)

Thomas Nast, “Worse than Slavery” (cartoon, 1874; p. 845)

Clips from *The Rise and Fall of Jim Crow* and/or *Reconstruction: The Second Civil War*

Ida B. Wells-Barnett, from “Southern Horrors: Lynch Law in All its Phases” (1892; p. 883)

Works of Booker T. Washington and W.E.B DuBois:

from “The Atlanta Exposition Address” pp. 891-894

from “The Talented Tenth” pp. 944-949

Jacob Riis: “The Mixed Crowd” (1890; p. 869) and photos from *How the other Half Lives*

Stephen Crane: “An Ominous Baby” (Reprint)

Weeks 22-23:

 Chapter 8 – Kate Chopin, “The Story of an Hour” (p. 888)

 “Richard Cory” and “Miniver Cheevy” by Robinson (pp. 919-921)

 Willa Cather, “Paul’s Case” (paperback)

 Short Synthesis Paper on literary representations of the Post-Civil War Era / Gilded Age

**March**

Unit 8: Post WWI America

Weeks 24-26:

Chapter 9 – pp. 1069-1074, Introduction to “America in the Modern World”

 Era in Song mini-unit

 *The Great Gatsby*

Chapter 3 – pp. 69-71 on Argument in Fiction

**April- May/June**

Unit 9: Modern Drama and Poetry (tentative)

Chapter 10 – pp. 1279-1285, Introduction to “Redefining America”

*Inherit the Wind*

*Death of a Salesman*

*The Crucible*

Final Exam (Modern Drama Essay)

Selected 20th C. poems