

## SYLLABUS

FALL 2005

**CLASS: ENGLISH III**  
SUBJECT: AMERICAN LITERATURE  
INSTRUCTOR: DEBORAH NICOLEAU  
Telephone: 718 639-1752

### REQUIRED MATERIALS:

1. **TEXTBOOKS:** **Literature: Timeless Voices, Timeless Themes The American Experience.** Upper Saddle River, New Jersey: Prentice Hall, 2000.

**Writer's Choice Grammar and Composition.** New York, N.Y.:  
Mc Graw-Hill, 1996.

**Writing Research Papers: A Complete Guide.** James D. Lester.  
11<sup>th</sup> ed., Longman, 2004. ISBN 0321236475

2. Collegiate Dictionary and Thesaurus
3. Loose Leaf Binder and College Ruled Paper
4. Composition Book
5. Pocket Folder
6. Blue and/or Black Ink pen
7. White out (optional)
8. Baron's or Prentice Hall English Regent Review Book\*\*

\*\* For those students that need to take the Comprehensive English Regent

### COURSE DESCRIPTION:

This course covers selected works in American Literature from both classical and contemporary literature. Emphasis will be placed on the historical background, cultural context, and literary analysis of major genres of literature: short story, poetry, novel, drama, and analytical prose. This course considers the elements of literature including

plot, structure, characterization, symbolism, conflict, tone, point of view, imagery and so on. Writing well about literature is a key component of the class. Students will keep a writing journal over the course of the year to document their improvement and to engage themselves in thinking about their writing. A research paper incorporating both primary and secondary sources is required. Vocabulary study is important. Emphasis is placed on developing a fundamental understanding and enjoyment of literature.

### **OBJECTIVES:**

This course is designed to provide a basis for instruction in usage of the English Language and facilitate the teaching of writing and research through literature. Upon completion of this course each student will have:

1. Discussed the works of major American writers;
2. Traced the development of themes and genres within their historical contexts;
3. Identified the relationships of various genres to the contemporary media of film;
4. Analyzed literary works for their aesthetic features and thematic patterns;
5. Identified styles, themes, and works of major writers;
6. Acquired knowledge and skills necessary to score a 65 or higher on the Comprehensive Examination in English;
7. Studied vocabulary in the context of the literature and with college level word lists;
8. Examined a variety of critical approaches to literature;
9. Developed critical thinking and reasoning;
10. Identified a variety of writing forms, including personal, literary, and persuasive texts, for various audiences.

### **THE COMPREHENSIVE EXAMINATION IN ENGLISH**

The Comprehensive Examination in English is a two-day test given in the June 2006, by the New York State Board of Regents. It is composed of multiple-choice and essay questions. A student's score may range from 1-6, indicating how qualified he/she is in reading comprehension, literary analysis, and essay composition based on college-level literature. All students must acquire a passing score to meet the graduation requirements.

## ASSIGNMENTS

### Unit One

#### Beginnings-1750

- Sept 7/8** “Our Native American Heritage” Rd p. 4-9
- Sept 9<sup>th</sup>** Christopher Columbus Rd p. 15-17.
- Sept 12/13** The Interesting Narrative of the Life of Olaudah Equiano  
Rd p. 44-47
- Sept 16<sup>th</sup>** Of Plymouth Plantation Rd p. 71-75
- Sept 19/20** “Sinner in the Hands of an Angry God” Jonathan Edwards  
Rd p. 98-101
- Sept 21/22** Poetry “To My Dear and Loving Husband” Anne Bradstreet  
Rd p. 90-91
- Oct 3/4<sup>th</sup>** Unit One Test.
- Oct 5/6<sup>th</sup>** Book of the Month Roundtable discussion
- Oct 7<sup>th</sup>** The Autobiography Rd p. 131-135

### Unit Two

#### A Nation Is Born

- Oct 17<sup>th</sup> /18<sup>th</sup>** Declaration of Independence Rd p. 140-143  
The Crisis, Number 1 Rd p.144-145  
To His Excellency, Rd p. 150-151  
Letter from Birmingham City Jail p 157-159
- Oct 21<sup>st</sup>** Speech in the Virginia Convention Rd 169-171  
Inaugural Address Rd 177-179
- Oct 24/25<sup>th</sup>** Poor Richard’s Almanack Rd. p 188-189  
Letter to Her Daughter Rd p. 195-196  
Letter From an American Farmer Rd 198-199

**Unit Two Test Nov 2/3<sup>rd</sup>**

- Nov 2/3<sup>rd</sup>** Unit Two Test.
- Nov 4<sup>th</sup>** The Fall of the House of Usher Rd p. 297-303
- Nov 7<sup>th</sup> /8<sup>th</sup>** The Minister's Black Veil Rd 318-327
- Nov 18<sup>th</sup>** In Class: Moby Dick by Herman Melville  
Walden Rd p. 374-379
- Nov 21<sup>st</sup> /22<sup>nd</sup>** Nature Rd p. 364-365  
Self-Reliance Rd p. 366-367  
Civil Disobedience Rd p. 380-381
- Nov 28<sup>th</sup> / Nov 29<sup>th</sup>** Unit Three Test Nov 30<sup>th</sup> /Dec 1<sup>st</sup>

#### **Unit Four**

##### **The Emerging American Identity: A Nation Divided**

- Dec 2<sup>nd</sup>** My Bondage and My Freedom Rd p, 458-463
- Dec 5/6** Swing Low, Sweet Chariot Rd p. 452  
Go Down, Moses Rd p. 453  
The Gettysburg Address p. 480
- Dec 9<sup>th</sup>** Reaction to Emancipation Proclamation p. 502  
An Account of an Experience with Discrimination p, 503
- Dec 12<sup>th</sup> /13<sup>th</sup>** Heading West p. 546-550  
I Will Fight No More p. 551  
To Build a Fire- Jack London p. 556-565
- Dec 16<sup>th</sup>** Begin reading Frederick Douglass handout
- Holiday Reading Assignments:**  
The Story of an Hour p. 592-595  
Douglass p. 600 We Wear the Mask p. 601

**Jan 3/4<sup>th</sup>**      A Wagner Matinee p. 614-619

**Jan 6<sup>th</sup>**      Unit Four Test Jan 9/10<sup>th</sup>

**January 9-12 2006**      Regents Preparation

**January 13<sup>th</sup> 2006**      Final Examination Review



