

# CPEIII: American Literature—Tennill

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## Welcome to American Literature!

This year, we will explore the ways in which the literature of the United States both reflects and reinforces—as well as challenges—the ideals, values, and identities of its people. We will see how the landscape and mythology of America has led to some of this country’s beliefs about itself and how generations of writers have sought to reinforce, examine, and even critique these beliefs.

## Essential Questions

- What is an *American*? How do regional differences affect Americans’ identities?
- What is the American Dream?
- How do attitudes about justice encourage or discourage equality in America?
- What is the role of the rebel or nonconformist in American society?
- How have issues of race shaped American society?
- How have issues of gender shaped American society?
- What stylistic innovations mark American literature?

## Organization of the Course

<b><u>Unit I: “We the People: A Nation of Storytellers”</u></b>  <b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What is the American Dream?</li><li>• What is an American?</li><li>• What is the American mythology?</li></ul> <b>Important Concepts:</b> <ul style="list-style-type: none"><li>• Social commentary/Satire</li><li>• Ideals vs. Reality</li><li>• Modernism</li><li>• The Lost Generation</li><li>• Southern Gothic literature</li></ul> <b>Texts:</b> <ul style="list-style-type: none"><li>• “The Origin of Stories”</li><li>• Indigenous people’s folklore</li><li>• Short stories of Mark Twain</li><li>• <i>The Great Gatsby</i></li></ul>	<b><u>Unit III: American Voices</u></b>  <b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What stylistic innovations mark American literature?</li><li>• How have issues of race shaped American society?</li><li>• How have issues of gender shaped American society?</li><li>• How do regional differences affect Americans’ identities?</li></ul> <b>Important Concepts:</b> <ul style="list-style-type: none"><li>• Social Commentary</li><li>• Poetic Forms and Devices</li><li>• Drama terms</li><li>• Dark Romanticism</li></ul> <b>Texts:</b> <ul style="list-style-type: none"><li>• Drama literature groups</li><li>• Short stories of Poe and Hawthorne</li><li>• Poetry of Walt Whitman and Emily Dickinson</li><li>• Harlem Renaissance poetry</li></ul>
<b><u>Unit II: Civil Disobedience</u></b>  <b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How do conflicting attitudes regarding justice and injustice create tension in society?</li><li>• What is the role of the rebel—or nonconformist—in society?</li><li>• How have issues of race shaped American society?</li><li>• How have issues of gender shaped American society?</li><li>• How do writers use language to promote change?</li></ul> <b>Important concepts:</b> <ul style="list-style-type: none"><li>• Rhetoric and rhetorical strategies</li><li>• Law vs. Justice</li><li>• Transcendentalism</li></ul> <b>Texts:</b> <ul style="list-style-type: none"><li>• <i>Narrative of the Life of Frederick Douglass</i></li><li>• “What to the Slave is the Fourth of July”</li><li>• “Letter From Birmingham Jail”</li><li>• “Declaration of Sentiments and Resolutions”</li><li>• Essays from Emerson and Thoreau</li></ul>	<b><u>Unit IV: Reality and Magic</u></b>  <b>Essential Questions:</b> <ul style="list-style-type: none"><li>• How does family (or the absence thereof) impact one’s journey to adulthood?</li><li>• How do the generations before us impact our everyday experiences?</li><li>• How does an author’s use of the supernatural impact the story?</li><li>• How does a writer use figurative language to develop thematic ideas?</li><li>• What is the power of the unfinished story?</li><li>• What connections exist between classism and racism?</li></ul> <b>Important Concepts:</b> <ul style="list-style-type: none"><li>• Postmodernism</li><li>• Magical Realism</li><li>• <i>The Great Gatsby</i></li></ul> <b>Texts:</b> <ul style="list-style-type: none"><li>• short stories</li><li>• <i>Song of Solomon</i></li></ul>

## What does it mean to be a scholar?

John Stuart Mill wrote that “the only way in which a human being can make some approach to knowing the whole of a subject, is by hearing what can be said about it by persons of every variety of opinion, and studying all modes in which it can be looked at by every character of mind.” And: “The steady habit of correcting and completing his own opinion by collating it with those of others... is the only stable foundation for a just reliance on it.”

### *Scholarship is...*

A community of people working with a shared set of rules and values committed to making progress toward our understanding of truth. Scholars do this by presenting their strongest, well-researched and reasoned case, and ask for the community to help them see what they might be missing.

As a community of scholars, we will examine, discuss, and develop meaning from what we read and analyze. We will question and challenge, but we will also support each other in our pursuit of understanding.

**Grading:** You will be graded on class work (you have to be here to do this), homework, projects, presentations, papers, and quizzes and tests. Your final grade will be calculated this way: 85% semester grade + 15% final exam.

<b>Assignments:</b>	<b>Grade Scale:</b>																																				
<ul style="list-style-type: none"><li>● conferenced compositions–50%</li><li>● tests–30%</li><li>● formative work–20%</li></ul>	<table><tr><td>98-100</td><td>A+</td><td>67-69</td><td>D+</td></tr><tr><td>93-97</td><td>A-</td><td>63-68</td><td>D</td></tr><tr><td>90-92</td><td>A-</td><td>60-62</td><td>D-</td></tr><tr><td>87-89</td><td>B+</td><td>50-59</td><td>F</td></tr><tr><td>83-86</td><td>B</td><td>49</td><td>M</td></tr><tr><td>80-82</td><td>B-</td><td>48</td><td>FM</td></tr><tr><td>77-79</td><td>C+</td><td>0</td><td>INS (major assignments)</td></tr><tr><td>73-76</td><td>C</td><td></td><td></td></tr><tr><td>70-72</td><td>C-</td><td></td><td></td></tr></table>	98-100	A+	67-69	D+	93-97	A-	63-68	D	90-92	A-	60-62	D-	87-89	B+	50-59	F	83-86	B	49	M	80-82	B-	48	FM	77-79	C+	0	INS (major assignments)	73-76	C			70-72	C-		
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### **Expectations:**

- Respect your teacher, your classmates, and yourselves.
- Participate as a member of our scholarly community.
- Silence and put away cell phones before entering the class. (*See cell phone policy addendum.*)
- Arrive to class—prepared (reading and note-taking materials)—**BY** the bell. I DO record and submit tardies.
- Complete each homework assignment, including reading.
- Please type all out-of-class writing assignments.
- Always submit your own, original work.
- Read the authentic, assigned text. Electing to read sources like Sparknotes—even just to supplement your reading of the assigned text—constitutes cheating in this class.** If necessary, see me for clarification.

### **Late Work Policy:**

- Formative assessments:
  - Homework assignments: I will not accept late work after the due date.
  - Quizzes: Students must make up the quiz within one day of returning after an absence. Depending on what we have covered in class, the score may not be factored into the final grade, but is used as a diagnostic.
- Summative assessments:
  - Conferenced Essays: I will accept late drafts and revisions up to **3** calendar days past the due date. After 3 days, the grade becomes a **permanent 0 (INS)**.
  - Individual Projects: I will accept late drafts and revisions up to **3** calendar days past the due date. After 3 days, the grade becomes a **permanent 0 (INS)**.
  - Unit Tests: Students who miss a unit test because of an absence must make up the test within 3 days of returning. After 3 days, the grade becomes a **permanent 0 (INS)**.

**Please note: In the case of an *excused* absence, the countdown begins the day the student returns to school. In the case of an *unexcused* absence, the countdown begins on the due date.**

## Important Policies

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### Cell phones and other distractions

This is an “unplugged” zone. Cell phones, smart watches, earbuds, and other devices MUST be out of sight at all times. We are here to use our brains and engage with one another and the texts we study, not to isolate ourselves behind screens.

#### Per CHS school policy:

“The expectation is that all students will have these devices put away during instructional time unless the teacher has given permission for use in a specific instructional activity. Students who violate the personal electronic device expectations will be subject to progressive disciplinary consequences including, but not limited to, loss of privileges.”

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### Attendance

Regular attendance in this class not only ensures that we have a full learning community, but it is vital for success. Class discussions and the depth of information we cover cannot be fully conveyed by checking the day’s slides or asking a classmate for a summary.

CHS has instituted a new attendance policy to encourage student attendance:

“A student will not be allowed more than EIGHT (8) absences per semester, excused or unexcused. On the ninth absence, ‘No Credit - Absences’ (NCA) will be issued for the class. Students will need to serve a Greyhound Time detention to mitigate a class absence (One detention served will count for one class absence removed). If the student is failing the course at the end of the semester, an ‘F’ will override the “NCA.” If the student is passing the class, an ‘NCA’ will appear on the grade report to indicate that a passing grade was earned but credit was not awarded for that course due to lack of attendance in the class.

*\*Please note, Religious Observances, while excused, do not factor into the count of 8+ absences. “*

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### Greyhound Time

“Clayton High School provides a common time each day to support the academic and personal growth of students. This time may be used in a variety of ways such as academic support (tutoring, reassessment, conferences), club meetings, LINK Crew meetings, exercise and mental wellness activities. While students are encouraged to be proactive in meeting their academic needs, teachers may require students to come to office hours for additional assistance. The expectation is that students will prioritize their academic needs during this time. Failure to comply with teacher requests may result in a loss of privileges until their academic obligations are met and/or appropriate disciplinary action.”

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### Plagiarism

Plagiarism policy: students will receive a permanent 0% (INS) unless they resubmit (within a predetermined time frame) a new, original, complete paper. The new paper will count as 48%. *In the event of repeated instances of plagiarism, a student may not be granted the opportunity to resubmit and the grade will remain a zero.*

**Using AI to develop any portion of an assignment is a form of plagiarism for this class!**

## CHS PLAGIARISM POLICY

Honest authorship is a primary value at Clayton High School. Dishonestly claiming authorship is plagiarism, a form of cheating and a form of either lying or stealing or both.

**PLAGIARISM:** Taking ideas or writings knowingly from another and presenting them as one's own.

**COPYRIGHT:** A protection of "original works of authorship" that are fixed in a tangible form of expression. Students should assume that all printed work, whether hard copy or electronic text or images, is copyrighted.

Students should be aware of and are subject to the Educational Fair Use Guidelines, which allow for an exemption to copyright law if all of the following factors are met: ... the purposes must be used for the creator's intended purposes; the student is using only a portion of the work, never the entire work and never to avoid purchasing the original.

### Acceptable Behavior in the Creation Process

1. Discussing the assignment with others for clarification.
2. Discussing ideas and details for understanding.
3. Exchanging drafts of work for critical peer response.
4. Participating in classroom activities pertaining to the writing process: pre-writing, drafting, revising, editing, and publishing.

### Unacceptable Behavior

1. Plagiarizing.
2. Surrendering one's work to another student to use without ensuring that the use will be consistent with the provisions of this policy.
3. Knowingly allowing another student to plagiarize one's work.
4. Taking someone else's work in any form (e.g. copying or downloading files).
5. Using additional sources when not properly credited and identified.
6. Assuming the accuracy of the information of a website without verifying the accuracy of that information. All information included in websites is copyrighted.
7. Using ChatGPT or other AI to generate any part or draft of a writing assignment.

**Note on Artificial Intelligence:** All work submitted in this course must be your own. Contributions from AI tools are prohibited. Using AI for any part of an assignment (from idea generation to composition) is considered plagiarism.

**EVEN IF YOU CHANGE THE WORDING, IT IS STILL NOT YOUR OWN ORIGINAL WORK!**

Contributions from approved sources must be fully acknowledged and properly quoted or paraphrased *by you* every time they are used. Failure to follow this policy constitutes a violation of academic integrity and may result in disciplinary action.

**AI is a tool, but you must understand what you're doing first.  
Otherwise it becomes a crutch.**