



# ***American Literature: Section 1***

Yearlong, 2023-2024



## **ELIGIBLE STUDENTS:**

**Grades:** 9<sup>th</sup> & 10<sup>th</sup> (11<sup>th</sup> and 12<sup>th</sup> graders welcome). Students should be reading at or above grade level and comfortable writing traditional 5-paragraph essays. Though we will be practicing a variety of essay types and reviewing their various styles, this is not a writing instruction course. Students are expected to come to the course with an understanding and basic ability in essay writing which will be polished by the assignments throughout the year.

Please note: The students completing this course earns 1 high school literature/English credit.

**Instructor:** Fr. Chris Marchand

**E-mail:** cmarch34@gmail.com

## ***SCHEDULE FOR AMERICAN LITERATURE SECTIONS***

**CLASS DATES :** Begin Wednesday, September 6, 2023 - May 22, 2024

**Class Times:** Mondays and Wednesdays from 2:00 p.m. -3:15 p.m. (EST)  
for 32 weeks (64 classes).

Wednesday August 30, 2022 at 2:00 p.m. (EST) - mandatory orientation session\*\*

**CLASS DATES:** Begin Tuesday, September 5, 2023 - May 23, 2024

**Class Times:** Tuesdays and Thursdays from 11:00 a.m. -12:15 p.m. (EST)  
for 32 weeks (64 classes).

Tuesday August 29, 2022 at 11:00 a.m. (EST) - mandatory orientation session\*\*

**CLASS DATES:** Begin Tuesday, September 5, 2023 - May 23, 2024

**Class Times:** Tuesdays and Thursdays from 2:00 p.m. -3:15 p.m. (EST)  
for 32 weeks (64 classes).

Tuesday August 29, 2022 at 2:00 p.m. (EST) - mandatory orientation session\*\*

*\*Please note the above dates and times are the anticipated class sessions for this course. Should the instructor be forced to cancel class due to illness or family emergency, every effort will be made to schedule a makeup class at an alternate time.*

*\*\*Brief orientation sessions are held for each course offered by Scholé Academy. Students and their parents/guardians are required to attend. Unless otherwise noted by the instructor, orientation sessions are held one week prior to the first day of class for any given course.*

**OFFICE HOURS:** In addition to scheduled class times, I am available Monday – Thursday from 3:30–4:30 p.m. EST or on Fridays on an appointment basis. During “Office Hours” students may raise questions, seek assistance, or review class material.

## **AMERICAN LITERATURE COURSE MAP:\***

### **QUARTER 1: Pre/Early-American**

1. Selections from the King James Bible
2. Puritan writings – Anne Bradstreet, Jonathan Edwards, Cotton Mather
3. Author focus: Nathaniel Hawthorne – *The Scarlet Letter* and selected short stories
4. Revolutionary writings – de Crevecoeur, Wheatley

### **QUARTER 2: Early America**

1. *Author focus:* Early American Autobiographies: Benjamin Franklin and Frederick Douglass
2. Poetry – Whitman, Dickinson, Longfellow
3. Short Stories – W. Irving, Poe, O Henry, Melville, Bierce
4. Author focus: Mark Twain – *Huckleberry Finn* selected short stories and non-fiction

### **QUARTER 3: A Changing America**

1. Short Stories – Crane, London, Faulkner
2. Author focus: Fitzgerald v Wharton – *The Great Gatsby* and *The House of Mirth* (the American “novel of manners” and the changing culture)
3. Poetry – Frost, Sandburg, Pound, Eliot, W. Stevens, W. C. Williams

### **QUARTER 4: Nearly Modern America**

1. Speaking of race – Chesnutt, Hughes, *To Kill a Mockingbird*
2. Speaking of women – O'Connor, Morrison, Jackson
3. Contemporary American writers and poets
4. Speaking of the future – *Fahrenheit 451*

*\*Short story and poetry selections are subject to change, based on class discussion, needed adjustments to reading pace, etc. Links or digital copies will be provided by the instructor if works are not already included in the anthologies listed below.*

## **REQUIRED COURSE TEXTS:\*\***

King James Bible

*The Scarlet Letter*, Nathaniel Hawthorne

*The Dover Anthology of American Literature*, Vols I-II

*Narrative of the Life of Frederick Douglass* (pdf provided)

*Bartleby the Scrivener*, Herman Melville (pdf provided)

*Huckleberry Finn*, Mark Twain

*The Great Gatsby*, F. Scott Fitzgerald

*The House of Mirth*, Edith Wharton

*To Kill a Mockingbird*, Harper Lee

*Fahrenheit 451*, Ray Bradbury

*\*\*Any edition of the novels above is acceptable. Please purchase the 2014 editions of the Dover Anthologies, available through Amazon or Dover Books.*

**OPTIONAL COURSE TEXTS:** Writing assignments will be submitted using basic MLA formatting guides. Guidelines for formatting papers and citing sources can be found in the *MLA Handbook for Writers of Research Papers* or on the MLA website. Students may also find *The Elements of Style*, by Strunk and White, to be a helpful resource.

### ***AMERICAN LITERATURE COURSE DESCRIPTION:***

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Because this is a writing-intensive course, completing the *American Literature* course is the equivalent of one full high school credit. Students will read a selection of classic American novels, short stories, poetry, and essays throughout the year, writing a number of response papers and essays each quarter. In addition, as a final project, each student will create and present to the class an overview of a great American writer or poet, highlighting how their works parallel the development of American writing and culture over the past two-plus centuries.

Organized chronologically, the reading selections each quarter will follow the development and growth of the United States as a country and as a source of literature. Our discussions as a class will incorporate the Common Topics of Invention to explore each work of literature on its own as well as its place in the growth of the American literary voice. Although we will be examining these works in light of American historical development, as with any reading, we will also simply be listening to the authors, asking questions of them and their works, and seeking truth, goodness, and beauty where they can be found.

As a nation the United States is fairly young and, therefore, does not have a lengthy literary history. Even so, selecting – and, by default, excluding – works from our reading list will mean we do not cover a great deal of beautiful, praiseworthy writing. My hope, as an instructor, is that the works we do read will cause you to think, to wonder, and to wrestle with your understanding of what it means to live and walk beside your neighbor in this world God has created. And maybe, if we do this well, you will end the course with a hunger to drink more broadly and deeply of the vast well of American literature (and beyond).

### **STUDENT EXPECTATIONS: EXECUTIVE FUNCTION SKILLS**

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Students enrolling in Scholé Academy's American Literature course will be expected to show development of Executive Function Skills throughout the year. Executive Function Skills speaks to a set of qualities and skill sets students can develop and hone to better approach the courses, lectures, readings and teachers they will face in their future academic coursework.

Those skills include:

- 1. Participation:** A willingness to participate in discussion, ask questions, supply answers, and contemplate the material being discussed.
- 2. Note Taking:** The ability to note important content both during and after class and while completing assigned reading. Appropriate note-taking skills provide a valuable resource to be consulted, independently, for application during future assignments and assessments.

**3. Attention to Detail & Preparedness:** Adherence to deadlines, submission requirements, and style guides on all assignments. Attention to technological details prior to class. Preparation and followup should absences occur.

**4. Application of Critiques:** Understanding of feedback and ability to incorporate that information on future assignments rather than repeating mistakes. Application of live class critiques of fellow students in order to avoid making those mistakes as well.

**5. Initiative/Maturity:** Willingness to hear and apply constructive criticism and seek guidance from instructor, if necessary.

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### STUDENT EVALUATION : ATTENDANCE

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- Students are expected to attend class regularly and on time, following the Scholé Academy standard, which allows a maximum of 3 absences for a one-semester class.
- Written work is due at the beginning of each class. Should a student be absent, work is still due by the beginning of class, unless prior arrangements have been made with the instructor.
- All assignments are to be submitted on Canvas prior to the start of class each day. Students turning in late work will earn a 5% penalty for each day the assignment is late. Students will submit their work by either typing the assignment on Canvas, submitting a file on Canvas, or uploading as scan or written work on Canvas.
- Much of this course centers around discussion and class participation, along with a variety of written assignments. Because of that, class participation grades cannot be made up due to absence.

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### STUDENT EVALUATION : GRADING

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Though studying American Literature through Scholé Academy will be “restful,” I realize that students and parents also need grades as part of their prepared college transcript. Grades will be provided, based on the breakdown and scale listed below, but earning a specific grade should never overshadow the pursuit of mastery of this discipline. With that in mind, the following grades indicate a student’s level of achievement: *magna cum laude* (with great praise); *cum laude* (with praise); *satis* (sufficient, satisfactory) and *non satis* (not sufficient).

Ideally, every average student working diligently should do praiseworthy work (*cum laude*), though that may look different from student to student. Those who excel beyond the average expectation will be the *magna cum laude* students. Students who do adequate but not especially praiseworthy work will be designated *satis*. *Non satis* means lacking sufficiency or adequacy.

This grading method, while suitably classical, may not be sufficient in completing a transcript for college application. Therefore, traditional percentage grades will be provided and will be readily accessed on the course Canvas page. Additionally, a transcript with final grade will be provided at the end of the year.

*Magna cum laude:* All work completed on time, demonstrating diligence, understanding, and application of concepts studied. Essays and assignments clearly indicate growth and mastery of course material, advanced writing skills, and maturity in reading and evaluating ideas within a fictional work. At the conclusion of the course, the student who has mastered the material should be able to give an overview of how American literature has developed over the past two-plus centuries and how it has reflected the changing view of our culture.

*Cum laude:* Work consistently completed on time. Both essays and assignments demonstrate diligent effort, growing understanding, and application of concepts studied. The *cum laude* student should be able to express a general understanding of the timeline of American literature and authors and the views their works reflected.

*Satis:* Assignments completed, primarily on time and to stated expectations. Essays and assignments reveal consistent effort and growth in understanding of course content. The *satis* student should have a basic understanding of the authors and works discussed throughout the year.

*Non-satis:* Incomplete work, consistently late or missing assignments. Completed work not to stated expectations. Essays and assignments do not demonstrate understanding of course material.

Grade Breakdown:

Weekly assignments	40%
Class participation	10%
Short essays	20%
Long essays/Final Project	30%

Scale:

A	90-100%
B	80-90%
C	70-80%
D	Below 70%

### **STUDENT EVALUATION: ACADEMIC DISHONESTY**

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Students will often take assessment tests and/or quizzes privately at home. Students are on their honor to abide by [Scholé Academy's Learning Philosophy](#) which assumes the personal cultivation of Student Virtues described in the Student-Parent Handbook.

Additionally, plagiarism is a serious and punishable offense. Proper citation of all sources is essential to the academic endeavor. Remember to cite any source if the information is not common knowledge or is an opinion obtained through an outside source. A plagiarized assignment will result in a failing grade.

## THE VIRTUAL CLASSROOM:

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We will be using the free online “virtual classroom” software provided by Zoom, one of the leading companies that provides such software. The virtual classroom will provide students with interactive audio, text chat, and an interactive whiteboard in which texts, diagrams, video and other media can be shared and analyzed. A link (via email) will be provided at least two weeks prior to the beginning of class to enable students to join the virtual classroom.

Specific information regarding the technology used by Scholé Academy (including required technology for student participation) can be found by visiting the [Technology in the Classroom](#) section of the Student Parent Handbook.

Students will submit documents by scanning and uploading them to their personal computer, then attaching those files as .pdfs to an email. They will submit their work on Canvas (access granted after enrollment is secured).

## ABOUT THE INSTRUCTOR:

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**Chris Marchand (pronounced mar-shan)** is a music pastor and priest within the Anglican Church in North America (ACNA), serving in Peoria, Illinois. He holds a Master of Theological Studies and a Master of Arts in Music Ministry from Garrett Evangelical Theological Seminary, and was trained as a hospital chaplain in a residency program at Saint Francis Hospital. A former headmaster and teacher at Aletheia Classical Christian School, he has taught humanities, history, science, and government courses. He is married to Elisa and they have four children. The author of *Celebrating the 12 Days of Christmas: a guide for churches and families*, he also produces podcasts, composes music, and loves to discuss anything related the arts and his favorite sport tennis.