Course Title: English 3

Course #: 1231-1232

Course Description: In this American Literature course, students will explore the writings of our diverse American population. We will consider the nuances of writing throughout the different eras in American history, focusing on the attitudes that shaped the writing of the time. Essential skills include reading comprehension and analysis of these works in discussion, essays, and projects. Students will also investigate rhetoric and literary criticism. Consider this class as an introduction to college-level thinking, reading, writing, and rhetoric.

UC/CSU Approval: “b” approved

Grade Level: 11

Estimated Homework Per Week: 3-4 hours, depending on the type of assignments and student’s reading/writing stamina

Prerequisite: Completion of English 2 or English 2H

Recommended Prerequisite Skills:
- essay writing
- novel reading readiness
- writing appeals

Course Grade Categories:
- Writing (CDW Paragraphs, Essays, Dialectical Journals): 40%
- Participation, Oral Communication and Digital Literacy (Socratic Seminars, projects, presentations; discussion board posts, Flipgrid responses): 15%
- Classwork/Homework: 25%
- Final Exam: 20%

Major Assessments/Units/Topics:

Literature Objectives:
- The students will become familiar with basic themes, which appear throughout American Literature.
- The students will be able to identify and analyze specific movements and themes in American Literary History.
- The students will recognize and be able to analyze characteristics of American regional literature.
- The students will be able to analyze American cultural characteristics as presented in literature.
- The students will become familiar with a wide variety of American authors.
- The student will learn to analyze aspects of the words read in order to understand the qualities of great literature.
- The student will further develop the ability to analyze a work of fiction critically, in terms of plot, structure, theme, style, and literary devices employed.
- The students will be able to conduct independent research of a selected author, his/her work and influences related to literature.
- The students will be able to present the results of his/her independent research in both written, oral, and technological expression.
- The students will be able to analyze a work of non-fiction in terms of the rhetorical style used.

**Writing Objectives:**

- The students will further polish his/her basic writing skills.
- The students will continue to develop techniques of essay writing
- The students will develop an ability to analyze literary criticism.
- The students will learn to plan, write, and document an extended essay of literary criticism (The Critical Paper).
- The students will continue to learn how to avoid plagiarism in all areas of academic writing and work.

**Unit 1: Introduction to American Literature**

**Essential Questions:**
1. What makes you American?
2. What is your own American history?
3. What is the importance of reading American Literature

**Possible Texts:** “Remarks by the President at the 50th Anniversary of the Selma to Montgomery Marches,” Barack Obama; supplemental pieces.

**Major Assessment:** American Identity Diagnostic Essay - Students will analyze the rhetorical strategies in speeches/presentations that explore our American identity. Students will identify effective evidence and use it to support well-organized claims.

**Unit 1.5**

**Essential Questions:**
1. What is an “American?”
2. How is an American identity created?
3. Why have people come to America, and why do they continue to come?
Possible Texts: *Kindred*, Octavia Butler; Excerpts from *The Narrative of the Life of Frederick Douglass*; Poems from Langston Hughes; “The Latin Deli,” “Immigrants,” “Two Kinds,” “Two Ways to Belong in America.”

Major Assessments:

**Coming to America Unit Synthesis Essay**
- Students will compare and contrast experiences in America as expressed in short stories and poems and use the sources to support their argument. Students will synthesize multiple viewpoints on a theme and assert their own conclusions.

**Literary Analysis Process Essay**
- Students will select a theme from the novel for focus and extension with data support. Students will practice the writing process: invention, drafting, review and revision, and publishing.

Unit 2: Song of Myself: Identity, Conformity, and Society

**Essential Questions:**
1. What is the role of the individual in society?
2. What is “good” for the community, and what does this mean for individuals?
3. Why do people conform, and why do others choose not to conform?
4. What happens to individuals as a result of these choices?
5. Do words have the power to change the world?


Major Assessments: On-Demand Writing
- Students will analyze and identify key passages that reflect characterization. Students will create a well-organized outline with tightly supported claims. Students will write the draft in a timed writing scenario, practicing writing on demand. Students will assert clear and argumentative thesis statements, link ideas with appropriate transitions, and analyze their chosen data to draw clear connections to their claims.

Unit 3: American Dreams and Nightmares

**Essential Questions:**
1. What is the “American Dream”
2. To what extent is it achievable by all?
3. What values does it reflect?
4. Is America a classless society?
5. Can we repeat the past?

Possible Texts: *The Great Gatsby*, F. Scott Fitzgerald; various articles, music, and supplemental texts

Major Assessment: Literary Analysis Essay
● Students will identify and analyze a unifying symbol in the text.

Unit 4: In Search of America/The American Highway
Essential Questions:
1. Is the journey as important as the destination?
2. How do we relate to our friends, families, communities, and society?
3. To what extent is each relationship important?
4. How do our personal journeys shape who we become?
5. What is our responsibility to our society and nature?
6. How does our faith tie into this?

Possible Texts: Under the Feet of Jesus by Helena Maria Viramontes; supplemental texts; news media

Major Assessment: Personal Narrative Essay
● Students will write a reflective, personal narrative that has a unifying theme. Students will show character and setting with vivid imagery and language.