

**Course Name:** U.S. Literature  
**Course Number:** ENG321  
**Course Taught By:** Heather L. Coenen  
**Course Site:** <https://sites.google.com/site/heathercoenen>

**Course Description:** This course is designed to provide the students with a background of many influential American writers. Students will read plays, novels, short stories, and poetry by American authors spanning the birth of our nation to modern day America. Students will study Romanticism, Realism, Transcendentalism, Modernism, Post-Modernism, Social Criticism as well as contemporary works. Various writing assignments will accompany the works studied.

**Iowa Core Standards:**

**Standard 1: Reading Strand - Literature**

Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.

**Standard 2: Reading Strand – Informational Text**

Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.

**Standard 3: Writing**

Students will routinely write to learn and to communicate for a range of tasks, purposes, and audiences.

**Standard 4: Speaking and Listening**

Students will participate effectively in a range of rich, structured conversations, collaborations, and presentations.

**Standard 5: Language**

Students will apply knowledge of the English language and its conventions when reading, writing, speaking and listening.

**Assessments and Course Outline:** Units may be taught out of sequence. Each unit will also be assessed with quizzes, discussions, journals, projects, presentations and a semester exam.

**Unit: Questioning Society and Our Roles Within**  
Activities: Social Criticism, Social Status, and the Red Scare  
*Half-Hanged Mary, The Crucible - 1996 (PG-13 rating)*  
Writing: Essay  
Polished Persuasive

**Unit: Conflicting Views**  
Activities: Post-Modernism, Patriotism, and the Vietnam War  
*Things They Carried, Platoon - 1986 (R-rated)*  
Writing: One-page reflections, group research project/presentation

**Unit: Excess and Expression**  
Activities: Modernism, the American Dream, and the Jazz Age  
*The Great Gatsby - 2013 (PG-13)*  
Writing: Essay tests  
Character Analysis project

**Unit: Cultural Rebirth**  
Activities: Realism, the Black American experience, and Civil Rights  
Short Stories, Poetry, *Raisin in the Sun - 1961 (PG)*  
Writing: Verbal exam  
Written one-pager

**Unit: Identity and the Search for Self**  
Activities: Romanticism, Coming-of-Age, Conformity, and Post-War America  
*Dead Poets Society - 1989 (PG)*  
*Catcher in the Rye*  
Writing: Personal writing assignment and Psychological Profile of Holden Caulfield

## **Final Exam: Influences of American Literature**

Using the pieces of literature spanning the semester, students will discuss and analyze the aspects of American life as portrayed in the works and literary styles experienced, the author background of each piece and the social influence that the literature has had on American society.

### **Instructional Strategies:**

Students will work collaboratively and independently to:

- Investigate concepts
- Discuss thinking
- Propose products and processes
- Communicate understanding

We will be reading five major texts as well as several shorter works and poetry. There will be polished pieces of writing as well as informal writing assignments related to the texts. Students will be engaged in writing workshops as well as class discussions.

### **READING:**

Required readings center on relevant issues and include classical and contemporary literary works from American authors. We will explore literary texts throughout the year with the goal of implementing analytical reading strategies that will enable students to improve comprehension and text analysis.

### **WRITING:**

Students will participate in various types of writing styles. Using the core literature, they will explore persuasive, analytical and narrative writing.

### **SPEAKING AND LISTENING:**

There will be numerous opportunities for students to engage in conversation—pair-sharing, small-group collaboration, large-group student-led discussions. In addition, students will share their learning with their peers in both formal and informal settings.

### **Academic/Behavioral Expectations:**

**Plagiarism Guidelines:** In US Literature I will institute the following specific consequences for plagiarism also outlined in the Hempstead student agenda:

#### **PLAGIARISM**

Hempstead students are expected to do their own schoolwork. Cheating by looking at another student's schoolwork, copying others' work, copying from other sources or similar cheating is not tolerated. With the advent of the internet, the availability of information has exploded into a whole new and exciting realm for our students. The accessibility of documents has also brought with it an increasing concern regarding plagiarism, which is a form of cheating.

All Hempstead teachers are committed to educating our students about plagiarism, helping them understand what plagiarism is—especially through specific instruction in individual courses. We aim to teach students how to accurately quote and document sources as well as how to effectively convert researched information into their own words.

Plagiarism is defined by [www.dictionary.com](http://www.dictionary.com) as: "a piece of writing that has been copied from someone else and is presented as being your own work; taking someone's words or ideas as if they were your own." Iowa Core Literacy Anchor Standard #8 for College and Career Readiness states that students will: "Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism."

Cheating, including plagiarism, may result in loss of or reduced credit on an assignment, referral to the Assistant Principal office for documentation on the student's record, and possible loss of class credit and failing grade.

Plagiarism and cheating exist in many forms and to various extents. Some typical examples are noted here:

1. Copying another student's assignment/artwork/project; note: **BOTH parties are engaging in cheating**
2. Using another person's paper/artwork/project/ in its entirety and calling it your own

3. Copying a paper word-for-word (artwork/project) from an internet document or documents
4. Using sentences from another source but replacing a few words
5. Passing off ideas or critiques as your own when they are someone else's
6. Not putting quotation marks around exact words pulled from another resource
7. Not documenting the source at all, or documenting the wrong source
8. Not citing the sources used (even when paraphrasing and summarizing)

Incidental plagiarism will be addressed by the classroom teacher, and may include loss of credit for the assignment and parent contact. Consequences for blatant plagiarism and repeated acts of incidental plagiarism are listed below. Disciplinary action by Hempstead administration **may include loss of class credit and failing grade.**

**Juniors & Seniors:** 1<sup>st</sup> occurrence: 0% on piece without revision, parent contact, referral to Assistant Principal for documentation purposes; repeated plagiarized pieces 0% without revision and referral to AP Office for possible disciplinary action

**Participation & Discussion Points:** You will be graded through thoughtfully discussing the readings with the class. It is my expectation that you will actively contribute and listen to our discussions with respect and introspection. This involves you staying awake during class (including films), staying focused on class while in class (not doing other homework, text messaging, giving/receiving phone calls or sharing random anecdotes), and thoughtfully responding to class discussions.

**Classroom Conduct:** Our classroom will be a positive working environment. This course will adhere to policies in your school planner. All students will behave in a courteous and positive manner. Participation is part of your evaluation and any misconduct will impact participation points.

1<sup>st</sup> incident: Student/Teacher communication

2<sup>nd</sup> incident: Teacher/Parent communication

3<sup>rd</sup> incident: AP office/ Behavior Plan

\* In any case that I deem appropriate the student may proceed directly to the AP office.

**Student Ids:** Per District expectation, high school students are expected to wear their student id while at school at all times. In this classroom, you will be expected to wear your student id. Infractions of this expectation will result in one of the following consequences: teacher/student conference, parent contact, and/or office intervention.

**Attendance:**

I will be following the Attendance Policy 5107. This has been put forth by the State of Iowa and the DCSD; you can find this policy in the student handbook. I expect all students to be in class on time every day. If absenteeism (excused or unexcused) leads to a failing grade, it is possible that you could be dropped from this course. It is the student's responsibility to talk to me about their absenteeism.

**Make-up Work:**

Any work missed for any reason **MUST** be made up, or you will receive a zero. Assignments that are due on the day of your absence will be due the day you return. For example, if it is due Monday- **but you are gone that day, then it is due Tuesday when you return. It will be YOUR responsibility to remember to turn in your work.** For assignments that are assigned when you are gone it is YOUR responsibility to contact me to discuss missed work. Unless there are extenuating circumstances that we discuss, you will have the same amount of time to complete the work as your peers. For example if they had 24 hours, so will you.

**About Late Work\***

Homework will be accepted the day after it is due for half credit. I am willing to be as flexible as you are diligent in your effort to pass the course. **To avoid the late penalty, all major writing assignments may be emailed to me by 11:59 pm the day they are due for full credit.**

**\*EXTENSIONS MUST BE REQUESTED AT LEAST 24 HOURS BEFORE THE DUE DATE!!**

**Extra-Credit:**

Opportunities for extra-credit will be limited to enrichment activities and will be provided at my discretion. If any “regular” credited assignments are missing, no “extra” credit can be gained.

**Technology Usage:** Cell phones and electronic devices are a part of our world. That said, they will not be a disruptive part of class. If I see them out on your desk, if your backpack or purse is hiding them or if buds are in your ear, I will ask you to remove them from your person and I will hold them until the end of the hour. In the event that their removal becomes an issue, I will follow the handbook guidelines and place them in the AP office.

**Grading Plan:** As grades are now available online I will not be handing out grade updates. Grades will be updated periodically. All points are cumulative. There will be a final.

A 93-100	B 83-86	C 73-76	D 63-66
A- 90-92	B- 80-82	C- 70-72	D- 60-62
B+ 87-89	C+ 77-79	D+ 67-69	F 0-59

**Communication Plan:**

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English office hours: 8:30 to 9:00am