Instructor: Ellen Kann       Phone: (715) 526-2175 ext. 1126
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Hours available: 5th and 8th hours, during enhancement, between 7:45 and 8:10 a.m.

Textbook(s)
We will be using a variety of textbooks including, but not limited to, McDougal Littell’s *American Literature* and the Norton *Anthology of American Literature* Fourth Edition. Students will not be required to purchase these texts.

Course Description
This is an introductory survey of American Literature. The first semester will cover Colonial America through the Civil War. Some of the key topics covered will be the relationship between American history and culture as reflected in the literature, the meaning of “American individualism” and the influence of democracy on “American individualism”, the conflict between liberty and equality in American social culture, the definition of freedom and slavery in American rhetoric and America’s Eurocentric identity, and the aesthetics of American romance.

Course Objectives
At the end of this course students should be able to:

- Analyze the evolution of American culture through the literature by exploring the progress of America as a country through customs and norms of each era as revealed through the unique perspectives of canonized American authors.
- Participate in large and small group discussions and activities that will focus on the literature’s role in reflecting and shaping the identity of America and what it means to be an “American”.
- Analyze literary strategies such as point of view, diction, and style and their effect(s) on the purpose of the work.
- Use the literature to produce a number of writings such as impromptu essay exams, reactions to texts, analytical presentations, and in-depth literary analyses.
- Use academic language, follow rules of Standard English, and experiment with a variety of stylistic devices to enhance your writing.

Course Work
Homework - Reading assignments and presentations will be assigned as homework. Be prepared to read each day out of class.

Quizzes - I reserve the right to conduct unannounced in-class quizzes at any time. These quizzes will focus on the assigned readings and your understanding of those readings and how they fit the era and ideologies of that era.

In Class Activities - Throughout the semester, you may complete individual, partner, and/or group assignments.

Major Assignments - There will be a number of major writing assignments for this class, in addition to presentations, and a variety of in-class writings. I will provide you with separate handouts detailing the guidelines and requirements for submission for each assignment.
**Participation**
Participation in class discussions, group work, peer conferences, and conference appointments (with me) is required. When explaining my grading policy I used the phrase, “your work.” I understand “your work” to include written assignments, required readings, class discussions, and attendance. Your final grade for this class is an evaluation of your overall performance, and not just of assignments you have handed in.

**Attendance and Tardiness**
This class begins at 2:01. I will be on time, and I expect you to be on time. If you are absent, it is your responsibility to contact a classmate or Google Classroom to get the required information for the next class as being absent will not be considered an acceptable reason for being ill prepared for following classes. All work due to absences must be made up. If you know you are going to be absent, notify me and make arrangements prior to the absence so that the work can be turned in ahead of time. If sick, you may email the assignment to me at kanne@shawanoschools.com or post it in Google Classroom. **Late work will NOT be accepted** except in rare, unavoidable or dreadful circumstances as determined by me. Chronic absenteeism and tardiness will not be permitted and will lower your participation grade.

**Electronics Policy**
The use of cell phones or other devices (excluding school-sanctioned Chromebooks), etc. is prohibited in class unless authorized by instructor for educational purposes.

**Plagiarism**
Academic dishonesty will not be tolerated. If you use someone else’s words or thoughts without crediting them, you are guilty of plagiarism. Evidence of plagiarism will result in a failing grade for this course and a report filed with the Provost of the university. Please visit the following site for a thorough explanation of UWGB’s policy regarding plagiarism: [http://www.uwgb.edu/writing-center/handouts/plagiarism2006.pdf](http://www.uwgb.edu/writing-center/handouts/plagiarism2006.pdf)

**On Writing Analysis**
Writing is a process which takes time, patience, and effort to develop. The first step in the process involves prewriting and brainstorming which will be completed before each writing assignment. Although not required, I suggest that you get a peer editor for, and revise your work as necessary, to improve your skills as an effective writer with each writing assignment. Although this is not a writing class, clear writing is essential for conveying clear literary insights.
Your grade will reflect the progress, participation, and effort you demonstrate through the writing process. Participation in group activities is imperative to your success in this class. Evaluation of your written work will include voice, ideas, logic, content, documentation, grammar, and any specific requirements of the assignment. Please keep in mind that most universities do not accept transfer credits with a grade lower than a C.

Grading for Formal Essays

A  Paper reveals a strong, sophisticated point, in-depth analysis and development, a clear sense of purpose and audience, a well-defined focus, solid organization, and error free use of grammar.

AB Paper meets most of the above criteria but falls short in one area such as grammar, organization, paragraph development, or originality/sophistication of ideas.

B  Paper still needs work in more than one area. For example, ideas may need to be more specified and supported, or grammatical conventions may still need to be worked on.

BC Paper has potential but does not appear to be a final draft. Development is needed in several areas.

C  Paper falls short in some or all of the above areas and demonstrates consistent grammatical problems.

D/F Paper lacks potential and development.
Specific grading requirements will be noted with each assessment rubric and given before a paper’s deadline.

Guidelines for Class Discussions and Group Work

To do well on in-class discussions, students should:

- be present for the entire discussion
- share information that furthers the group discussion without dominating the entire discussion
- ask thought provoking questions to the entire group
- refer to the text specifically when necessary and appropriate to support a point
- ask for clarification of a group member when confused by their input
- synthesize points with other learning when appropriate
- solicit others to share in the group if necessary.

Additional Information

- All papers are to be typed, double-spaced.
- All papers and presentations are to contain all appropriate bibliographic data. Although I can answer questions regarding proper citation format, you are responsible for getting appropriate format guidelines from me, your format packet, or from Purdue Owl.
- Correct sentence structure and grammatical forms are required. I will assess your work and offer critical, specific feedback that I expect you to consider in future assignments to avoid making the same errors in structure and/or grammar. If you are unsure of how to fix/avoid these errors, please come to see me. If you choose to ignore my suggestions for improvement and continue making redundant errors, I may choose not to evaluate your work until it is revised and edited, incurring a late grade.
- Neatness reflects your attitude towards the assignment and the class as a whole. I expect nothing less than your best effort on any given assignment.