

## English 332 — American Literature — Mr. Langley

Texts: *Glencoe Literature: American Literature*, McGraw-Hill Glencoe 2009

*Writer's Choice: Grammar and Composition*, McGraw-Hill Glencoe 2005

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### English III

*To Kill A Mockingbird* (time permitting)

*Spoon River Anthology*

*The Crucible*

Book Report – Student's Choice

Research Project – written report

### **Course Objectives**

English 332 entails a study of American literature and a continuation of grammar, composition and vocabulary. English 332 will cover more works in each literary collection and will analyze them in greater detail, writing formal reflections about the literature.

In the area of American Literature, the student will study a chronological representation of American writing. The techniques used in this study are reading comprehension, class discussion, and analysis. History and societal issues will be included so that the student may obtain an understanding of the issues that shaped our written heritage. Literary periods such as Romanticism and Realism will be covered fully. During the course of study, literary and poetic devices and terms will be reviewed and enhanced so that every student will be presented with skills that will enable him/her to interpret and enjoy the various forms of American Literature.

Grammar in this class will involve review of what has been learned and enhancement of skills so that new aspects of grammar and usage can be understood. These skills will be mastered through oral and written study and practice.

The study of composition will begin with discussion and practice. Main parts such as thesis statements will be broken down and studied. Argumentative writing will become the focus of writing assignments. By the end of the year, all four divisions of composition will have been discussed and practiced. Writing assignments will usually focus on some aspect of literature. A research paper will be required, serving to enhance the student's ability to research, plan, organize, and take direction. Proper MLA in-text parenthetical and bibliography citations will be required for all typed essays and research projects.

Vocabulary will involve curriculum based terms. The student will use the text to look up and define words used within the context of the literature being studied.

I. Literature (Mr. Langley's class may cover some of the selections following each collection or may replace or add to the selections – this is merely a guide of works that may be covered)

#### A. Native American Literature

1. Literary History: Native American Mythology
2. "How the World Was Made"
3. "The Sky Tree"
4. "How the Leopard Got His Claws"
5. from *The Iroquois Constitution*

#### C. Puritans and Explorers

1. William Bradford — "Of Plymouth Plantation"
2. Olaudah Equiano — from *The Life of Olaudah Equiano*
3. Mary Rowlandson — from *A Narrative of Captivity and Restoration of Mrs. Mary Rowlandson*
4. Anne Bradstreet — "Upon the Burning of Our House"
6. Jonathan Edwards — from "Sinners in the Hands of an Angry God"
7. Arthur Miller — *The Crucible*

#### D. The Revolutionary Period (1760-1800)

1. Benjamin Franklin — excerpts from *The Autobiography*
2. Patrick Henry — "Speech to the Virginia Convention"

3. Thomas Jefferson — “The Declaration of Independence”
  4. Thomas Paine — “The Crisis, No. 1”
  5. Phillis Wheatley — “To His Excellency, General Washington”
- E. American Romanticism ( 1800-1860)
1. Washington Irving — “The Devil and Tom Walker”
  2. Literary History – The Fireside Poets
  3. William Cullen Bryant — “Thanatopsis”
  4. Henry Wadsworth Longfellow — “The Cross of Snow”
  5. John Greenleaf Whittier — “Snowbound”
  6. Oliver Wendell Holmes — “The Chambered Nautilus”
- F. The American Renaissance (1840-1860)
1. Ralph Waldo Emerson — from “Nature”  
Ralph Waldo Emerson — from “Self-Reliance”
  2. Henry David Thoreau — from *Walden*
  3. Henry David Thoreau – from “Civil Disobedience”
- G. The Realms of Darkness
1. Edgar Allen Poe — “The Pit and the Pendulum”  
“The Raven”
  2. Nathaniel Hawthorn — “The Minister’s Black Veil”
  3. Herman Melville — from *Moby Dick*
- H. The Rise of Realism (1850-1910)
1. Civil War Era (1850 – 1880)
    - a. Frederick Douglass – from *The Meaning of July Fourth for the Negro*”
    - b. Abraham Lincoln – from “Second Inaugural Address, March 4, 1865”
    - c. Walt Whitman – Calvary Crossing a Ford
    - d. Anonymous – “Swing Low, Sweet Chariot”  
“Go Down, Moses”  
“Keep Your Hand on the Plow”
    - e. Literary History – “Slave Narratives and Civil War Memoirs, Letters and Diaries”
    - f. Sojourner Truth – “And Ain’t I a Woman?”
    - g. Robert E. Lee – from “Letter to his Family”
    - h. Ambrose Bierce – “An Occurrence at Owl Creek Bridge”
    - i. Abraham Lincoln – “The Gettysburg Address”
  2. Regionalism and Realism 1880 – 1910
    - a. Willa Cather – from *O Pioneers!*
    - b. Kate Chopin — from *The Awakening*
    - c. Stephen Crane – from *The Red Badge of Courage* (entire piece may be substituted)
    - d. Mark Twain – “The Celebrated Jumping Frogs of Calaveras County”  
“Two Views of the River”
    - e. Edgar Lee Masters – *Spoon River Anthology* (or excerpts from)
    - f. Willa Cather — “A Wagner Matinée”
    - g. Chief Joseph – “I Will Fight No More Forever”
  3. Regionalism and Naturalism
    - a. Literary History – “Urban America’s Two Faces”
    - b. Kate Chopin – “The Story of an Hour”
    - c. Anton Chekov – “The Darling”
    - d. Paul Laurence Dunbar – “Douglass”  
“We Wear the Mask”
    - e. Edwin Arlington Robinson – “Richard Cory”  
“Miniver Cheevy”
    - f. . Jack London — “To Build a Fire”
- I. A Poetic Revolution
1. Walt Whitman — “I Hear America Singing”  
“When I Heard the Learn’d Astronomer”  
“A Sight in Camp in the Daybreak Gray and Dim”  
“Beat! Beat! Drums!”
  2. Emily Dickinson — “Because I Could Not Stop For Death”  
“Much Madness Is Divinest Sense”  
“I Heard a Fly buzz when I died”  
My life closed twice before its close”
- J. The Beginnings of the Modern Age (1910-1930’s)
1. e e cummings – from “I: Six Nonlectures”

2. Ernest Hemingway – from *The Sun also Rises*
  3. Langston Hughes – from “The Negro Artist and the Racial Mountain”
  4. Modern Poetry
    - a. Literary History – “Symbolist and Imagist Poetry”
    - b. Ezra Pound – “A Pact”
      - “In a Station of the Metro”
    - c. T.S. Eliot — “The Love Song of J. Alfred Prufrock”
    - d. William Carlos Williams — “The Red Wheelbarrow”
      - “This is Just to Say”
    - e. Wallace Stevens – “Study of Two Pears”
    - f. Carl Sandburg – “Chicago”
      - “Grass”
    - g. Robert Frost – “Mending Wall”
      - “Stopping by Woods on a Snowy Evening”
      - “The Death of the Hired Man”
  5. Modern Fiction
    - a. Literary History – “The Modern American Short Story”
    - b. F. Scott Fitzgerald — “Winter Dreams”
    - c. Katherine Anne Porter — “The Jilting of Granny Weatherall”
  3. Harlem Renaissance
    - a. James Weldon Johnson – “My City”
    - b. Zora Neale Hurston – from *Dust Tracks on a Road*
    - c. Claude McKay – “If We Must Die”
    - d. Langston Hughes – “I, Too”
      - “When the Negro Was in Vogue”
    - e. Countee Cullen – “Any Human to Another”
  4. From Depression to Cold War (1930’s – 1960’s)
    - a. John Steinbeck – from *The Grapes of Wrath*
    - b. Gwendolyn Brooks – “kitchenette building”
    - c. William Faulkner – “A Rose for Emily”
    - d. Eudora Welty – “A Worn Path”
    - e. Richard Wright – from *Black Boy*
    - f. Flannery O’Connor – “The Life You Save May Be Your Own”
    - g. Bernard Malamud – “The Magic Barrel”
    - h. James Baldwin – “The Rockpile”
    - i. Randall Jarrell — “The Death of the Ball Turret Gunner”
    - j. John Hersey — from *Heroshima*
    - k. Literary History – “Cultural Rebels: Writers of the Beat Generation”
  - James Thurber — “The Secret Life of Walter Mitty”
- K. Contemporary Literature (1960’s – Present)
1. Martin Luther King, Jr. – from “Letter from a Birmingham Jail”
  2. Alice Walker – “Choice: A Tribute to Dr. Martin Luther King Jr.”
  3. Yusef Komunyakaa — “Camouflaging the Chimera”
  4. Bob Dylan – “A Hard Rain’s A-Gonna Fall”
  5. Anne Sexton – “Courage”
  6. Elizabeth Bishop — “The Fish”
  7. Theodore Roethke — “Root Cellar”
  8. Sylvia Plath — “Crossing the Water”
  9. Stanley Kunitz – “The War Against the Trees”
  10. Ursula Le Guin – “SQ”
  11. Julia Alvarez – “Snow”
  12. Raymond Carver — “Everything Stuck To Him”
  13. Judith Ortiz Cofer – “El Olvido (Según las Madres)”
  14. Billy Collins – “I Chop Some Parsley While Listening to Art Blakely’s Version of ‘Three Blind Mice’”
  15. Louise Erdich – “The Names of Women”
  16. Literary History – “From Comic Strips to Graphic Novels”
  17. Edwidge Danticat – “Nineteen Thirty-Seven”
  18. Ai – “The Man with the Saxophone”

## II. Literary Elements (Both Semesters)

- A. Theme
- B. Conflict
  - 1. Internal
  - 2. External
- C. Exposition
- D. Rising Action
- E. Climax
- G. Resolution
- H. Irony
- I. Allusion
- J. Imagery
- K. Paradox
- L. Motif
- M. Point of View
- N. Tone
- O. Diction
- P. Style
- Q. Symbolism
- R. Metaphor
- S. Simile
- T. Hyperbole
- U. Personification
- V. Metonymy
- W. Oxymoron
- X. Synecdoche

## III. Grammar Review (Both Semesters)

- A. The Parts of Speech
- B. The Sentence
- C. The Phrase
- D. The Clause
- E. Agreement
- F. Parallel Structure
- G. Active & Passive Voice

## IV. Composition (Both Semesters)

- A. Thesis Statements
- B. Organization and Structure
- C. Support
- D. Four types of discourse: Persuasive, Expository, Narrative, and Descriptive
- E. Library Research Methods
- F. Argumentative Writing
- G. Organizing References
- H. Writing the Research Paper (2<sup>nd</sup> Semester)
- I. Creative Writing