Course Description
Throughout the course of American literature, students will be able to encounter and experience the full span of America’s rich literary history. The course begins with the literary contributions of America’s first settlers and explores how their faith and difficult circumstances shaped their lives and the literature through which they captured these early moments of America. The course then moves through the Age of Faith, during which the core of American literature was shaped by a strong and foundational faith. It then moves into the Age of Reason, during which the world of science and modern thinking started to shape the literature of the times. The study of literature then moves into the Romantic period and then the Realist period, both of which shaped American literature at its core and brought about significant changes to the style, structure, and purpose of literature. The introduction to Modern literature includes the literature of the early 1900s, including the Harlem Renaissance, and then Post-Modern literature brings students into the study of current-day texts. Overall, the course includes literature spanning from the 1500s to the current day and introduces students to some of the greatest authors and works in American literature. Genres that are included are nonfiction essays, diaries, sermons, letters, editorials, fictional short stories, novel excerpts, and an array of poetry.

Rationale
American authors and poets present life through their perspective that is evidenced in their writing. Early American writers present their world based on the influence of their English roots. Later on, the writings of American authors became more and more influenced by the changing American culture. By reading and examining the writing of American authors, the student will become more familiar with American thought and beliefs.

Prerequisite
None

Measurable Learning Outcomes
A. Identify major authors and works of literature.
B. Describe the major historical and cultural influences evident in primary works of literature.
C. Analyze literature for historical, cultural, authorial, and literary value.
D. Use certain genres of writing as models for their own writing.
E. Discuss the presence of universal themes and make comparisons to today’s world.
F. Read for understanding and application.
G. Research effectively and follow a specific process.
H. Write to meet the needs of a specific audience and purpose.
I. Speak knowledgeably and effectively on pertinent subjects.

Course Materials
See LUOA’s Systems Requirements for computer specifications necessary to operate LUOA curriculum. Also view Digital Literacy Requirements for LUOA’s expectation of users’ digital literacy.

- Note: Embedded YouTube videos may be utilized to supplement LUOA curriculum. YouTube videos are the property of the respective content creator, licensed to YouTube for distribution and user access. As a non-profit educational institution, LVOA is able to use YouTube video content under the YouTube Terms of Service. For additional information on copyright, please contact the Jerry Falwell Library.

Course Grading Policies
The student’s grades will be determined according to the following grading scale and assignment weights. The final letter grade for the course is determined by a 10-point scale. Assignments are weighted according to a tier system, which can be referenced on the Grades Page in Canvas. Each tier is weighted according to the table below. Items that do not affect the student’s grade are found in Tier 0.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Assignment Weights</th>
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</thead>
<tbody>
<tr>
<td>A 90-100%</td>
<td>Tier 0 0%</td>
</tr>
<tr>
<td>B 80-89%</td>
<td>Tier 1 25%</td>
</tr>
<tr>
<td>C 70-79%</td>
<td>Tier 2 35%</td>
</tr>
<tr>
<td>D 60-69%</td>
<td>Tier 3 40%</td>
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<tr>
<td>F 0-59%</td>
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Course Policies
Students are accountable for all information in the Student Handbook. Below are a few policies that have been highlighted from the Student Handbook.

Types of Assessments
To simplify and clearly identify which policies apply to which assessment, each assessment has been categorized into one of four categories: Lesson, Assignment, Quiz, or Test. Each applicable item on the course Modules page has been designated with an identifier chosen from among these categories. Thus, a Quiz on the American Revolution may be designated by the title, “1.2.W Quiz: The American Revolution.” These identifiers were placed on the Modules page to help students understand which Honor Code and Resubmission policies apply to that assessment (see the Honor Code and Resubmission policies on the pages that follow for further details).
• **Lesson:** *Any item on the Modules page designated as a “Lesson”*
  These include instructional content and sometimes an assessment of that content. Typically, a Lesson will be the day-to-day work that a student completes.

• **Assignment:** *Any item on the Modules page designated as an “Assignment”*
  Typical examples of Assignments include, but are not limited to, papers, book reports, projects, labs, and speeches. Assignments are usually something that the student should do his or her best work on the first time.

• **Quiz:** *Any item on the Modules page designated as a “Quiz”*
  This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Quizzes cover a smaller amount of material than Tests.

• **Test:** *Any item on the Modules page designated as a “Test”*
  This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Tests cover a larger amount of material than Quizzes.

**Resubmission Policy**

Students are expected to submit their best work on the first submission for every Lesson, Assignment, Quiz, and Test. However, resubmissions may be permitted in the following circumstances:

• **Lesson:** Students are automatically permitted two attempts on a Lesson. The student may freely resubmit for their first two attempts without the need for teacher approval.

• **Assignment:** Students are intended to do their best work the first time on all Assignments. However, any resubmissions must be completed before the student moves more than one module ahead of that Assignment. For example, a student may resubmit an Assignment from Module 3 while in Module 4 but not an Assignment from Modules 1 or 2. High School students may not resubmit an Assignment without expressed written permission from the teacher in a comment.

• **Quiz:** Students may NOT resubmit for an increased grade.

• **Test:** Students may NOT resubmit for an increased grade.

If a student feels that he or she deserves a resubmission on a Lesson, Assignment, Quiz, or Test due to a technical issue such as a computer malfunction, the student should message his or her teacher to make the request, and that request will need to be approved by a Department Chair.

**Consequences for Violations to the Honor Code**

Every time a student violates the Honor Code, the teacher will submit an Honor Code Incident Report. The Student Support Coordinator will review the incident and allocate the appropriate consequences. Consequences, which are determined by the number of student offenses, are outlined below:

• **Warning:** This ONLY applies to high school Lessons and elementary/middle school Assignments and Lessons. Students should view these actions as learning opportunities.
• **Lessons:** A zero will be assigned for the question only.
• **Elementary/Middle School Assignment:** The student must redo his or her work; however, the student may retain his or her original grade.

• **1st Offense:**
  • **Lesson, Quiz, or Test:** The student will receive a 0% on the entire assessment.
  • **Assignment:** The student will either:
    • Receive a 0% on the original assignment
    • Complete the Plagiarism Workshop
    • Retry the assignment for a maximum grade of 80%

• **2nd Offense:** The student will receive a 0% and be placed on academic probation.

• **3rd Offense:** The student will receive a 0% and the Faculty Chair will determine the consequences that should follow, possibly including withdrawal from the course or expulsion from the academy.
Scope and Sequence
American Literature

Module 1: Early American Literature
Week 1: The Early Settlers
Week 2: The Age of Faith, Nonfiction Prose
Week 3: The Age of Poetry
Week 4: The Age of Reason

Module 2: The Romantic Period, Romanticism, 1800-1855
Week 5: Romanticism, 1800-1855: The New York Writers
Week 6: Romanticism, 1800-1855: The New England Poets
Week 7: Romanticism, 1800-1855: Transcendental Poets
Week 8: Romanticism, 1800-1855: Dark Romanticism Authors

Module 3: Realism, 1855-1915
Week 9: Transitioning into Realism
Week 10: Poetry in Realism
Week 11: Realism and the Fiction, Part 1
Week 12: Realism and Fiction, Part 2

Module 4: Modernism, 1915-1945
Week 13: Modern Fiction - Novels and Short Stories
Week 14: Modern Era Poetry - Traditionalists and Experimentalists
Week 15: The Harlem Renaissance

Module 5: Postmodern Literature, 1945 - Present
Week 16: Postmodern Fiction Prose
Week 17: Postmodern Poetry
Week 18: Postmodern Nonfiction Prose