

LAN1100_202338_Staging_EMBR_TEM

LAN-1100

2023 05/01/2023 to 04/30/2024 Modified 03/25/2023

Course Description

This year-long course will equip students to become more mature writers who are able to clearly and properly express themselves through academic and creative writing. Students will dig far beyond the surface meaning of a text and see the purpose, creativity, and significance of various types of literature. The literary focus is on numerous periods of American Literature in poetry, short stories, personal diaries, nonfiction essays, a novel, and drama. Students will develop a persuasive research paper. Students are guided with biblical truths to develop the skills necessary to honor God through excellence in the written and spoken word.

Rationale

This course allows students to explore verbal and written expressions of the English language. Communication is a very important skill, whether it be verbal or written. The course lends itself to the development of proper grammar, usage, and punctuation skills needed to be a mature writer. Students are also taken through a comprehensive summary of American literature, which will help them to become more astute readers.

Course Learning Outcomes

- A. The student will identify major authors and works of literature.
- B. The student will describe the major historical and cultural influences evident in primary works of literature.
- C. The student will analyze literature for historical, cultural, authorial, and literary value.
- D. The student will model certain genres of writing in their own writing.
- E. The student will discuss the presence of universal themes and make comparisons to today's world.
- F. The student will read for understanding and application.
- G. The student will research effectively and follow a specific process.
- H. The student will write to meet the needs of a specific audience and purpose.
- I. The student will speak knowledgeably and effectively on pertinent subjects.

Biblical Integration Outcomes

- A. The student will examine and analyze literature in the context of biblical worldview, especially where sensitive issues or controversial ideas arise in texts.
- B. The student will critically think and understand the value of studying classic literature in order to be better equipped as a Christian with an empathetic, evangelistic attitude.

Course Resources

See Ember's [Systems Requirements](#) for computer specifications necessary to operate this curriculum.

- Note: Embedded YouTube videos may be utilized to supplement Ember's YouTube videos are the property of the respective content creator, licensed to YouTube for distribution and user access. As a non-profit educational institution, Ember 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 Policies

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."

- **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.

Materials Selection Policy

Ember curates educational materials that are consistent with the school's philosophy; however, the fallen human condition depicted in literature (as in Scripture itself) is not always pleasant. Valuable works sometimes have objectionable or profane elements. Good books provide four (4) recognized values.

- They build godly attitudes and character traits.
- They deepen our social and cultural awareness.
- They strengthen our use of written language.
- They provide a lifelong source of enjoyment and relaxation.

In order to instill these values in students and fulfill the stated objectives of the school, all Ember students are expected to read and study good books on a regular basis. Recognizing that materials designed for one level may not be appropriate for another, three (3) levels of criteria are applied:

- Elementary materials must contain no objectionable material,
- Objectionable elements in sixth through eighth-grade materials must be limited and must serve a specific educational purpose, and
- Objectionable content may be included in high school materials but must be outweighed by positive literary, curricular, and/or Christian values.

The curriculum department has approved required educational materials for students.

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. Students may freely resubmit for their first two attempts without the need for teacher approval.

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. With Ember, the teacher may be a physical school teacher or the student's parent/guardian. The teacher can give another attempt from his or her Canvas account. For more information on how to do this, please review the Ember orientation course.

Schedule

Module 1: Class and Theme Introduction: What is an American?

- Week 1: Theme and Writing Introductions
- Week 2: Rhetoric

Module 2: What Is an American? Moralistic (and Judgmental)

- Week 3: The Puritans and Early Americans
- Week 4: Anne Bradstreet & the Value of Possessions
- Week 5: Essay Writing and Early American Themes
- Week 6: Theme Conclusion and Timed Writing

Module 3: What Is an American? Revolutionary (and Rebellious)

- Week 7: Benjamin Franklin and Patrick Henry
- Week 8: Thomas Paine and Chief Cornplanter
- Week 9: Theme Conclusion, Timed Writing, and Quarter Exam

Module 4: Argumentation Research Paper

- Week 10: Research and Thesis Statement
- Week 11: Argumentation Research Paper

Module 5: What Is an American? Self-Reliant (& Arrogant)

- Week 12: Irving, Poe, and Emerson
- Week 13: Transcendentalism
- Week 14: Dickinson, Whitman, and Douglass
- Week 15: Theme Conclusion and Timed Writing

Module 6: What Is an American? Confident (& Disillusioned)

- Week 16: Memoirs and Short Stories
- Week 17: Short Stories
- Week 18: Theme Conclusion, Timed Writing, and Quarter Exam

Module 7: What Is an American? Socially Caring (& Socially Insensitive)

- Week 19: Theme Introduction and To Kill a Mockingbird
- Week 20: To Kill a Mockingbird, continued
- Week 21: To Kill a Mockingbird, continued
- Week 22: Project, Test, and Theme Expansion
- Week 23: Theme Conclusion and Timed Writing

Module 8: What Is an American? Realistic (and Fantastical)

- Week 24: Theme Introduction and American Drama

- Week 25: Science Fiction and Fantasy
- Week 26: Non-Fiction Essays
- Week 27: Theme Conclusion, Timed Writing and Quarter Exam

Module 9: What Is an American? Global (and Individualistic)

- Week 28: Theme Introduction and Global American Writings
- Week 29: Global American Writing, continued
- Week 30: Enchanted Air
- Week 31: Enchanted Air, continued
- Week 32: Enchanted Air, continued
- Week 33: Theme Conclusion and Timed Writing

Module 10: Christian Writers and Literature and Conclusion

- Week 34: What is an American? Christian Writers and Christian Literature
- Week 35: Christian Writers and Christian Literature, continued
- Week 36: Theme Conclusion and Quarter Exam