



## Course Assignment List: American Literature (Compass Lectures)

This document provides an overview of all assignments for this course. The columns follow the organization of our Learning Management System (Units>Lessons>Steps). The assignments below can be found in the "Assignment Before Next Lesson" steps which follow "Watch Lecture" steps in each lesson.

Unit	Lesson	Assignment
INTRODUCTION (2 weeks)		
	Introduction to American Lit & The Foundation of S	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Deuteronomy chs. 1-11. Write one paragraph: How does Moses help the children of Israel understand where they are in God's story?</li> <li><input type="checkbox"/> Read "Apologia" by Christopher Columbus. Write one good sentence: What was Columbus's purpose in sailing to the New World?</li> <li><input type="checkbox"/> Read The Mayflower Compact. Write one good sentence: Restate the purpose of the agreement in your own words.</li> <li><input type="checkbox"/> Read "A Modell of Christian Charity" by John Winthrop. N.B. this will be the most challenging task this week. Write one good sentence: In what ways did Winthrop mean the colony would be a "city upon a hill"?</li> <li><input type="checkbox"/> Read the Declaration of Independence. Write one paragraph: Why do the American authors tell a story of their troubles instead of just listing what they are going to do?</li> <li><input type="checkbox"/> Have a dinner table discussion with family this week around the following question: What makes a good American story? Be ready to report your findings either in discussion or in writing.</li> </ul>
	The American Story Begins	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read <i>The Last of the Mohicans</i> chs. I-X (1-10)</li> <li><input type="checkbox"/> For each chapter, students will need to write down three things in their choice of journal, notebook, or looseleaf paper: Write down, your favorite quotation from the chapter, one observation over the chapter, one question for peers.</li> </ul>
THE LAST OF THE MOHICANS (4 weeks)		
	<i>The Last of the Mohicans</i> (Pt. 1)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read <i>The Last of the Mohicans</i> chs. XI-XVIII (11-18)</li> <li><input type="checkbox"/> Continue journaling as described above</li> </ul>
	<i>The Last of the Mohicans</i> (Pt. 2)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read <i>The Last of the Mohicans</i> chs. XIX-XXVI (19-26)</li> <li><input type="checkbox"/> Continue journaling as described above</li> </ul>
	<i>The Last of the Mohicans</i> (Pt. 3)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read <i>The Last of the Mohicans</i> chs. XXVII-XXXIII (27-31)</li> <li><input type="checkbox"/> Continue journaling as described above</li> </ul>
	<i>The Last of the Mohicans</i> (Pt. 4)	<ul style="list-style-type: none"> <li><input type="checkbox"/> To wrap up our study of this novel, please write one (1) page on your choice of the following topics...</li> <li><input type="checkbox"/> Read the following poems and short stories by Anne Bradstreet, Edward Taylor, Philip Freneau, Washington Irving, Nathaniel Hawthorne, Edgar Allan Poe, Henry Wadsworth Longfellow, and (a sermon by) Jonathan Edwards.</li> </ul>
SHORT STORIES: HAWTHORNE, et al. (1 week)		
	Interlude: Selected Poetry & Short Stories to 1850	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read the first 20 chapters of <i>Adventures of Huckleberry Finn</i>.</li> <li><input type="checkbox"/> Continue journaling as described above</li> </ul>
THE ADVENTURES OF HUCK FINN (2 weeks)		
	<i>The Adventures of Huckleberry Finn</i> (Pt. 1)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Your homework is to finish the novel.</li> <li><input type="checkbox"/> Also, conduct a "dinner table discussion" at home over the following questions...</li> </ul>
	<i>The Adventures of Huckleberry Finn</i> (Pt. 2)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read "Self-Reliance" by Ralph Waldo Emerson. Using 3 colors of pens or highlighters, mark TRUTH, ERROR, and CULTURE by each. Summarize each of those in one paragraph. Use direct quotations.</li> <li><input type="checkbox"/> Read selection from "Nature" by Emerson</li> <li><input type="checkbox"/> Read selection from <i>Walden</i> by Henry David Thoreau</li> <li><input type="checkbox"/> Start reading <i>The Red Badge of Courage</i> by Stephen Crane.</li> </ul>
ESSAYS: THOREAU, et al. (1 week)		
	Truth, Error, and Culture	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read all of <i>The Red Badge of Courage</i>.</li> <li><input type="checkbox"/> Has Crane given an accurate picture of war? Write 1-3 paragraphs in response to this question.</li> </ul>
THE RED BADGE OF COURAGE (1 week)		
	<i>The Red Badge of Courage</i>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Chapters 1-12 of <i>Little Women</i></li> </ul>
LITTLE WOMEN (2 weeks)		

	<i>Little Women</i> (Pt. 1)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read chs. 13-23 in <i>Little Women</i>. This concludes Part 1.</li> <li><input type="checkbox"/> Elaborate on the exercise in class. Write at least one page of an “ordinary” scene (maybe from your Thanksgiving celebration). Include description and dialogue, and insert at least two characters. The characters may be modeled on family or friends, but change details. The goal should be for your reader to have a clear sketch of each character by the end.</li> </ul>
	<i>Little Women</i> (Pt. 2)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read “The Gift of the Magi” by O. Henry. In one paragraph, explain who the Magi are at the end of the story. Is this an accurate comparison? Why or why not?</li> <li><input type="checkbox"/> Analyze one of the following poems in about 3/4 of a page: authored by Anne Bradstreet, Edward Taylor, Edgar Allan Poe, Henry Wadsworth Longfellow, Sara Teasdale, Robert Frost, Louisa May Alcott, Harriet Beecher Stowe, Mary E. Wilkins Freeman, and Willa Cather.</li> </ul>
SHORT STORIES: THE GIFT OF THE MAGI, et al (2 weeks)		
	"The Gift of the Magi"	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read chs. 13-23 in <i>Little Women</i>. This concludes Part 2.</li> <li><input type="checkbox"/> Elaborate on the exercise in class. Write at least one page of an “ordinary” scene (maybe from your Thanksgiving celebration). Include description and dialogue, and insert at least two characters. The characters may be modeled on family or friends, but change details. The goal should be for your reader to have a clear sketch of each character by the end.</li> </ul>
	"The Lady or the Tiger?"	<ul style="list-style-type: none"> <li><input type="checkbox"/> Select 3-5 topics related to American Literature in which you are interested.</li> <li><input type="checkbox"/> Read the whole novel <i>The Great Gatsby</i>. Keep a notebook like you did for <i>The Last of the Mohicans</i> noting a favorite quotation, a question, and an observation for each chapter.</li> </ul>
THE GREAT GATSBY (2 weeks)		
	<i>The Great Gatsby</i> (Pt. 1)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure your notebook on <i>The Great Gatsby</i> is complete: you need a favorite quotation, a question, and an observation for each chapter of the novel.</li> <li><input type="checkbox"/> Answer these two questions in at least one paragraph each. Most (all, in my opinion) of the characters are not exactly who they pretend to be. There is something they hide, change, or otherwise wrestle to change. Provide specific details about each character. How should a Christian think about the past? Is it something to recover, to imitate, to honor, to return to, etc.? How do the characters in this novel behave in comparison?</li> <li><input type="checkbox"/> Bring sources for your thesis topic.</li> </ul>
	<i>The Great Gatsby</i> (Pt. 2)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read all the following poems. Select ONE POEM and (1) highlight/mark lines, images, or other elements that remind you of something in our discussion of <i>The Great Gatsby</i>. (2) Describe differences you notice in form (rhyme, meter, etc.) from other poems we’ve read in class. (3) Describe what seems to be “lost” in each poem: a life, a relationship, a sense of oneself, a sense of meaning, or something else. Poems by Emily Dickinson, Edwin Arlington Robinson, Robert Frost, Sara Teasdale, Ezra Pound, and T. S. Eliot.</li> <li><input type="checkbox"/> Bring sources and notes from your thesis research.</li> <li><input type="checkbox"/> Download and complete your Thesis Contract.</li> </ul>
POETRY (1 week)		
	Dickinson, Frost, and Eliot	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read the first 10 chapters (approx. one-third) of <i>To Kill A Mockingbird</i>.</li> <li><input type="checkbox"/> Continue journaling as described above.</li> <li><input type="checkbox"/> Bring your completed thesis paper outline to class.</li> </ul>
TO KILL A MOCKINGBIRD (2 weeks)		
	<i>To Kill a Mockingbird</i> (Pt. 1)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read chapters 10-30 (the remainder) of <i>To Kill A Mockingbird</i>.</li> <li><input type="checkbox"/> Continue journaling as described above.</li> <li><input type="checkbox"/> Work on proof #1, which is due next week.</li> </ul>
	<i>To Kill a Mockingbird</i> (Pt. 2)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read “The Secret Life of Walter Mitty” by James Thurber. Question: With whom is Mitty’s basic conflict? How does the world close in on him?</li> <li><input type="checkbox"/> Read “Death of a Pig” by E.B. White. Question: How does White elevate his subject matter using humor? Provide examples from the text of specific sentences or words. White was co-author of <i>Elements of Style</i>, so he knew how to write!</li> <li><input type="checkbox"/> Read FDR’s “Day of Infamy Speech.” I would also recommend watching it. If you want to peek at the drafting process for such an important address, you can learn a bit more here. What clear and motivating language did FDR provide in his speech that made it so effective?</li> <li><input type="checkbox"/> Read “The Gospel and the Modern World” by J. Gresham Machen. Question: What did Machen see coming in 1929 that ended up taking place? What attitudes and problems? How is the gospel still the answer for the problem of sin in all ages?</li> <li><input type="checkbox"/> Work on proof #2, which is due next week.</li> </ul>
SHORT STORIES (1 week)		
	Short Stories	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read the first half of <i>Travels with Charley</i>. Half of the book should be in the neighborhood of 100 pages.</li> <li><input type="checkbox"/> Keep a journal (quotation, observation, and question) but the number of them is on you! Aim for 5-10 of each.</li> <li><input type="checkbox"/> Work on proof #3, which is due upon return.</li> </ul>
TRAVELS WITH CHARLEY (3 weeks)		

	<i>Travels with Charley</i> (Pt. 1)	<input type="checkbox"/> Read the second half of <i>Travels with Charley</i> . <input type="checkbox"/> Keep a journal (quotation, observation, and question) but the number of them is on you! Aim for 5-10 of each. I didn't remind students of this one...but they should have the habit by now! <input type="checkbox"/> Finish the paragraph your classmates started in class—you may have a crazy travel story to complete! <input type="checkbox"/> Work on the thesis introduction and conclusion, which is due next week.
	<i>Travels With Charley</i> (Pt. 2)	<input type="checkbox"/> Read the second half of <i>Travels with Charley</i> . <input type="checkbox"/> If you fell behind...Finish your <i>Travels with Charley</i> journal (quotation, observation, and question) but the number of them is on you! Aim for 5-10 of each. <input type="checkbox"/> Continue working on the thesis.
	<i>Travels With Charley</i> (Pt. 3)	<input type="checkbox"/> Turn in the thesis paper! <input type="checkbox"/> Read the first third of <i>Peace Like a River</i> . <input type="checkbox"/> Continue journaling as described above.
PEACE LIKE A RIVER (2 weeks)		
	<i>Peace Like a River</i> (Pt. 1)	<input type="checkbox"/> Complete the "unique" definition exercise we began in class. <input type="checkbox"/> Read the second third of <i>Peace Like a River</i> . <input type="checkbox"/> Continue journaling as described above.
	<i>Peace Like a River</i> (Pt. 2)	<input type="checkbox"/> Read the second third of <i>Peace Like a River</i> . <input type="checkbox"/> Continue journaling as described above
PAPER PRESENTATIONS (2 weeks)		
	Thesis Defense Preparation	Practice per the directions given in class.
	Thesis Defense	<input type="checkbox"/> Read poems by Ashbery, Ammons, Dove, and Farley.