

Philosophy Through American Literature - Syllabus

INSTRUCTOR

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COURSE OVERVIEW

Students will consider and utilize major works of American Literature, including short stories, poetry, plays, and fiction, to explore Western philosophical issues. Philosophers will include, but are not limited to Socrates, Plato, Augustine, Hume, Descartes, Kant, Russell, Kierkegaard, and Nietzsche. Philosophical concepts such as science, the nature of reality, truth, ethics, epistemology, free will, politics, and justice will be explored.

Please Note: This course is designed to be a year-long course, covering Introduction to Philosophical Issues (3460) through the lens of American Literature (1500). Students completing one full academic year will earn 1 high school credit (.5 for course 3460, and .5 for course 1500). Due to the integration of both subjects, students must complete the entire year for credit.

REQUIRED TEXTS/MATERIALS

Study.com account (instructions will be sent prior to the start of the semester). This will be the primary method of learning our philosophical topics each week.

The Lady or the Tiger – Frank R. Stockton

<https://www.gutenberg.org/cache/epub/396/pg396.html>

The Crucible – Arthur Miller

<https://ia800209.us.archive.org/17/items/TheCrucibleFullText/The%20Crucible%20full%20text.pdf>

<https://www.youtube.com/watch?v=MvgH1dCZDek>

The Scarlet Letter – Nathaniel Hawthorne

<https://www.gutenberg.org/cache/epub/25344/pg25344-images.html>

<https://www.youtube.com/watch?v=GVbTTioV5g>

Moby Dick – Herman Melville (adaptation by Jan Needle) Book provided by Twindly Bridge

The Phantom Tollbooth – Norman Jester

<https://books-library.net/files/books-library.online-01100920KwOY9.pdf>

https://www.youtube.com/playlist?list=PLLg_HRKca7SKnu7sYgICxDniftlzR61a

Edgar Allen Poe Selections:

The Tell-Tale Heart -

<https://www.monroe.k12.ky.us/userfiles/939/The%20Tell%20Tale%20Heart.pdf>

https://www.youtube.com/watch?v=z9a0K36_qKU



Book link (text)



Book link (audio)

Annabel Lee - <https://www.commonlit.org/en/texts/annabel-lee>

<https://www.youtube.com/watch?v=gSWINYvlo2M>

The Raven - <https://www.commonlit.org/en/texts/the-raven>

<https://www.youtube.com/watch?v=BefliMIEzZ8>

Of Mice and Men – John Steinbeck

<https://ia801505.us.archive.org/26/items/in.ernet.dli.2015.507266/2015.507266.Of-Mice.pdf>

https://www.youtube.com/watch?v=Car_We66TME

To Kill a Mockingbird – Harper Lee

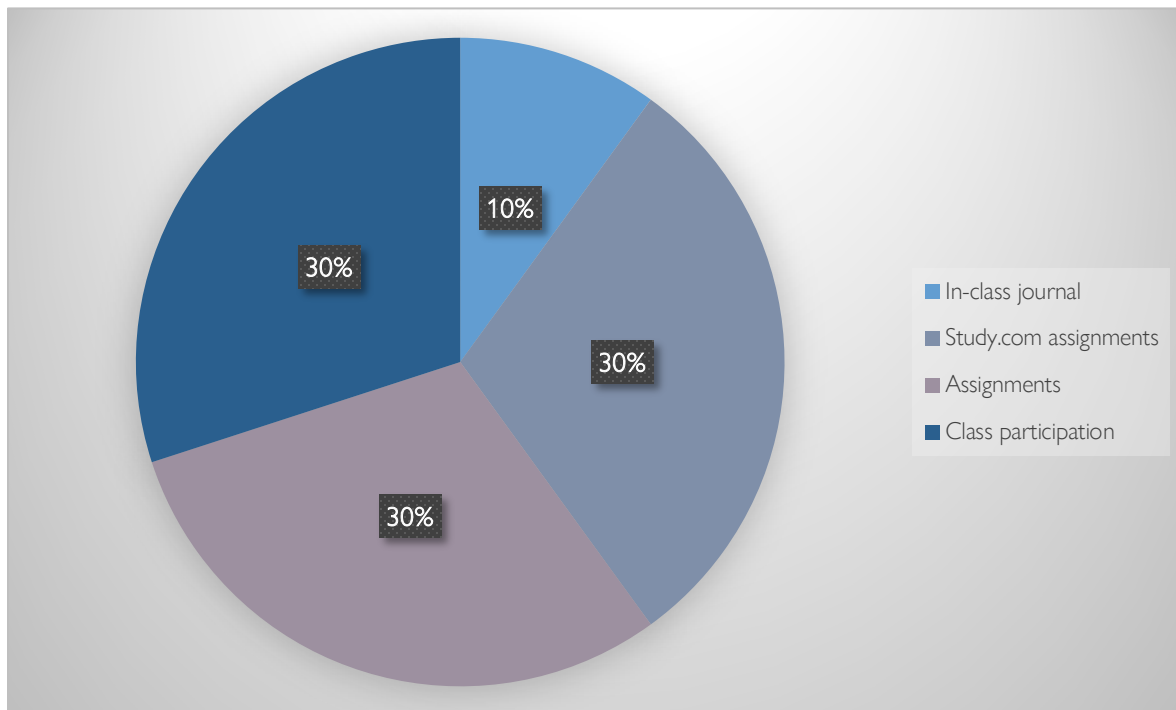
<https://docs.google.com/viewer?a=v&pid=sites&srcid=YVW5udXJpc2xhbWljc2Nob29sLm9yZ3xzaXN0ZXIta2F0ZWx5bnxneDo2NjVmZmE1NzNjNjc4NWMM>

https://www.youtube.com/watch?v=RCVSEczq_nA

Fahrenheit 451 – Ray Bradbury <http://lexiconic.net/english/F451.pdf>

<https://www.youtube.com/watch?v=GFOp3bmghA8>

GRADING POLICY



ASSIGNMENT SCHEDULE

PIECE OF LITERATURE	ASSIGNMENT INFO
The Lady or the Tiger?	Freytag's Pyramid of Feeling – Using what you have learned about Freytag's Pyramid, draw and label the plot elements (exposition, rising action, climax, falling action, denouement) of this story according to how they felt . For example, did the exposition seem to take a long time, or was it only briefly touched upon? Grading criteria includes artistic effort and labeling of each element (to include an example from the story). Can be free-hand or designed using a computer program, such as google slides.
The Crucible	<p>Crucible/Cancel Culture – Utilizing information from the following link https://www.pewresearch.org/internet/2021/05/19/americans-and-cancel-culture-where-some-see-calls-for-accountability-others-see-censorship-punishment/ write 4 paragraphs about how The Crucible compares to Cancel Culture today. Paragraphs should be outlined as follows:</p> <p>1st paragraph – How are the events described in The Crucible similar to (compare) today's cancel culture?</p> <p>2nd paragraph – How are the events described in The Crucible different than (contrast with) today's cancel culture?</p> <p>3rd paragraph – How are the events or ideas in The Crucible and/or cancel culture right?</p> <p>4th paragraph – How are the events or ideas in The Crucible and/or cancel culture wrong?</p>
The Scarlet Letter	<p>The Scarlet Diary</p> <p>Create a journal/diary for one of the three main characters. In that character's voice (first person). You will create at least 10 dated entries based on what's happening at the time. This will allow you to comment on the major events of the plot. You MUST comment on the following:</p> <ul style="list-style-type: none">• The first appearance of the character in the story• Any meeting that your character has with other primary characters.• Any important event that occurs in the story• Any physical/psychological changes in the character• Where the character leaves the story <p>The story covers years in the character's life so you will observe changes in the character's acceptance in the community, the physical and/or mental condition of your character, and his/her relationship with the other characters. The main characters who will appear in your journal will be Hester Prynne, Pearl, Rev. Arthur Dimmesdale, and Roger Chillingworth. You may choose any of these as your "journal writer", but all of them will appear in your journal.</p> <p>You may write in the style of Hawthorne, or our modern style of writing. Revise and correct spelling, grammar, etc., so it looks nice. Be creative about what your diary looks like.</p>

Moby Dick	<p>“Netflix” Creation –</p> <p>Using assigned Netflix template on Google Slides, choose one primary character from Moby Dick as the point of view/inspiration for a documentary, film, or television series. Slides 1-3 must be completed from the template. Slides 4 and 5 are optional, and will receive extra credit if completed.</p>
The Phantom Tollbooth	<p>A “Phantom Packet” will be handed out on December 11th to complete by class on January 22nd, 2024.</p>
Edgar Allen Poe unit	<p>Blackout Poetry Assignment.</p> <p>Additional details on this assignment will be provided in class and on google classroom, prior to assignment due date.</p>
Of Mice and Men	<p>Shifting the Point of View:</p> <p>This assignment will consist of 2 parts. The first part will be a paragraph explaining how <i>Of Mice and Men</i> would be different if changed from third person to first person narrative. Which character would you choose to narrate from a first-person point of view?</p> <p>The second part is to select one scene (approximately one paragraph in length) from the book and re-write it with your chosen character as the first-person narration.</p>
To Kill a Mockingbird	<p>Create a Podcast!</p> <p>This assignment will be discussed in detail during class, prior to due date.</p> <p>https://www.buzzsprout.com/blog/write-podcast-script-examples</p> <p>https://www.readwritethink.org/sites/default/files/resources/30503_rubric.pdf</p>
Fahrenheit 451	<p>Utopia Remix! You will write a “remixed” version of Fahrenheit 451, as a utopian story (versus the dystopian that it is). Your story should:</p> <ul style="list-style-type: none"> • have all plot components (exposition, rising action, climax, falling action, denouement) • have a theme/themes reflecting those found in Fahrenheit 451 • be 3-5 pages in length, double spaced. • have a creative title!

EACH ASSIGNMENT IS WORTH 100 POSSIBLE POINTS. THESE ASSIGNMENTS ACCOUNT FOR 30% OF YOUR OVERALL GRADE.

TWINDLY BRIDGE POLICY REGARDING:

Attitude and Behavior

You are expected to act like a competent and responsible student in my class. Failure to maintain self-discipline and good study habits will result in your immediate drop from the course. I expect you to be an active participant in the class and the learning process. Do not do anything in my class that would detract from the learning atmosphere of the classroom. General class etiquette must be observed during class time. This includes being respectful and courteous to the instructor and fellow students, and actively participating. In your communications with fellow students and the instructor, exhibition of the following is prohibited: anger, sarcasm, and swearing. Any derogatory or racial comments, sexual innuendos or harassment, threats of violence or retaliation will result in a trip to the principal.

Communication

Parents are responsible to check in weekly with their students on their progress. Parents will **quarterly** review, sign, and submit the facilitator's feedback on learning objective/standard checklist. The facilitator will be submitting the unsigned feedback to the advisor. Parents can check the quality of work on their student's assignments in Google classroom. Please use your student's log in to see their work. If issues arise with your student, facilitators will contact you. If the issues continue, the advisor will contact the parent.

YOUR RIGHTS

In this class you have the right to:

1. A safe learning environment.
2. Report all problems or concerns to the teacher without feeling intimidated or afraid that your grade or class standing will suffer.
3. Receive a meaningful and useful education. This means that the teacher will be well prepared, have a variety of learning activities available, and will not waste your time and energy by giving you meaningless "busywork".
4. Have a learning environment that is free of drugs and alcohol.
5. Get all the help you need from the teacher in order to learn the subject matter. Do not be afraid to ask the teacher for help at any time.
6. Make good choices and express your own thoughts and ideas.
7. Be yourself and have fun while learning.

Attendance- Please be on time and come to class.

Students who do not show up with work completed, late, or miss class(es) will affect the learning of the other students.

If you miss more than 2 classes or are consistently tardy, you may be asked to leave the class. If you have an emergency, please contact the teacher for accommodation. This includes having to wait in line for your coffee. You are expected to be in your seat when class is set to start. The knowledge in this class is made to build upon. Missing classes leaves holes which is your responsibility to fill, not the teacher's.

Parent

Date _____

I, _____ the parent of _____, agree to support my student in following class expectations in behavior, grading, attendance policies, and I will sign and submit the learning objective/standards checklist in their Parent Vue for each quarter review.

How would you like to be contacted?

Who is your advisor?

Choose one of the following and initial the blank space:

____ I, _____, the parent or guardian, release the facilitator to know about my child's 504/IEP plan accommodations.

____ I do not have 504/IEP accommodations or do not authorize facilitators to know my child's 504/IEP accommodations.

Parent/Guardian Signature _____ Date _____

Student's Signature

I, _____ agree to follow the class expectations and policies.

Signature _____ Date _____