

**Amesbury High School/ Northern Essex Community College**  
**Early College Program: First Quarter Syllabus**

**Instructors:**

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**Course Descriptions :**

**NECC CSS 101-College Success Seminar.** This course explores the ways to take the initiative for personal, professional, and academic success. The focus is on techniques and resources to improve self-understanding, information literacy and critical thinking skills, and to foster teamwork and community building. 3 Credits, 3 Lecture Hours. Course Satisfies: Open/Free

**NECC HIS 101-U.S. History I.** This course is survey of American history from 1607-1865. It will trace the political, social, cultural and economic development of the United States from colonial times through the Civil War. Special attention will be given to political theory, the role of leadership, America's expansion across the continent and the rising tide of sectionalism that results in the Civil War. 3 Credits, 3 Lecture Hours.  
Course Satisfies: History & Government, Liberal Arts, Open/Free, Reading Content, Social Science

**NECC LIT 201-American Literature I.** This course presents the works of selected American writers from the beginnings to the Civil War and will include a study of the works' historical and literary settings. 3 Credits, 3 Lecture Hours. Course Satisfies: Humanities, Liberal Arts, Literature, Open/Free, Reading Content

**Course Overview:**

This Learning Community class integrates U.S. History I, American Literature I and a College Success Seminar into a one-year course for high school and college credit. The course is designed to introduce students to the social, political, and cultural lives of early Americans beginning the American dream through lecture, discussions, literary works, primary and secondary historical documents, film, and specific projects in addition to providing students with college level supports for learning. The class also incorporates the mandatory components needed to pass the English MCAS Test: vocabulary, grammar, and writing. The year-long course is divided into four quarters and examines specific time frames in American literature and history from the colonial period to the Civil War era and builds upon skills learned to achieve college success.

**Course Objectives**

Students will:

- Demonstrate an understanding of the assigned American literature and history topics
- Demonstrate critical thinking through evaluation, cause-and-effect relationships, and compare and contrast
- Read, interpret and evaluate literary works, as well as historical primary and secondary sources
- Improve reading comprehension, vocabulary, grammar, and writing skills
- Complete reading and writing assignments by the designated due date
- Improve study habits, take reliable class notes, and maintain a written Collins Portfolio of completed work
- Write a minimum of two weekly response papers on the assigned topic or theme
- Use evidence and correct citation to support your argument in each paper
- Work effectively in teams to critically discuss assigned topics and produce student projects
- Write a formal academic research paper at the end of the school year
- Pass weekly quizzes
- Pass the final exam at the end of each quarter
- Pass the English MCAS Test
- Obtain high school credit and 9 college credits from Northern Essex Community College

**First Quarter Required Readings**

Hawthorne, Nathaniel, *Scarlet Letter* (Columbus: Ohio University Press, 1962).  
Johnson, Michael P. *Reading the American Past: Volume I: to 1877* (Boston: Bedford/ St. Martins, 2005).  
Probst, Robert, et al. *Elements of Literature* (Boston: Holt, Reinhart, and Winston Inc., 1997).  
Schultz, Kevin, *HIST: U.S. History through 1877* (Boston: Wadsworth Cengage Inc. 2010).  
Wheeler, Robert, A., et al. *The Social Fabric: American Life from 1607-1877* (Upper Saddle, N J: Prentice Hall, 2009.)

**There will also be various articles and primary documents provided by the instructors.**

**Blackboard:** This course uses the Northern Essex Community College Blackboard. Blackboard is an online tool for students to access the syllabus, assignments, Power Point Presentations, and announcements.

Go to [www.necc.mass.edu](http://www.necc.mass.edu)

Click on the NECC emblem on the top right of the screen

Click on Distance Learning

Click on Log onto Blackboard

Type in your username and password (initial password is usually your birth date)

Click on U.S. History I AEC

**Contact with the instructors:** Contact the instructors immediately if you any problems with the lecture material, the readings, or the assignments. This is a new experience for everyone and the instructors are happy to discuss the assignments and progress. If you begin an assignment but you are unsure of how to proceed—do not stop—contact an instructor immediately.

**Progress Reports:** The class will be divided equally into three groups. One instructor is assigned a group of students and will follow their progress closely, although the grading will be done by all three instructors. Each instructor will be responsible for updating students and their parents/guardians concerning grades, work completed or not completed, and classroom behavior once a month. Emails will be sent more frequently according to circumstances, such as failure completing an assignment, disrupting class, or conversely, showing an improvement or producing exceptional work.

### **Course Evaluation:**

Students will be graded based on their performance on

- Participation in class (10%)
- Essays (20%)
- In-class writing assignments (15%) (journals, 10% summaries, persuasive essays)
- Quizzes (15%)
- Homework (10%)
- Group Projects (15%)
- Final Exam (15%)
- **All work must be completed to pass the course**
- **Students will stay after school to finish incomplete assignments (homework detention) and a grade will be deducted from the overall score.**
- **Grading will be done by all three instructors**

**Participation:** The success of this class relies on the active participation of all students. Participation will be evaluated in terms of attendance, but also on active listening and active participation in class. If you consistently miss class, fail to be prepared for group discussion, or disrupt class then your grade will reflect your lack of commitment to this class. Electronic devices are not allowed within the classroom except for approved laptop computers. A student found using an electronic device (iPods, cell phones, texting devices) during class will turn in the device and reclaim it after class ends. If this is a persistent occurrence (more than twice), students will need to reclaim their property from Mr. Hammond's office and can expect a phone call home in order to resolve this problem.

**Attendance:** See the Amesbury High School Student Handbook on attendance. Attendance and participation are integral components of your grade, so it is important for you to attend class and come prepared to discuss the assigned readings.

**Essays:** There will be a formal essay question distributed in class every Monday. The question will help focus your thoughts on an American Studies topic as they are based on the assigned readings and lectures. **Essays will usually be due every Friday, but there are exceptions due to holidays and class time schedules.**

**In-Class Writing:** This is your opportunity to experiment with creative writing because your journal will be a collection of thoughts, ideas, and reactions to characters from a short story, a narrative, the *Scarlet Letter*, or an historical event. There will also be the opportunity to write 10% summaries or persuasive essays on weekly readings in class.

**Essay Requirements:** Essays must be typed, double-spaced, Times New Roman 12-pt font, and have 1” margins. Use the library or computer lab printer before or after school if you do not have access to a printer at home. You may also email Ms. Rivers-Blake before 7:30 am on the day the paper is due, but remember to save your paper on your computer or flash drive. **Do not wait until the last minute to write your paper!** Each paper will be a minimum of one page. If you use a quote or paraphrase an author’s idea you must cite using MLA format. The paper should have a strong thesis statement and use supporting evidence. Correct grammar, spelling, and proper citation are important elements of each essay. See grading standards.

**Late Papers:** Papers are to be passed in on the assigned date and it is your responsibility to keep track of the due dates. One grade will be deducted for every day the paper is late, and you must complete all work to pass the course. For instance, if you are given a grade of B+ on your essay, but your essay is one day late, you will receive a grade of C+. Homework detentions will also be assigned if work is not passed in on the due date. If you have an excused absence then your paper is not considered late unless you return to class without the essay.

**Quizzes:** There will be a quiz given every Monday on the previous week’s work. They will include all aspects of the course: literature, vocabulary, history, and college success. The typical quiz will be a mixture of identifications, multiple choice and fill-in the blank questions. Pop quizzes may also be utilized during the week at the discretion of the instructors to check on a student’s comprehension of homework assignments.

**Projects:** Groups will be awarded a grade for their collective work on in-class projects. One major project for the first quarter is the creation of a colonial newspaper. The second major project is the “Imagine Standing in their Shoes” project. A group will choose a character (Native American, woman colonists, immigrant, slave, etc.) and create a persona for that person. Your character will address different challenges based on ideas from history and literature. See future handouts for complete instructions.

**Groups:** Each student has been randomly placed in a discussion group by Blackboard and you will sit together during class. The goals are for students to learn how to discuss topics critically and also to appreciate teamwork. Students will critically discuss the reading assignments and share well-thought out ideas with their group and then with the class. Groups will also work together to present their projects to the class. Each group will be assigned a leader on a rotating basis and this process will be explained in class.

**Final Exam:** multiple choice, short answers, and essays will make up the quarter final exam.

**Academic Honesty** is an essential component in our learning community at Amesbury High and Northern Essex Community College. Please read the Amesbury High School and Northern Essex handbooks concerning academic policy and honesty. Submitting another person’s work, whether from a fellow student, a sibling, or from the Internet, is plagiarism and you will fail the assignment. In addition, you will meet with all three course instructors and Principal Murray to review your status in the Integrated Learning Community.

## **First Quarter Curriculum Objectives and Schedule Guidelines**

## **Week One: Introduction**

**September 7-10: (Summer Reading Journal due Sept. 9)**

### **Objectives:**

- Understand the concept of an integrated learning community
- Identify your learning styles
- Understand and use the syllabus
- Receive your group assignments
- Develop a class community

### **Classroom Work:**

- Write a contract outlining acceptable behavior in class
- Take the Learning Styles Test. <http://www.engr.ncsu.edu/learningstyle/ilsweb.html>
- Log onto Blackboard and NECC email account
- 10% summary on “use of electronic equipment”

### **Homework:**

- Learning Styles paper is due Monday, September 13

## **Week Two: Early Contact: Europeans, Africans, and Native Americans**

**September 13-17: Essays are due Monday, Sept. 13 and Friday, Sept. 17**

**Faculty Favorite Journal due Sept 16**

### **Objectives:**

- Explain the reasons for Europeans’ exploration
- Identify early contact between Europeans, Africans, and Native Americans
- Learn how to read a primary document
- Distinguish major differences in value systems between Native Americans, Africans, and Europeans. What does this union create for us? How does it inform our modern American culture?
- Learn different methods of taking notes and use Venn Diagram or T-Chart

### **Classroom Work:**

- Reading the American Past*: Introduction and entries for Oct. 11, Oct. 14, and Oct. 16
- Read Native American Myths in (*Elements* pp. 22-25) and write a response
- Group Work: Chart the differences between French, Spanish, Portuguese, and English colonization. Write up the results and report out to the class.
- Group Work: Chart values, religious differences, and concepts of freedom of three groups: Europeans, Africans, and Native Americans
- Group Work: Use Venn Diagram or T-Chart to compare and contrast 3 assigned myths and report to class

### **Homework:**

- Read *Elements* (pp.6-12; 20-21) due Wednesday: Sept. 15
- Read *HIST* (pp. 21-30) due Thursday, Sept. 16
- Essay due Friday, Sept. 17
- Creative Myth assignment is due Monday, Sept. 20

## **Week Three: Jamestown and Plymouth**

**September 20-24: Quiz on Monday September 20 -- Essays due September 20 and September 24**

### **Objectives:**

- Compare and contrast Jamestown and Plymouth
- Compare William Bradford’s voyage and observations with folklore
- Define Puritan *Plain Style*
- Time management: leisure, job, sports, driver’s education, and academics; note taking and note cards

Begin "Imagine Standing in their Shoes" Project

**Classroom Work:**

Answer question: How is *Plain Style* different from literature read in the 9<sup>th</sup> grade? Why might it be composed this way?

Chart differences between the 2 colonies (who came, survival rate, religion, and economy)

Take a test on [www.pbs.org/wnet/colonialhouse/history/voyage.html](http://www.pbs.org/wnet/colonialhouse/history/voyage.html)

Write a response essay to the question: "Would you make an effective colonial leader? Why?"

Read article: "Economic Aspects of Tobacco during the Colonial Period 1612-1776"

10% summary on tobacco article and answer reflective questions

Group Work: Recruitment poster for Jamestown or Plymouth

Review and practice MLA format; thesis statement development

Group Work: Begin work on "Imagine Standing in their Shoes"

**Homework:**

Creative Myth paper due Monday September 20

*HIST* (pp.31-35) due Monday September 20

William Bradford's "Plymouth Plantation" due Thursday, September 22 (*Elements* pp. 29-33)

Essay due Friday, September 24

**Week Four: Puritans**

**September 27-October 1: Quiz on Monday September 27 -- Essay due Friday Oct.1**

**Objectives:**

Compare Massachusetts Bay Colony to Plymouth

Compare and contrast Hawthorne's Puritans to the "real" Puritans

Identify and explain the role of religion and its effect on early English colonists

What are the Puritan codes of religious behavior and how are they different from other groups?

Identify the differences between summaries and paraphrasing; review note taking and note cards; create outline

**Classroom Work:**

Discuss differences between Christian creation stories/myths and Native American creation stories

Group Work: Chart above differences after class discussion and report out to class

*Elements* (pp.12-13) section on Bible and p.73 Edward Taylor's "Huswifery"

Group Work: put Anne Hutchinson's trial transcript into your own words

In-class response essay: "Discuss significance of symbolism in "The Ministers Black Veil."

*Reading the American Past* pp. 68-71: "Keeping Order in a Puritan Community"

*Scarlet Letter*, chapter one

**Homework:**

*HIST* (pp. 35-38) due Monday, September 27

"The Minister's Black Veil" by Nathaniel Hawthorne, due Wednesday, September 29

Essay due: Friday Oct. 1

**Week Five: Pirates of the Caribbean: Literary Myths versus Historical Facts**

**October 4-7: Quiz on Monday, Oct. 4 – Essay due Thursday, Oct. 7**

\*no class Friday, Oct.8

**Objectives:**

Examine map and chart economy and society of Caribbean islands

Compare excerpts of *Treasure Island* to class lecture

Answer question: Is piracy still alive?

Write on the myths and realities of pirates during the Golden Age of Piracy

Review note-taking, note cards, studying for a quiz

**Classroom Work:**

Write a creative journal entry as though you were a member of Blackbeard's crew

Use clips from *Pirates of the Caribbean* to illustrate myths versus realities

Group work: compare and contrast facts versus fictions using Venn Diagram or T-Chart  
Read news article about modern-day pirates and write a 10% summary  
How to use the library for research

**Homework:**

Read section of Robert Lewis Stevenson's *Treasure Island* due Thursday, Oct. 3.  
*Scarlet Letter* chapter 2 and (5) vocabulary words  
Essay: due Thursday, Oct. 7

**Week Six: Colonists and Native Americans**

**October, 12-15: Quiz on Tuesday, Oct. 12 – Essay due Friday, Oct. 15**

**\*no class Monday, Oct.11**

**Objectives:**

Discuss the relationships between the two cultures  
Identify the causes and end results of the 17<sup>th</sup>-century Indian Wars  
Read an article; learning to debate

**Classroom Work:**

Begin reading and discuss Mary Rowlandson's "Narrative of the Captivity" in *Elements* (pp.38-45)  
Discussion on first chapter of *Scarlet Letter*  
Read in *Social Fabric* "White Captives" by James Axtell pp.55-56 together  
Group Work: "White Captives" (pp. 62-64) & 10% summary and report out to class (worksheet)  
Debate: Colonists versus Native Americans

**Homework Assignments:**

Read *HIST* (p.38) due Tuesday, Oct. 12  
Finish reading Mary Rowlandson's "Narrative" due Wednesday Oct. 13  
*Scarlet Letter* chapter 3-4 and (10) vocabulary words due Thursday, Oct. 14  
Read "White Captives" (pp.69-72) due Friday, Oct. 15  
Essay due Friday, Oct. 15

**Week Seven: Slavery in the Colonial Era**

**October, 18-22: Quiz on Monday Oct. 18 -- Essay due on Friday, October 22**

**Objectives:**

Identify the origins of slavery in British North America  
Compare indentured servitude to slavery  
Contrast Europeans' voyage to the New World to the Middle Passage

**Classroom work:**

Begin reading "Interesting Narrative of the Life of Olaudah Equiano" in *Elements* (pp.56-65)  
View *Amistad* film clip of Middle Passage  
Group Work: discuss the Middle Passage (*Amistad* versus "Equiano") and report out to class  
Group Work: Work on "Imagine Standing in their Shoes"  
Group Work: Start working on your colonial newspaper

**Homework:**

*HIST* (pp.70-73) due Monday, Oct. 18

Finish reading "Equiano" due Wednesday, Oct. 20  
Read *Scarlet Letter*, chapters 5-7 (15 vocabulary words) due Thursday, Oct. 21  
Essay due Friday, Oct. 22

### **Week Eight: British Colonies and the Salem Witchcraft Trials**

**October 25-29: Quiz on Monday Oct. 25 – Essay due on October 29**

#### **Objectives:**

Identify the differences between New England, Mid-Atlantic, Chesapeake, and Southern Colonies  
Review how to write an article  
Identify causes for the Salem witchcraft hysteria

#### **Classroom Work:**

Take the "Experience the Salem Witchcraft Hysteria" test. Would you have survived?

[www.nationalgeographic.com/features/97/salem/](http://www.nationalgeographic.com/features/97/salem/)

Compare the trial to the trial in Arthur Miller's *The Crucible*

In-class essay: "Could it happen today?"

Group Work: Get article assignment (Monday, Oct. 25) and begin outline

Group Work: Chart the differences between NE, Mid-Atlantic, Chesapeake, and Southern colonies

Group Work: Reading the American Past, pp71-74 "Words of the Bewitched" & report to class

#### **Homework:**

*HIST* (pp. 57-including first column on page 67), due Monday, Oct.25

*Scarlet Letter* chapters 8-10, (15 vocabulary words), due Thursday, Oct. 28

Essay due Friday, Oct. 29 (your article for the newspaper)

### **Week Nine: The Great Awakening and the Enlightenment**

**November 1-5: Quiz on Monday, Nov. 1 -- Essay due Friday, Nov. 5**

#### **Objectives:**

Define the Great Awakening and the Enlightenment  
Identify the changes brought about the Great Awakening and Enlightenment  
Compare and contrast Puritanism to the Great Awakening  
Evaluate freedom of the press in the British colonies  
Review how to write an editorial and test-taking strategies

#### **Classroom Work:**

Outline for editorial

Group Work: newspaper

Brief essay explaining in your own words the philosophy of Enlightenment

Discuss Jonathan Edwards's "Sinners" in *Elements* (pp.79-81)

Group work: "Freedom of the Press"

#### **Homework:**

*HIST* (pp.67-70) due on Monday, Nov. 1

Jonathan Edwards's "Sinners" in *Elements* (pp.79-81) due Tuesday, Nov. 2

*Scarlet Letter* chapters 11-13 (15 vocabulary words) due Thursday, Nov. 4  
Essay due Friday, Nov. 5 (editorial)

### **Week Ten: Finals Week**

**November 8-12: Quiz on Monday, Nov. 8**

**\* no class on Thursday, Nov. 11**

#### **Objectives:**

- How to study for the final
- How to prepare essay questions
- Finish newspaper assignment
- Prepare and present “Imagine Standing in their Shoes” Project to class

#### **Classroom Work:**

- Put together newspaper
- Practice test-taking
- Group games to prepare for final
- Present “Imagine Standing in their Shoes” roundtable event

#### **Homework:**

- Scarlet Letter* chapters 14-16 (no vocabulary words) due Monday, Nov. 8
- Bring in practice questions for games due Monday, Nov. 8
- Prepare for essay questions on final

### **Early College Program**

#### **Grading Scale for Papers & Essays**

##### **A range Excellent Work**

The student provides a carefully constructed argument and an analysis that goes beyond merely restating facts from secondary sources, class lectures or discussions. The paper offers relevant examples that are both persuasive and applicable to the argument. In addition, the paper is well constructed, offering both fully developed paragraphs and a smooth transition from paragraph to paragraph. The student pays careful attention to grammar, spelling, and correct citation of sources.

##### **B range Good Work**

The student provides a clear argument, a developed analysis of the topic, and a good understanding of the material. The paper offers relevant and well-chosen examples that support the thesis statement. The paper is well constructed, but transitions from one paragraph to the next may be choppy or abrupt. There are a few grammatical or stylistic errors in the paper.

##### **C range Competent Work**

The student provides a general argument and a basic analysis of the topic. The paper offers examples that support the thesis statement, but there are factual errors, misinterpretation of facts, only a recitation of facts, or an over generalized interpretation of material. In addition, there are grammatical, stylistic, citation, and spelling errors throughout the paper.

**D range Requires Serious Attention**

The student does not provide a clear argument or offers an argument that fails to address the question. The paper gives examples that are not always relevant or persuasive. There are factual errors, poor use of the material, and the student demonstrates little knowledge on the subject matter. In addition, the paper is poorly constructed and the student fails to provide fully developed paragraphs. There are significant grammatical, stylistic, spelling, and citation errors throughout the paper.

**F Fail**

The student provides no central argument and fails to address the topic. There are no relevant examples because there is no argument. There are factual errors and misinterpretation of events throughout the paper. The paper is poorly constructed and the student fails to provide fully developed paragraphs and topic sentences. Basic rules of grammar, spelling, and citation are ignored. **A student fails the assignment if they pass in work that is not his/her own.**

\* Paper Grading Scale constructed using the guidelines of Professor Cynthia Van Zandt, University of New Hampshire History Department.