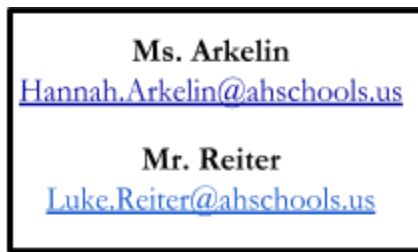


English 11 Syllabus



Course Description

In English 11, the major focus is American Literature, but aspects of both literature and composition will be covered. Students will develop their writing skills by using a writing process to complete multi-paragraph essays that attend to purpose, audience, development, structure, and style. Students will also continue to refine their research, documentation, and argumentation skills. Students will use their knowledge and understanding of literary techniques and rhetorical devices to comprehend, respond to, interpret, and evaluate fiction and nonfiction selections.

In addition to the history of American Literature and the traditional canon that expresses the shifts in our culture, the Grade 11 curriculum provides a clear presentation of the importance of marginalized cultures. As a way to help students identify with all dimensions of the American literary culture, the curriculum will explore the American identity by examining some important values in contemporary America. Each of the collections will include work which asks students to explore the values of primary literary movements and those of members of marginalized cultures of the period as demonstrated in their writings.

Units of Study

Tri A

- Encounters and Foundations to 1800 (Puritanism and Rationalism)
- American Romanticism: 1800-1860 (Romanticism and Transcendentalism)
- Critical Reading; Argumentation; Public Speaking; Research; APA style/citation; Synthesis, On-Demand Writing

Tri B

- Rise of Realism: Civil War to 1914 (Realism and Naturalism)
- The Moderns: 1914-1939
- Contemporary Literature: 1939-Present
- Research Writing; Research; MLA or APA style/citation; Synthesis; On-Demand Writing

Course Outcomes

Literary Skills: Students will be able to identify and analyze the elements of literature, style, figurative language, and rhetorical devices; they will understand and apply techniques of persuasion; they will identify and analyze several genres of literature; and they will identify and interpret elements of poetry and poetic sound techniques.

Critical Lenses: Students will use the Reader Response, Historical/Biographical, and Cultural lenses (among others) to respond to, evaluate, and interpret literature.

Writing Skills: Students will use a writing process including multiple drafts, revision, and editing skills to reach a final product; they will write and speak in a variety of genres and for multiple purposes; they will use an expanded research process to find and analyze sources, work with online libraries and search engines, create a hierarchy of ideas, and refine a thesis; students will use appropriate support and evidence, create coherence through effective organization and transitions, effectively use reflection, and will meet specific criteria of MLA or APA format in style and citations.

Speaking Skills: Through seminar, students will learn to have thoughtful interchanges with classmates. Students will respectfully listen to the thoughts of others and effectively share their own interpretations of complex texts to better understand the complexities of fiction and nonfiction and gather meaning. Students will also utilize effective delivery during at least one speaking assignment.

Grammar/Vocabulary Skills: Students will learn and appropriately apply (or avoid) skills such as parallel structure, passive voice, antecedents, subordinating conjunctions, sentence combining, and subordinate clauses. Vocabulary instruction will be combined with literature and other texts.

Daily Materials

- A three-ring binder for notes, handouts, etc.
- Loose leaf paper or a notebook exclusively for this class
- Pencil or pen, ink must be an easily readable color

Cell Phone Policy: To foster engagement and collaboration, you will be expected to place your personal device in the classroom pocket organizer at the beginning of every class. Your device may be confiscated if you choose not to follow this policy.

English 11 Grading Policy

Grades will be divided into the following categories:

- Formative Assessments: Not for grade
- Summative Assessments: Writing 25%, Reading 25%, Speaking 20%
- Research Process: 20%
- District Summative Assessment: 10%

Grades will be posted on A-H Connect and updated bi-weekly. Please see the teacher before or after class to discuss missing work/grades.

Formative Work: Formative work is practice. Practice work is critical, as it allows us to provide feedback to the student prior to performance tasks (summative assessments). Due to the importance of this type of work in the learning process, we are looking for (and assessing) the quality of your work rather than mere completion. Performance tasks measure your level of mastery as a learner.

Late/Missing Work: The purpose of formative work is to practice essential skills that we are learning in class. Because of this, there should be little or no late work. Essentially, practice work prepares us for our performances. In order to move your learning forward, keep up with the work in class and meet deadlines. *You will earn an F for missing work; teachers will assess late work based on your mastery of the skill.*

Summative Assessments: All high-priority course standards (Writing, Reading, Speaking) must be attempted in order to pass the course. Summatives that have not been attempted will result in an Incomplete for the trimester. Drafted summatives, even if you are gone on the due date, are still due on that day.

Common Summative Assignments: The Argumentative essays in Tri A and Research essay in Tri B must be completed to pass the course. Non-completion will result in an Incomplete for the course grade.

Golden Ticket: Certain summative assignments require the completion of research or organizational tasks as essential elements of the assignment. These tasks will be assessed as part of the Research Process grade and must be completed before the teacher will accept these summative assignments.

- Formal written work without proper citations (both in-text and references) will be returned without a grade.
- See Academic Integrity policy in the Student Handbook for further information.

Re-Learning Opportunities

If you do not reach proficiency on any performance (summative) task, you have the opportunity for re-learning. To take advantage of this opportunity, set up a conference with your teacher to determine your re-learning process as soon as you can. Re-learning processes may include completing missing or alternative formative work and/or additional time with your teacher. **Please note: You may not re-take the district CSA.**

Student Learning Responsibilities:

- The first attempt is important. The effort you make on your first attempt may impact your opportunity for learning/re-assessing.
- Complete the required and necessary re-learning steps in order to reassess. This may mean additional time with the teacher before or after school, additional practice work, or other interventions.
- Communicate as soon as possible after the assessment that you would like to re-assess parts or all of the summative assessment.
- The student is the advocate for the re-learning.

The teacher will consider your overall performance when determining your grade in order to accurately represent your level of mastery. You should give your best effort on all assessments.

Grading modifications may be made for students with IEP or 504 plans.