

Syllabus-- English 11

2015-2016 -- Semester 1

Mrs. Allen: allenma@mpsd.k12.wi.us

Welcome to the 2015-2016 school year. You have chosen to take a college-prep elective class this semester. Please bear in mind that “college prep” indicates the course pace will be accelerated. This means, homework, reading outside of class, and more personal responsibility placed upon the learner.

### **COMMON CORE STATE STANDARDS (CCSS)**

- This will be our fourth year working with the common core standards. We are using units developed specifically with the standards in mind. As an integral part of the units students will be keeping a reading/writing journal along with completing periodic common assessments.
- **READERS/WRITERS JOURNAL**
  - Students will keep a readers/writers journal where they will respond to literature and prompts throughout the year. These journals will be collected periodically, and will be a significant part of the quarter and semester grades.
- **COMMON ASSESSMENTS/ESSAYS/TESTS**
  - The assessments connected with the CCSS range from literary analysis to creative writing, and follow a variety of formats including essays, letters, oral presentations, and online collaboration.
  - Students **MUST** achieve proficiency in EACH assessment or major piece of writing in order to pass the course. Opportunities will be given to conference, revise, and resubmit work in order to achieve proficiency.
  - Each test/ project/paper will be graded on a points scale ranging from 5 to 200 points.

### ***Quarter 1--Reading and Responding to Narrative Texts***

Weeks 1-3: Seminar--Habits and behaviors of successful readers and writers

\*”Death of a Salesman” by Arthur Miller

\*Students will learn and practice the classroom protocols for the academic study of literature.

#### **ALL STUDENTS NEED A COMPOSITION NOTEBOOK**

Weeks 4-5: Author’s Craft

\*Students will write a scene emulating the style and format of modern playwriting

Weeks 6-9 : Poetry -- Selected Texts from multiple sources

\*Students will study the craft and purpose of poetry. They will complete a poetry explication for one of the poems studied.

### ***Quarter 2--Mythology: The Foundation of Literary Tradition***

Week 1: The Hero Quest

\*Students will review the basic building blocks for the Hero’s quest.

Weeks 2-6: Timeless Tales Represented in Art--”The Odyssey” by Homer

- \* Students will study Homer's epic poem and the art works of that time. They will write an analysis of the artistic representation as it pertains to the epic.

Weeks 7-9: Expanding the Theme--Mythology from Around the World

- \* Using "The Odyssey" as a touchstone, students will research mythological traditions from around the world to generate an inquiry question. Students will present their findings in a multi-modal presentation.

### ***Quarter 3--Constitutional Principles Through Literature***

Week 1: Historical Background: The Roaring 20's and Fitzgerald's, "Winter Dreams."

Weeks 2-5: Novel Study -- *The Great Gatsby*, by F. Scott Fitzgerald

- \* Students will read the novel and discuss how it compares to and contrasts with our modern ideas about wealth, equity, opportunity, and "The American Dream."

Weeks 4-6: Writing about Literature

- \* Students will complete a literary analysis of *The Great Gatsby*

Weeks 5-8: Extending the Concept -- Students will read foundational US documents which will be used as anchor texts to construct an argumentative essay grounded in the Constitutional Principles.

Week 9: Students will present their argument

### ***Quarter 4--Historical Fiction***

Week 1: Historical Background: Hawthorne's time and the Puritan's--the big differences

Week 2: Understanding the Puritans -- "Sinners in the Hands of an Angry God" by Edwards

Weeks 3-7: Novel Study -- *The Scarlet Letter* by Nathaniel Hawthorne

- \*Students will read the novel and discuss the varying themes. Students can expect a number of in-class essays in conjunction with the reading. Study will focus on character development, internal vs external conflict and the effects of diction.

Weeks 8&9: Emulating the Genre -- Writing Historical Fiction

- \*Students will research a point in American history and write a multi-modal narrative based upon their research. They will then present their story to the class.

### **Grading:**

**I calculate grades on a points/percentage basis.**

**90-100      A's**

**80-89        B's**

**70-79        C's**

**60-69        D's**

**Below 60    F**

Academic Expectations  
English 10--Accel

**Attendance:** Attendance is of the utmost importance for any class. Please know that you and you alone are responsible for collecting and completing any missed work in a timely fashion. Work missed for an illness should be handed in within two days. This includes tests and quizzes as well as daily work. Work missed for extra-curricular absences should be handed in the next school day.

**Homework:** This is a class designed for accelerated sophomores. There will be homework. Expect to have assigned reading some evenings. Expect to do about half your essay writing outside of class. While a small portion of class time may be allocated for these activities, “work time” will not encompass a major portion of instructional time.

**Daily work:** Please expect regular reading-check quizzes and participation in daily discussion pertaining to the text. The best way to understand and interact with literature is to share your experience with others. Another component of your daily work will be the reading response journal. Your journal entries will be the foundation work for BOTH analyzing the text and your written assignments.

**Late Work:** Any late daily work will be assessed a 20% deduction. After one week, the deduction is 50%. After two weeks, the assignment will not be accepted for grading. Any late papers or projects will be assessed a 20% deduction from the final grade up to one week. After this time, the paper will be assessed a 50% deduction.

**Supplies:** You will need a composition notebook--NOT a spiral bound--for this course. You will need your text copies and writing instruments each day. You will also need access to a computer outside of school. Finally, you will need to have your school Google account set up as the vast majority of writing projects will be handed in electronically.

**Academic Integrity: From the student handbook**

*“When a student uses the exact or appropriate words of another or the ideas of another for an assignment, the student must give credit to the source Failure to give this credit is called plagiarism: consequences for plagiarism will range from, at minimum, a zero for the paper to, at maximum, a failure for the course. Our goal at Lincoln High School is to provide students with learning experiences that promote independent thinking and writing of which plagiarism has no part. Each of our English classes presents a short unit which defines plagiarism and spells out ways by which each student can be certain to avoid it.”*

*\*\*The best way to avoid plagiarism is to ask for help when you need it.*

**A word on “extra credit”:** Extra Credit is offered at the teacher’s discretion only. Extra Credit is optional and is NOT meant to “save” a student from failing a class. Extra credit points are ONLY awarded when students have completed all their daily work. It is, as the name implies, extra—not instead of—credit.

**Mrs Allen’s Contact Info:**

email: [allenma@mpsd.k12.wi.us](mailto:allenma@mpsd.k12.wi.us) (this is the BEST way to reach me)

Office Hours: Before School, After School, “A” Lunch, 1st hour, and 4th hour.

