

Syllabus-- English 11

2015-2016 -- Semester 1

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

Welcome to the 2015-2016 school year. You have signed up for English 11. Your course selection indicates that you are taking a core English class and are not planning to take AP as a senior. Thus, this class is designed to prepare you for a broad range of both academic and life challenges you may face in the future. In order to complete this course successfully, you will need to take on the responsibilities outlined below:

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&2: Seminar--Habits and behaviors of successful readers and writers

*"The Raven" by Edgar Allen Poe

*"Prophyria's Lover" by Robert Browning

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

ALL STUDENTS NEED A COMPOSITION NOTEBOOK

Weeks 2-6: The Narrative--"The Bet" by Anton Chekhov

"The Lottery" by Shirley Jackson

*Students will complete a short essay focusing on the literary element of **suspense**

Week 7-9 : The personal essay -- Texts from *The Right Words at the Right Time* by Marlo Thomas and The My Hero Project.

*Students will study the craft and purpose of the personal essay. They will

complete a *critical analysis* of a personal essay they select.

Quarter 2--Shakespeare Through the Ages: Timeless Tragedy

Weeks 1-6: Drama Study -- *Hamlet* by William Shakespeare and Auxiliary Texts

Hamlet RSC Production, *Hamlet* Reduced Shakespeare Production

*Students will study multiple interpretations of the play through which to analyze the central *themes* of: *Appearance vs Reality, The Destructive Nature of Revenge, Gender Roles, and Passion vs Reason*. Students will complete both scene analysis and a larger, *thematic analysis* of the play.

Weeks 7-9: Extending the Theme -- Shakespeare's Themes in the Modern Age

* Students will research *modern occurrences of the themes* studies the first portion of the quarter. They will produce a *synthesis presentation* arguing the continued inclusion of Shakespeare in the modern literature curriculum. **This module includes the integration of technology for communication.**

Quarter3--Constitutional Principles Through Literature

Week 1: Historical Background: The Russian Revolution and Constitutional Principles

Weeks 2-5: Novel Study -- *Animal Farm* by George Orwell

* Students will read the novel and discuss how it compares to and contrasts with our modern ideas about freedom and liberty. Students will complete a short character analysis as well.

Weeks 5-8: Extending the Concept -- Students will read "The Declaration of Independence," and other 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

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 11

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 upperclassmen. 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 (this is the BEST way to reach me)

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

