**English 11A Syllabus 2015-2016**

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**Course Description:**

This course is designed to refine usage and composition skills. Proper use of pronouns, modifiers and verbs will be covered, as well as writing complete, acceptable and expanded sentences. Students will learn to develop strong paragraphs, enhance vocabulary and polish editing skills. Composition of narrative, descriptive, expository and argumentative themes is also included in this course. American Literature is also addressed which includes the study of American literature from the colonial period to contemporary times. The students will study a variety of writing styles such as drama, short story, poetry, and the novel.

**Attitude & Behavior**

~Come to class every day with a positive and willing attitude! An open mind is a great thing.  Complaining will not be tolerated.

~Always put forth your best effort!  Grades are achieved; not received, so be sure to do your best at all times.

~Remember, you are in high school now.  You need to act and behave like young adults.  Whether you think you are or not, you are a role model for younger students.  Display behavior that you want them to look up to and admire.

~Class participation is a must.  It's time for you to come out of your shells if you haven't already! Don't be afraid to voice your opinion.  We want to hear what you have to say.

~Have fun!  If you walk into my room with the attitude that you "have" to be here and it won't be any fun, then you are probably right.  However, if you approach English with a willing attitude, it might just be fun!  Go wild!  Learn something new!

"Success consists of getting up just one more time than you fall." - Oliver Goldsmith

**Rules**

~**Be on time and in your seat when the bell rings.**

~**Pay attention.  Follow directions the first time they are given.**

~Academic dishonesty of any type, including plagiarism and/or cheating, is not tolerated.

~Homework turned in after the tardy bell rings to begin class will receive a late penalty.

~Raise your hand to be acknowledged.

~Ask to leave the room.  You must sign out after getting permission to leave.

~Respect others and yourself.

~Be polite!  Manners are a must.

~If you take something out, please put it back neatly where you found it.

~**Do not speak while I am speaking or while another student is speaking.  It is terribly rude.**

~Complaining is not allowed!

~Be honest.  (Cheating falls under this rule.)

~Do your best!

~Feel free to have water in class.  **No other food or beverages are allowed.**

~All rules and guidelines are subject to change at the teacher's discretion.

~Please refer to the student handbook for MHS grading policies, late work policies, and plagiarism procedures.

\*\*If you ever have a question on an assignment or project, please do not hesitate to contact me. I am available before and after school if you need.  Please don't hesitate to ask for help!  Chances are good that if you have questions about something, others do too!  Feel free to drop a note on my desk if that makes you feel more comfortable.

**"Never look down on anybody unless you're helping him up."-Jesse Jackson**

  **South Dakota Common Core State Standards**

**\*\* Reading for Literature and Reading for Informational Text:**

* 11-12. RL 1 and 11-12 RI. 1 - Cite strong and through textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
* 11-12. RL.4 and 11-12 RI. 4 - Determine the meaning of words and phrases as they are used in text; including figurative and connotative meanings, and technical meanings; analyze the impact of specific word choice on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
* 11-12 RL. 6 - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (satire, sarcasm, irony, or understatement)
* 11-12 RL. 10 and 11. RI 10 - Read and comprehend literature, including stories, dramas, and poems as well as literary nonfiction.
* 11-12. RL. 7 - Analyze multiple interpretations of a story, drama or poem, evaluating how each version interprets the source text. Include at least one play by an American dramatist.
* 11-12. RL. 9 - Demonstrate knowledge of eighteenth, nineteenth, and twentieth-century foundational works of American Literature, including how two or more texts from the same period treat similar themes or topics.
* 11-12. RL. 3 - Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g.. where a story is set, how the action is ordered, how the characters are introduced and developed)
* 11-12. RI. 2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summery of the text.
* 11-12. RI. 6 – Determine and author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
* 11. RI. 7 – Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.
* 11. RI. 8 – Delineate and evaluate the reasoning in seminal US texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and argument in works of public advocacy.
* 11. RI. 9 – Analyze 17th18th, and 19th century foundational US documents of historical and literacy significance for their themes, purposes, and rhetorical features.

**Writing Standards:**

* 11-12 W.1 - Write arguments to support claims in an analysis to substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
* 11-12. W. 2 - Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization, and analysis of content.
* 11-12 W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
* 11-12 W. 5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
* 11-12 W. 6 – Use technology, including the internet to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
* 11-12 W.7 Conduct short as well as more sustained research projects to answer a question or solve a problem, narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
* 11-12 W.8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitation of each source in terms of task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standards format for citation.
* 11-12 W.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
* 11-12 W.10 – Write routinely over extended time frames and shorter time frames for a range of audiences.

**Speaking and Listening:**

* 11-12 SL. 1 – Initiate and participate effectively in a range of collaborative discussions, building on others; ideas.
* 11-12 SL.2 – Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
* 11-12. SL. 3- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
* 11-12 SL. 4 – Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
* 11-12 SL. 5 – Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence add to add interest.
* 11-12 SL. 6 – Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated.

**Language:**

* 11-12 L. 1– Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
* 11-12 L.2 – Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Observe hyphen conventions and correct spelling.
* 11-12 L. 5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
* 11-12 L. 6- Acquire and use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; independence in gathering vocabulary knowledge.

**English 11-A Reading List:**

**Unit 1: Encounters and Foundations to 1800**

**Collection 1: Native American Voices**

*Coyote Finishes His Work:* a myth....pg. 22-23

*Tonto and the Lone Ranger Fist Fight in Heaven:* a short story...hand out

**Collection 2: Voyages and Visions**

*Here Follow Some Verses upon the Burning of Our House, July 10, 1666:* poem...pg. 94-97

From *Sinners in the Hand of an Angry God*: a sermon...pg. 104-115

**Collection 3: Forging a New Nation**

*Speech to the Virginia Convention*: a speech...pg. 120-129

From The Autobiography: The Declaration of Independence: autobiography/policy statement...pg139-151

**Questions to Ask Yourself:**

\*How is Native American Literature different from that of the literature of the early settlers of America?

\*Which of the two styles has had more influence on our writing today?

\*What were some of the greatest concerns of the writers and speakers of this period?

**Unit 2: Imagination and the Individual: American Romanticism**

**Collection 4: The Transforming Imagination**

*The Tide Rises, The Tide Falls*: a poem...pg. 224-228

From *Self-Reliance:* an essay...pg. 244-251

From *Walden, or Life in the Woods:* an essay...pg. 252-266

**Collection 5: The Realms of Darkness**

*The Minister's Black Veil:* a short story...pg. 302-317

*The Raven:* a poem...pg. 360-365

**Questions to Ask Yourself:**

\*What do I think when I hear the word “Romanticism”?

\*What do the Romantics focus on in their writing? What might they think of our world today?

\*What is the difference between the Romanticism and Gothic literature styles? How do those differences affect the writing?

**Unit 3: A House Divided: The Civil War Era and Its Aftermath 1850-1890**

**Collection 6: Up from Slavery**

From *Narrative of the Life of Frederick Douglass:* an autobiography...pg. 414-423

**Collection 7: The Ravages of War**

*An Occurrence at Owl Creek Bridge:* a short story...pg. 454-467

**Collection 8: Whitman and Dickinson- American Masters**

*I Hear America Singing:* a poem...pg. 510-516

From *Song of Myself:* poems...pg. 517-530

*The Soul selects her own Society:* a poem...pg. 548-551

*Because I could not Stop for Death:* a poem...pg. 561-563

**Questions to Ask Yourself:**

**\***What sort of conflicts sparked the Civil War?

\*Why was the Civil War different from any other conflict experienced in America? \*What were the repercussions of the war?

\*After the Civil War, how does the writing change?

\*How is it different from Romanticism?

\*Do we still experience the after effects of the Civil War today? How so?

**Grammar Section (Elements of Language text) –** Chapter 14: Punctuation

**Career Paper:** Students will use the “compare and contrast” mode of writing to research, compare, and contrast two career choices or two universities.



