

English 11

2014-2015

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Instructor Availability: A Lunch and after school (with an appointment)

COURSE DESCRIPTION

The goal for English Language Arts 11 is to continue to build a solid foundation of knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. In English Language Arts 11, students will add to the list of various genres including classic and contemporary narrative and informational texts that will be read and analyzed throughout high school with a special focus on British and World literature and ACT success. Eleventh graders will connect with and respond to texts through transformational thinking. They will learn to use forward thinking to help make better decisions to generate new ideas for solving problems, and to find wisdom. They will build a context for change in their lives and develop realistic plans for the future.

THE COMMON CORE STANDARDS

The Common Core State Standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations —the former providing broad standards, the latter providing additional specificity.

1. Reading: Literature: key ideas and details, craft and structure, integration of knowledge and ideas, and range of reading and level of text complexity
2. Reading: Informational Text: key ideas and details, craft and structure, integration of knowledge and ideas, range of reading and level of text complexity
3. Writing: Text types and purposes, production and distribution, research to build and present knowledge, and range of writing
4. Speaking & Listening: Comprehension and collaboration and presentation of knowledge and ideas
5. Language: Conventions of standard English, knowledge of language, vocabulary acquisition and use

Assessment Strategies

In order to meet the diverse needs of my students, we will have ample opportunity for assessment, which may be either common or unique, depending upon the assignment. Some of these include:

Synthesis and analysis in essay form
Compare/contrast of literature
Personal narrative
MLA formatted research paper
Film analysis
Prompt writing (journaling)
Unit tests and quizzes

Several multi-media projects (project-based learning)
Literary circles and peer publishing
Two semester exams
Vocabulary (both contextual and literary devices)
Various projects
Socratic Seminars

Note: Be aware that all written work practice is considered public for others to view during the writing process; therefore, it is important to share only the information that you want known.

Michigan Curriculum Framework: Teaching and Learning Standards

The Teaching and Learning Standards describe the minimum expectations of students in the learning environment. Mattawan Consolidated School expects students to demonstrate higher-order thinking, to pursue ideas in-depth, to discuss them with each other at appropriate times, and to make connections among ideas and between academic ideas and work-based experiences beyond the classroom. The following standards will be applied in every classroom and to most major tasks/assignments.

1. **Higher Order Thinking:** Instruction involves students in manipulating information and ideas by synthesizing, generalizing, explaining, diagnosing, describing phenomena/occurrences, hypothesizing, predicting (conjecture), applying knowledge, reflecting on the merits of arguments, or arriving at conclusions that produce new meaning and understanding for them.

2. **Deep Knowledge:** Instruction addresses central ideas of a topic or discipline with enough thoroughness to explore connections and relationships and to produce relatively complex understandings.
3. **Substantive Conversation:** Students engage in collegial and extended conversational exchanges with the teacher and/or their peers about subject matter in a way that builds an improved and shared understanding of ideas or topics.
4. **Connections to the World Beyond the Classroom:** Students make connections between substantive knowledge and either public problems or personal experience.

Textbooks / Resources (Students are encouraged, but not required, to purchase books for personal annotation):

Heaney, Seamus. *Beowulf*. New York: W.W. Norton & Company, 2000.

Editions of the following texts will be announced ahead of time:

Golding, William. *Lord of the Flies*.

Shakespeare, William. *Macbeth*.

Shelley, Mary. *Frankenstein*.

Wiesel, Elie. *Night*.

We may watch several films in class as well, including *Star Wars: A New Hope*, *The Lion King*, *Finding Nemo*, *Hamlet*, *Frankenstein*, *Young Frankenstein*, *Schindler's List* (edited), *Hotel Rwanda*, *Freedom Writers*, *Lost* (the pilot episode), and *Cast Away*. All films should be regarded as works of literature and will be used as sources for assessment.

Additional resources will also be provided.

The following student materials are strongly suggested for success in this class:

- Three-ring binder
- 5 dividers labels: Notes, Vocabulary, Literary Terms, Papers, Prompt/Journal Writing
- 2 folders with pockets
- Lined loose leaf notebook paper
- 1 pack of 100 index cards
- Various pens and pencils
- Various art supplies (colored markers or pencils for projects)

Classroom Expectations

1. Assignments: Assignments are due when class begins (that means no scrambling to finish something as it is collected!). Use the Modern Language Association (MLA) format. Skip every other line when you write compositions, so I have room to make comments. Also, write only on the front side of the paper. If you type your work, please double space the entire piece and use Times New Roman with a size twelve font. All your work should be neat and complete. If an assignment is incomplete, messy, or misguided, I will give it back to you to do again. Your redo may not be worth full credit. *Some* daily assignments lose meaning if they are not done on time; with this work, you will lose all credit if the work is not turned in on time. Other work, including **SPEECHES** and **PRESENTATIONS** require that you are ready to present on the first day or on an assigned day. If you are not prepared or decide not to go when you are called, *you will receive half credit on that assignment if you go when called on at the end of the project or the day after the last day of projects*. Other work, such as research papers and essays, can be turned in one day late for only 75% of the credit you would have earned had the work been turned in on time. After one day late, the assignment will be marked as a zero. Daily assignments can be turned in late, but will result in 50% off unless you use your one late coupon which will allow you full credit on ONE assignment for the entire semester. Lastly, vocabulary quizzes must be completed/made up before the next list's assessment or they will automatically become a zero.

2. Absences: Attend class every day. If you are sick or must attend some other function, see me before the absence, if possible. I will do my best to make each class session a meaningful learning experience; you cannot learn as much as possible if you are not in class. If you are unexpectedly absent for the entire day, it is 100% your responsibility to see the agenda sheets listed on the boards, and check for handouts you missed upon your immediate return. Most information will be self-explanatory, but see me if you have questions. Writing Prompts are also part of your responsibility if you are absent.

3. Tardies: Class begins when the bell rings. You are tardy if you are not in your seat ready to begin when the bell rings. We will observe the Student Handbook's definitions and guidelines in this class. As a reminder, three tardies equal one unexcused absence.

4. Conduct: We will treat each other with respect, listen to each other, allow everyone to participate, and show kindness. We will not attack people's character, consistently dominate class discussion, or make disruptions. The only reason to leave your seat without permission is to go to the bathroom. If we cannot reach an understanding on appropriate classroom decorum, we will involve your parents and the administration to reach an agreement. If you have to use the bathroom *for an emergency only*, bring me your student planner. You will not be allowed to leave the room if you do not have a planner. **Please do not use our class time as a scheduled break, for our short time together is valuable.**

5. Cheating: Don't do it! If you are talking during a test or a quiz, you are cheating. If you copy or paraphrase another person's ideas or work without giving the original author credit, you are cheating. If I catch you cheating, you will lose credit for that assignment, and I'll notify your parents. Plagiarism will initially result in an immediate zero until review by the English department committee to determine course of action. That course of action may still result in a zero. Plagiarism includes copying an outside (Internet, professional, artistic) source or another student's work, claiming one's entire or partial work or ideas as one's own, or noting work without proper citation.

6. Appointments: I'm available during A lunch to meet with you or after school if you make an appointment. Please do not hesitate to set up a meeting; sometimes a short one to one session can clarify issues that otherwise become obstacles to learning. I check my email frequently, so it is also another communication tool you can use.

7. Preparation: Bring a pen, paper, English folder and the appropriate texts and other aids to class every day. If you are unprepared for class, you will receive a tardy.

8. Mattawan Grading Scale:

A	100-93%	B-	82-80%	D+	69-68%
A-	92-90%	C+	79-78%	D	67-63%
B+	89-88%	C	77-73%	D-	62-60%
B	87-83%	C-	72-70%	F	59% and below

The assessments are divided into categories this year. Your class grade (100%) with a weight of 85% overall will consist of the following elements and percentages:

- 60% Writing (Formal/Timed)
- 40% Literature Assignments

9. Extra Credit: Participation consists of bringing materials to class everyday, behaving maturely, and completing all assignments. With both the completion of all assignments for the entire semester **and** proper behavior, the student will receive a bonus (extra credit) Other extra credit is rare, but will be announced as it becomes available.

10. No food or drink in the classroom with the exception of water.

Mission Statement:

Mattawan Consolidated School will be a collaborative learning community in which every individual is valued, engaged and successful

Belief Statement:

We believe every child has a right to intellectual challenge and a right to be connected

**Syllabus Signature Form
Mrs. Pollock's English 11**

After reading the syllabus carefully, please sign the bottom portion of this page and have your student return it to me by **THURSDAY, SEPTEMBER 4, 2014**. This is important, as your student will be held accountable for knowing the information enclosed in this packet. This also includes the classroom procedures on the attached page. Thank you for your support, and I look forward to a successful year with your student.

Please return this sheet by September 4, 2014. Please keep the rest of the syllabus for your own records.

Parent/Guardian Signature

Date

Student Signature

Date

Student Name (Print)

Hour