



2018-2019 COURSE SYLLABUS

English 11

Mrs. Cornelius

Room C205

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Objective

- To *read, think, evaluate and write* critically
- To *explore* social issues through collaboration and discussion of a complex text
- To *understand and reflect* upon the power of language of a given context (situation and experience)
- To *take* ownership of learning and *develop* autonomy

COURSE REQUIREMENTS, ATTENDANCE AND SPECIFIC GRADING POLICY

Students are held responsible to bring all their supplies and needed texts each and every day. Homework is due on the date given; any late homework may be accepted with an excuse absent for full credit; any late homework may be accepted without an excuse for ½ the credit. Homework is review and an overview of instruction taught and model in class. In addition, any class assignment that is not completed during the class time is considered homework. Any class assignments that do not have my signed initials is late work.

Materials Needed

1. (2) Three or more Section Notebooks (Journal/notes/assignments)
2. Binder and binder paper
3. Text and novels will be provided by the teacher

Assignment Categories and Weighed Grades:

1. Classwork (CW) 30%
2. Quizzes/Tests (Q/T) 10%
3. Essays, Projects, Presentations (WRT) 40%
4. Final Exam (FX) 20%

Grading Scale

A= 89% B= 79% C= 69% D = 60% F = 59%-0%

All late assignments must be turned in a week before the quarter ends.

The John F. Kennedy High School English Department does not tolerate plagiarism of any kind. Students who are caught representing another writer's thoughts or words as his or her own should expect to receive no credit for the assignment and an 'U' in citizenship.

DESCRIPTION OF MAJOR ACTIVITIES/EXERCISES/PROJECTS

Semester One Unit One – Unit Two Expository Reading and Writing Course (ERWC)

To enable students to develop a theory about how people change their views through a combination of experiences and new information and then apply what they have learned to understanding the evolution of another person's or their own thinking about immigration; to guide students in constructing norms for civil discourse that they can use during discussion of the topic of immigration.

Changing Minds: Thinking About Immigration

The Distance Between Us

The Help/The Kindred

Semester Two Unit Three – Unit Four Expository Reading and Writing Course (ERWC)

The modules are designed to engage students in deep analytical conversations about human impact on climate in our global society and pose legislative solutions for the issue in the form of a written argument. Throughout the modules students build understanding about the effects humans have on climate through reading closely, analyzing and discussing texts on the topic of climate change, and writing to learn. Students are introduced to rhetorical concepts as they engage in different analysis tasks to discuss the purpose, structure, and linguistic features of these texts

Chance: The Redefining Merit

Human on Impact

Parent's Signature

Date

Student's Signature

Date

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HOME OF THE COUGARS

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