



# 2020 - 2021 COURSE SYLLABUS

## ENGLISH 11

(EZS303-EZS304; 10 total credits)

**Mr. Gleason**

Room C-314

[brian-gleason@scusd.edu](mailto:brian-gleason@scusd.edu)

916-395-5090 x506314

Main Platform: Google Classroom

### COURSE DESCRIPTION

English 11 presents an opportunity for you to develop critical thinking skills by closely reading a variety of American literature, and understanding and analyzing their role in shaping the evolution of ‘the American voice.’ By writing numerous short- and long-form responses and essays – about a variety of American literary works from great writers and thinkers of the past and present – you enter into a compelling discussion of how ‘America’ celebrates as well as criticizes itself and its mythos. This discussion will be anchored by two fundamental questions:

*What is the “American Dream”?*

*How are you going to be an agent of change?*

As critical readers, we consider authors to be literary artists. Just as other artists like painters, musicians, and dancers make creative choices using brushes, instruments, and movement – these literary artists use rhetorical choices like diction, syntax, and figurative language to shape the meaning and purpose of their writings. The fictional genres will include novels, short stories, scripts, and poets. You also read from a wide-range of non-fiction works, including long-form essays, speeches, historical documents, journalistic articles and editorials, visual compositions, and advertising copy.

### TEXTBOOKS, READINGS

- *myPerspectives: American Literature, California* (Pearson Education, Inc.) c. 2017, Morrell, Ernest; Hiebert, Elfrieda; Gallagher, Kelly; Cummins, Jim.

- *Reading the World: Ideas That Matter, 2nd Edition* (W.W. Norton & Company) c. 2010, Austin, Michael.
- Imaginative literature: Novels, poetry, and works of short fiction available for check-out to engage individual reading or whole-class instruction.
- Literary non-fiction: various pieces used to demonstrate and illuminate authorial style, expression of purpose, argumentation, persuasion, topical analysis
- *Vocabulary Power Plus for College and Career Readiness, Level Three.* (Prestwick House) c. 2014, Reed, Daniel A.

**REQUIRED MATERIALS:**

COVID note: Distance learning alters the materials necessary, as many materials are digital. Still, note the traditional supplies I recommend to have available, because you will have the option of submitting most handwritten work via scan or picture.

Please ensure you have the following items throughout each of the four quarters of the school year:

dark blue or black ink pens    2+ highlighters (2 colors, min.)    binder paper    pencil

**COURSE OUTLINE**

Below is a general map of the main concepts during the year, and the quarter in which they're emphasized. Although these elements are categorized separately, they don't operate in isolation from one another.

<p>Semester 1</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>● Power</li> <li>● Oppression</li> <li>● Integration v. Assimilation</li> </ul> <p>Skills Focus:</p> <ul style="list-style-type: none"> <li>● Close reading</li> <li>● Vocabulary exploration</li> <li>● Grammar levels</li> <li>● Thesis statements</li> <li>● Rhetorical situation (SOAPS tone)</li> <li>● Rhetorical devices</li> </ul>	<p>Semester 2</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> <li>● Self-reliance</li> <li>● Empowerment</li> <li>● Active Citizenship</li> <li>● Legacy</li> </ul> <p>Continuing Semester 1 Skills &amp; New Focus:</p> <ul style="list-style-type: none"> <li>● Grammar usage &amp; mechanics</li> <li>● Essay structures</li> <li>● Argumentation &amp; persuasive appeals</li> </ul>
--	--

Junior year also features the SAT, ACT and Smarter Balance CAASPP tests, as well as the next stages in college and career preparations and resources.

## COURSE OBJECTIVES & GRADING POLICY

The class is an opportunity to gain knowledge together, to hone your process as a student, and to apply your practice to creating a worthy and satisfying series of assignments and projects that demonstrate your learning. Categories used in *Infinite Campus* are listed below.

CATEGORY	SUBCATEGORIES	EXAMPLES OF TASKS
<b>25%</b>	<b>Routines (Skills &amp; Labor)</b>	<i>Homework (HW)</i> <ul style="list-style-type: none"> <li>· Reading/annotation</li> <li>· Short-form analysis writing, etc.</li> <li>· Individual or small-group work that hones both process &amp; product</li> </ul>
		<i>Classwork (CW)</i> <ul style="list-style-type: none"> <li>· Assertion Journal</li> <li>· Short-form analysis writing</li> <li>· Grammar/Writing Notes, activities</li> <li>· Discussions, sharing-out, ad hoc presentations (solo or group)</li> </ul>
		<i>Practice Free-Response Question (FRQ-P)</i> <ul style="list-style-type: none"> <li>· An essay prompt, but focused only on a certain section or element of the writing, using pre-discussion and communal skills for practice.</li> </ul>
<b>35%</b>	<b>Assessments</b>	<i>Quiz (QUIZ)</i> <ul style="list-style-type: none"> <li>· A tool to assess reading comprehension, key concepts, vocabulary, language conventions</li> </ul>
		<i>Socratic Seminar (SOCR)</i> <ul style="list-style-type: none"> <li>· Socratic Seminars &amp; other scheduled discussions requiring research/preparation</li> </ul>
		<i>Free-Response Question (FRQ)</i> <ul style="list-style-type: none"> <li>· Essays assigned to be completed during class (approx. 45min.); prompts may be previously seen and discussed, or may be new to students</li> </ul>
		<i>Final Exam (FINAL)</i> <ul style="list-style-type: none"> <li>· End of 1<sup>st</sup> Semester: Written analysis and multiple-choice</li> <li>· End of 2<sup>nd</sup> Semester Written analysis and multiple-choice</li> </ul>
<b>40%</b>	<b>Projects</b>	<i>Essay (ESSAY)</i> <ul style="list-style-type: none"> <li>· Any multi-stage (“process”) essay devised and completed over 1-2 weeks; usually printed out</li> </ul>
		<i>Presentation (PRES)</i> <ul style="list-style-type: none"> <li>· Presentations (solo or group) requiring research/preparation</li> </ul>

## **HOMEWORK POLICY & LATE ASSIGNMENTS**

You are expected to complete your homework on a timely, consistent basis. Access Google Classroom to track any missed assignments or assessments. Late assignments are only accepted when a valid reason is proven. If you plan to be absent, try to submit the work before. Track your progress using *Infinite Campus* – and thanks in advance for your patience as I score assignments and essays. Each scored assignment will show points earned, each missing assignment will be marked '0', and each yet-to-be-scored assignment will show a blank space.

## **CLASSROOM EXPECTATIONS**

I'm looking forward to a productive, insightful, and enjoyable school year working with you. As in most working collaborations, some days can be better than others, so we learn to “do the work even on a bad day” and persevere. My role is to engineer opportunities for academic discovery for all students; that process will require habits of mind for critical thinking, habits of heart for respectful interaction, and the patience and stamina needed to fight through setbacks and frustrations.

### **Behavior**

Respectful behavior is expected in the class: Respect for learning; Respect for property; Respect for boundaries; Respect for others; Respect for yourself.

The class involves everyone's needs for enrichment and advancement; therefore, classroom time means shared time with equal stakes for all. You are expected to respect and maximize this shared time without disruption. Don't waste our time. Please also understand that your personal needs – while important to you – cannot overtake the class agenda. Refer to the *John F. Kennedy High School Discipline Policy Handbook* for campus-wide rules for behavior and expectations. Take particular note of Kennedy's policies on plagiarism.

### **Attendance & Tardies**

As they say: Get up, dress up, show up. Missing multiple days of class in a semester, whether excused or unexcused, can endanger earning course credit. As the “bell” rings, you are expected to be situated with necessary materials, ready to start. If you arrive late, be polite and enter Zoom quietly without distraction.

### **Addenda**

- Food and drink can be distracting in the Zoom environment – please don't flex your feasts.
- Plan ahead when possible for bathroom needs so you don't miss too much.

## **TECHNOLOGY & DIGITAL TOOLS**

Be truly present. Your mobile devices need to be kept out of reach and out of sight, unless I specifically allow their use in a lesson. Internet connections and platforms like Google Classroom can be laggy, glitchy, and temperamental, so let's all remember our patience and grace through those frustrating moments.

