



2022 - 2023 COURSE SYLLABUS

ENGLISH 11

(EZS303-EZS304; 10 total credits)

Mr. Gleason

Room C-314

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Main Platforms: Google Classroom / YouTube

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 You also read from a wide-range of non-fiction works, including long-form essays, speeches, historical documents, journalistic articles and editorials, visual compositions, and advertising copy.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:

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

pens: dark blue or black ink 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.

Semester 1

Key Concepts:

- Power
- Oppression
- Integration v. Assimilation

Skills Focus:

- Close reading
- Vocabulary exploration
- Grammar levels
- Thesis statements
- Rhetorical situation (SOAPS tone)
- Rhetorical devices

Semester 2

Key Concepts:

- Self-reliance
- Empowerment
- Active Citizenship
- Legacy

Continuing Semester 1 Skills & New Focus:

- Grammar usage & mechanics
- Essay structures
- Argumentation & persuasive appeals

Junior year is also a time to plan seriously for life and learning after graduation. You should plan to connect with your counselor to consider your plans. We will also be visited by Cal-SOAP to discuss college and career preparations.

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

CLASSROOM EXPECTATIONS -- VIRTUAL OR OTHERWISE

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

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 class 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.

✓ READINESS CHECK

| | | |
|------------|-----|------------|
| Distracted | → → | Centered |
| Judgmental | → → | Curious |
| Panicked | → → | Prepared |
| Unkind | → → | Thoughtful |

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 seated and ready to start. If you arrive late, be polite and enter quietly without distraction. Absences and tardies erode your participation potential and leave you stranded on the runway while everyone else takes off.

Addenda

Food and drink can be distracting -- please don't flex your snacks.
Plan ahead when possible for bathroom needs so you don't miss class.
Tissues are often available; however, they are not hallway passes.

TECHNOLOGY & DIGITAL TOOLS

Be truly present. Keep mobile devices out of reach and out of sight, unless I specifically allow their use in a lesson. I have a container for storing phones during class, which I may require students to use at any time.

In our digital age, our brains are stimulated, and yet stupefied. We often have too many tabs open in our browsers and brains. Reading on our devices is a wide-ranging thrill; however, it tends to be shallower reading. Longer-form reading immerses us and focuses our concentration. That's one of the roles of an English class: to condition our brains to switch from 'browsing' mode to 'deep reading' mode successfully. It still matters.

On the technical level, 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.

THOUGHTS ON COVID & IN-SCHOOL LEARNING

COVID, ZOOM, hybrid learning, and masking at school have challenged how we've done school. Yet, we are bringing our momentum back.

The last school year revealed some real toughness of character in many students – getting through an unusual time and still succeeding. Other students struggled in a classroom environment where teachers and peers expect everyone to concentrate, remain seated, and not check their phones every few moments. We need to work extra hard to meet challenges academically, socially, and behaviorally during school time.

A classroom, among other things, is a venue for focused learning and discovery; everyone needs to be present for it to work. I have been heartened by students' efforts to look out for others' well-being, as well their own.

Again, please plan to be truly present. Let's have a great year together on the learning path.