



# 2024 - 2025 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 Platforms: Google Classroom / YouTube

### COURSE DESCRIPTION

English 11 presents an opportunity for you to develop critical thinking skills by reading works of American literature, and analyzing their role in shaping the 'the American voice.' You also enter into a compelling discussion of how 'America' sees itself and its mythos by writing numerous short- and long-form responses and essays, and presenting your findings in discussion.

You will read with precision and stamina to comprehend texts and analyze how writers 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 You will also read from a wide-range of non-fiction works, including long-form essays, speeches, historical documents, journalistic articles and editorials, visual compositions, and advertising copy.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.
- 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.

## MATERIALS WE USE OFTEN:

Do your best to have the following items throughout each of the four quarters of the school year, and I'll do my best to provide if needed:

- charged laptop
- pen (blue or black ink) & pencil
- 2+ highlighters (different colors is helpful)
- binder paper

## COURSE FOCUS AREAS

Below is a list of primary concepts during the year. Although these elements are categorized separately, they don't operate in isolation from one another.

Reading	Writing	Concepts
Prose <ul style="list-style-type: none"><li>● Fiction:<ul style="list-style-type: none"><li>○ Novels</li><li>○ Short Stories</li></ul></li><li>● Non-fiction<ul style="list-style-type: none"><li>○ Essay</li><li>○ Journalistic (news reporting, editorials)</li><li>○ Speeches</li></ul></li></ul>	Thesis statements Rhetorical analysis (SOAPS tone) Rhetorical strategies Argument Close reading Vocabulary exploration Grammar review	American Identity <ul style="list-style-type: none"><li>● Self-reliance</li><li>● "American Dream"</li><li>● Integration &amp; Assimilation</li><li>● Active Citizenship</li></ul> American Literature <ul style="list-style-type: none"><li>● Native indigenous North American</li><li>● Puritan colonists</li><li>● Colonial revolutionaries</li><li>● Romantics, Transcendentalists</li><li>● Realists, Naturalists</li><li>● Modernists, Post-Modernists</li><li>● Contemporary (too recent to label)</li></ul>
Verse <ul style="list-style-type: none"><li>● Poetry</li><li>● Lyrics</li></ul>		
Drama <ul style="list-style-type: none"><li>● Plays</li></ul>		

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 – I recommend once per semester at least.

The Counseling Center is a great resource to learn about other opportunities for college and career: job fairs, college fairs, scholarships, internships, jobs, etc. At some point, representatives from Cal-SOAP will visit to discuss college and career preparations, including financial aid.

## 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>Test (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>

## CLASSROOM EXPECTATIONS

I'm looking forward to a productive, insightful, and enjoyable school year working with you. Part of any working collaboration is acceptance that some days can be better than others, and that we learn to "do the work even on a bad day" and persevere.

I am here to create opportunities for academic discovery for all students, and this requires you to build habits of mind for critical thinking, habits of heart for respectful interaction, and the patience and stamina needed to work through setbacks and frustrations toward growth.

<b>Behavior</b>	Class needs to run smoothly for everyone's advancement and success; therefore, classroom time means shared time, with equal stakes for all. You are expected to respect and maximize this shared time and not waste it. Please also understand that your personal needs – while important to you – cannot overtake the class agenda. Refer to the <i>John F. Kennedy High Student Handbook</i> for behavior and expectations.
<b>Attendance &amp; Tardies</b>	<i>Get up, dress up, show up.</i> As our bell rings, I expect you to be seated and ready to start. Devices out of sight, ears clear. If you arrive late, enter quietly without distracting class. Absences and tardies hurt your participation, and we don't want to leave you behind.
<b>Food, Drink</b>	I allow fruits, vegetables, and water – and other items if they aren't distracting to you or other classmates.
<b>Personal Needs</b>	<ul style="list-style-type: none"> <li>● If you must sacrifice class time to use the bathrooms, leave your phone, earphones in the classroom.</li> <li>● If you must blow your nose during class, don't roam around and visit people, or disappear into the hallways.</li> </ul>
<b>Parents Calling</b>	To reach you during class, a parent may call the JFK Front Office, and they will be transferred to my classroom landline. A mobile phone should not be necessary.
<b>Devices</b>	<ul style="list-style-type: none"> <li>● Keep your ears clear – no earbuds, Air Pods, etc., during class</li> <li>● Place mobile devices out of reach and out of sight, unless I specifically allow their use in a lesson.</li> <li>● Show patience and grace when internet connections are laggy and online platforms are glitchy.</li> <li>● Submit your own work using real (not artificial) intelligence to avoid plagiarism.</li> </ul> <p>Our devices stimulate us, but can also stupefy us. We often have too many tabs open in our browsers – and brains. That's one role of an English class: to condition our brains so we can switch from 'scrolling' mode to 'deep reading' mode successfully, and to strengthen reading stamina. It still matters. Be truly present, and stay human.</p>

☆ Let's have a great year together on the learning path!