



English 11 Syllabus 2014-2015

College Prep English

American Literature

Mrs. Dodd

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Course Description and Objectives:

America's literature comes from all of us and belongs to everyone. It began with the lore of the Native Americans, and then appeared in the journals of settlers, the letters of Civil War soldiers, and the tales of Mark Twain. Fast forward another century and it lives in the books of John Steinbeck and shines from the poems of Gwendolyn Brooks. Why does American literature matter? Not only does it keep us connected to the past, but it also gives us insights into the events and issues that challenge the nation today. Students will grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing.

Students in 11th grade College Prep English will continue their preparation for college-level skills in the areas of reading, writing, listening, and speaking as outlined in the California Common Core State Standards for English Language Arts.

Reading Objectives: Through wide and deep reading of American literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge references and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Writing Objectives: Writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing-- for example, to use narrative strategies within argument and explanation within narrative – to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvement to a piece of writing over multiple drafts when circumstances encourage or require it.

Speaking and Listening Objectives: To be college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations built around important content in various domains. They must be able to contribute appropriately to these conversations, make comparisons and contrasts, and analyze and synthesize a multitude of ideas according to the standards of appropriate evidence. Whatever their intended major or profession, high school graduates will depend heavily on their ability to actively and attentively listen to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

Language Objectives: To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is at least as much a matter of craft as of rules and to be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in

purposeful writing and conversations about the content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words, such as words that have similar denotations but different connotations.¹

Additionally, the ESLRs will serve as the guiding thread in analyzing the American experience.

For more specific standards, please visit the CA Common Core ELA Standards for 11th and 12th. The link is in the resources section.

Course Outline

To achieve our objectives, we will function as an intellectual learning community, challenging ourselves to grow academically and personally in the serious work we will do together this year. We will read a wide variety of American texts grouped in thematic units of essential American values. Core texts include but are not limited to *The Crucible*, *Catcher in the Rye*, and *The Great Gatsby*. To complement these larger pieces, fiction, literary nonfiction, and nonfiction texts will be read to more deeply explore the issues that we face as Americans. Socratic Seminars, mini-lessons, student-teacher conferencing, process writing pieces, and summative portfolios will be the main learning strategies used throughout our year together.

Classroom Expectations and Procedures

Students should be prepared to think independently and work collaboratively, while developing the confidence to explore original and interesting ways to think, write, and present their ideas.

During class I expect all of my students to work. If you are frequently disruptive or missing work, I will have you join me for lunch. I also nag a bit and get testy when students will not cooperate. We are here to learn; it's an opportunity for all of us to improve by **working together and working hard**. My job is to show you how to read and think and write well; your job is to seize each opportunity.

Expected Schoolwide Learning Results (ESLRs)

1. Literate Citizens

Defined as fluency and skilled ability with the written and spoken word as well as technology, mathematics, science, media, history, the arts, and contemporary culture

2. Responsible Community Leaders

Defined as ethically sound participation in school functions, clubs, committees, and voluntary community service opportunities that contribute to the success of others

3. Effective Communicators

Defined as effective communication in distinct situations, solution-and-results-driven involvement in community service, and informed participation in the democratic process

4. Self-Directed Learners

Defined as the ability to make informed and responsible decisions, to integrate multiple uses of technology in various contexts, to systematically pursue personal goals, and to adapt to a wide array of professional and cultural settings as a result of exposure to events outside the learner's immediate community.

5. Values-Conscious Thinkers

Defined as the ability to analyze the accuracy and context of information and make decisions consistent with one's analysis and values in order to successfully contribute to family, community (local, national, international), and career.

Class Resources

¹ Language taken from the California Common Core State Standards document, <http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

Procedures for Success

1. ENTERING CLASSROOM

- Grab your folder and notebook from your class red bin. (EVERYDAY you need these!)
- Take your seat quickly and quietly – be in your seat working on the DO NOW when class begins.
- Make sure to have all required materials. (These are ALWAYS) posted on the “Extra Supplies” board and extra handouts/supplies will be on the table by the door.)
- Tuck your backpack under your chair or desk. There should be nothing in the aisles between desks.

2. TARDIES

- This is not like a party where you want to arrive late to look cool. Tardies are not to be desired. I will mark you late, no mercy. If you are tardy, take your seat quietly and quickly begin to work.

3. CLASS DISMISSAL

- I dismiss class. Do not pack up your backpack until instructed. #petpeeve.
- Return any materials to proper place and leave the classroom looking nicer than when you arrived.

4. TEXTBOOKS

- Students will have access to a classroom set of textbooks as well as a book at home. All students will sign a book loan agreement if a textbook is taken home.

5. HOMEWORK

- Independent reading is your only required homework. This will be discussed in detail on another day. However, many students end up doing work outside of class in order to excel in the class.

6. LATE WORK

- Late work policies will change depending on the assignment. These expectations will be clearly communicated for each situation.

7. ABSENCES

- *Students will not receive credit for a registered course if they have more than 7 excused or unexcused absences within any one semester. Course absences can be made up by completing the missed course work through an independent contract or by completing the missed course work at Saturday school.*
- The student is responsible for completing missed assignments – work will be placed in the “Absent/Make-up Work” binder that lives on the table by the door.

8. BATHROOM

- Figure it out. You are a junior in high school.

9. CLASS LINGO

- “Voice” = Speak loud enough for the whole class to hear you
- “Track the speaker” = eyes on the speaker
- “Like a scholar” = Use complete sentences when speaking and writing.

10. FOOD

- I have no policy on food or drink until it becomes a problem. If you have a tasty snack, I might, without permission, help myself. You have been forewarned.

11. ELECTRONICS

- Know thyself. I will intervene if your technology becomes an issue and/or distraction.

12. MLA

- MLA headings are required on EVERY SINGLE paper. The format is as follows:

Your name (Joe Schmeat)

Teachers Name (Dodd)

Class (College Prep English 1 or 2/Honors English)

Day Month Year (4 September 2013)

*Other class guidelines and rules are up to the discretion of the teacher.

Grades

Formative Assessments (biweekly self-evaluations, quarterly benchmarks): 25%	Summative Assessment (Semester Portfolio): 55%
	Final Exam: 20 %

Grading Scale

A+	100-98	C+	79-77
A	97-94	C	76-74
A-	93-90	C-	73-70
B+	89-87	D+	69-67
B	86-84	D	66
B-	83-80	F	65-0

Academic Integrity

All students are expected to act with respect towards themselves and others, responsibility, and integrity to create and maintain an environment in which all can succeed through the fruits of their own effort. Academic integrity includes a commitment to not engage or tolerate acts of falsification, misrepresentation, or deception. Such acts of dishonesty include cheating or copying, plagiarizing, using Internet sources without citation, facilitating other students' acts of academic dishonesty etc.

Academic integrity is taken very seriously in my class and academic dishonesty will not be tolerated. If a student breaches academic integrity, the student, teacher, and Mr. Robinson will work together to properly address the violation. In addition to appropriate consequences, the incident will be recorded on the student record, the assignment will receive a zero in the grade book, and the assignment must be redone in order to complete the class.

Maintaining a Successful Learning Environment

You are given lots of freedom in our time together. The reason for this is because you are adults and should be given the responsibility for your learning. However, there are specific procedures that we will use to ensure everyone has the choice to be academically and personally successful.

If your behaviors or actions *interfere with learning* or *hurt someone else*, we will take the necessary steps to eliminate those counterproductive behaviors. Depending on the frequency and severity of the action and the judgment of the teacher, the necessary steps will be taken. These include 1. a proactive, whole class reminders, 2. individual, non-verbal prompt, 3. individual, verbal coaching, 4. a private conversation, and 5. then a low-level consequence. You can expect low-level consequences such as a seat change or your name recorded on my daily plans. If the action continues, medium-level consequences will be pursued such as lunch detention. If the behavior persists after these steps have been taken, high-level consequences will take effect, such as a call home, sent to the office, or a parent-teacher conference.

Other case-specific measures may be taken and the student will be involved in determining appropriate consequences. Extreme disrespect, defiance, and violence towards self or others will not be tolerated and the student will be immediately sent to the office and parents will be contacted.

My ultimate goal is to help my students become people of GRIT. People of respect, people of responsibility, people of integrity. I take this responsibility seriously. I am here to help you, guide you, and coach you in this journey. It is a privilege to walk alongside you this year. I look forward to this challenge and am confident we will have a great year.

Let's roll.

****Please complete, detach, and return this portion of the syllabus to Mrs. Dodd by Friday, August 29th, 2014.**

**Mrs. Dodd
11th Grade College Prep Grade English
Liberty Charter High School
2014-2015**

We, the undersigned student and parent/guardian, have read and fully understand the expectations and requirements of this course. Further, we pledge to work closely with Mrs. Dodd and the LCHS community in the hopes of mastering the expectations of this course.

Student Name (PRINT): _____ Module: _____

Student Signature: _____ Date: _____

Student E-mail Address: _____

Parent/Guardian Name (PRINT): _____

Parent/Guardian Signature: _____ Date: _____

Phone Number: _____ Best time to be reached: _____

Parent/Guardian e-mail address (this allows me to easily update you on important due dates, progress, etc.):