

English 11--HONORS: What Does it Mean to be An Adult?

Course Syllabus

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In the year-long course, students in Grade 11 develop English concepts and skills by applying the essential question: **What does it mean to be an adult?** Students analyze literary elements in a variety of genres and use techniques of research and technology to produce and present oral and written communications. *English 11* prepares students to take the P/SAT and the *Advanced Placement Language and Composition* course, or the *Advanced Placement Literature and Composition* course in grade 12.

The curriculum uses the works listed below because of their literary merit. Although some works may contain strong language and/or sophisticated themes, they develop the powerful ideas of great literature and illuminate classical themes in a contemporary context. Their study in the high school English classroom, therefore, enables students to apply critical thinking processes to realistic issues encountered in the world and in widespread contemporary cultures, and to understand and appreciate mature literature in order to enrich and extend the experiences of their lives. We encourage parents to participate fully in their adolescents' education, to read along with them, and to discuss literature together as they emerge into adulthood.

Program Outcomes

By the end of the course, students will perform these English Core Learning Goals and those of the American Diploma Project with proficiency:

- Respond to a text by employing personal experiences and critical analysis;
- Compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose;
- Control language by applying the conventions of standard English in writing and speaking;
- Evaluate the content, organization, and language of texts

Units 1 and 2: What does it mean to be an adult?

Basic Texts: *The Great Gatsby*, F. Scott Fitzgerald (in all units) Self-Selected Texts

Phase 4: *Reading and Writing from Literature*, Houghton Mifflin
The St. Martin's Guide to Writing, Bedford St. Martins

Students apply and extend strategies for

- Reading fiction focusing on narrative elements and language;
- Analyzing the use of rhetorical appeals; presenting a persuasive speech;
- Writing to explain, to relate a story and to persuade;
- Analyzing language to refine understanding of vocabulary, grammar, and syntax.
- Researching self-selected topics and writing a multi-genre research paper.

Units 3 and 4: What does it mean to be an adult?

Basic Texts: *The Grapes of Wrath*, John Steinbeck

Death of a Salesman, Arthur Miller

Students apply and extend strategies for

- Reading fiction and drama focusing on structure and thematic issues;
- Preparing and presenting a policy debate;
- Writing a literary analysis of an author's works;
- Analyzing language to refine understanding of vocabulary, grammar, and syntax.

Works chosen for study have been selected on the basis of their literary merit, inasmuch as they reflect powerful, serious themes that offer insight into the complexities of the human condition, both ancient and contemporary. While some may contain strong language and sophisticated themes, the works enable students to expand and enrich the experiences of their own lives in the context of great literature and within the supportive atmosphere of the classroom. Parents are encouraged to participate fully in their adolescent's education by reading along and discussing the literature with the student. In some instances, requests for alternate readings may be honored when parents feel it necessary.

INSTRUCTIONAL PHILOSOPHY

Expectations for English 11 students are extremely high. Students are required to remain actively engaged in the learning process, challenging themselves at the highest level possible. They are expected to attend class regularly, work both independently and cooperatively, complete all assignments on time, and expend their maximum effort to become independent learners. The emphasis in English 11 is not only on the acquisition of knowledge, but also on the development of characteristics, skills, and talents which will lead to life-long personal and career satisfaction.

COURSE STANDARDS AND GOALS

English 11 students will

- Establish strategies for reading and analyzing a variety of literary genres
- Respond to and discuss texts within a community of learners
- Compose informal and formal pieces, for a variety of audiences and purposes, and in a variety of literary modes
- Analyze language for structure, purpose and effect
- Access information from a variety of traditional and electronic sources
- Create and self-evaluate original literary works
- Master a variety of assessment modes, including H.S.A and SAT format

COURSE WRITING ASSIGNMENTS

- Responses to texts
- Journal entries
- Stylistic imitations
- Character studies
- Creative writing and aesthetic justifications
- BCRs
- SAT practice essays
- Informative speech
- Literary Analysis of *The Great Gatsby*
- Persuasive Speech
- Oral Interpretation of Literature/Poetry Recitation Contest
- Multi-Genre Research Paper
- Literary Analysis of *The Grapes of Wrath*
- Policy Debate
- Literary Analysis of *Death of a Salesman*
- Paideia Seminar

ENGLISH DEPARTMENT FORMAT

- All assignments are to be neatly written in blue/black ink, on loose-leaf paper with holes intact.
- All papers should include right-justified heading with full name, date, class, and title
- All question responses should be in complete sentences.
- All major compositions should be typed, double-spaced, using 12 point Times New Roman font.
- Typed assignments must be submitted on white typing paper using **black** ink.
- All students are required to follow MLA format for all formal compositions.
- The Meade Academic Honesty Policy is always in effect. However, Meade's English Department utilizes the website <http://www.turnitin.com> to actively pursue plagiarism. Assignments of a questionable nature will be assessed using this software.

LATENESS/MAKE-UP POLICY

- Homework is not accepted late, except in the case of **excused** absences or tardies. Major papers and projects may be turned in one calendar day (24 hours) late for one grade lower score.
- All work missed as a result of absence may be turned in late for full credit.
- All absent students have the same number of days absent to make up missed work. Long-term assignments are due on the dates scheduled.

EXTRA HELP

- Students are encouraged to communicate with teachers when they feel that they are in need of extra help and support. After school sessions will be scheduled to provide this extra assistance, at the mutual convenience of student and teacher.
- Meade's English Department offers the service of an after-school WRITING LAB every Wednesday. The school provides an activity bus for students needing transportation. Students in need of additional assistance on composition assignments can sign up through their English teacher in advance.

COURSE ASSESSMENT

Grade Scales: A=90-100, B=80-89, C=70-79, D=60-69, E=59 and below; Zeroes (0) will be assigned for all missing assignments.

Grades will be determined from the following areas:

Written Responses	40%
• Compositions	
• Speeches	
• Research Papers	
• Timed Writes	
• Classwork	
Assessments	20%
• Tests	
• Quizzes	
• BCRs/ECRs	
Projects	25%
Homework/Participation	15%

This page should be signed and returned to YOUR ENGLISH TEACHER.

In order for the attached policies to have the greatest effect, I need your attentive support. Please discuss the attached policies and procedures with your child, sign it and return it to me. By signing this portion, both you and your child have agreed to the policies mentioned in the course outline.

student's name (please print)

student's signature

date

Parent/Guardian's name (please print)

Parent/Guardian's signature

date

Parents:

If you would like the option of receiving:
information on daily homework assignments
weekly grade updates

Please CLEARLY PRINT your e-mail address on the line below
