Manzanola Jr./Sr. High School

**COURSE SYLLABUS**

**American Literature/British Literature**

**11th Grade English/English 3**

**2017-2018**

## GENERAL INFORMATION

**Instructor**: Alanna Holmes

**E-mail:** alanna.holmes@manzanola.k12.co.us

**Class Time:** 3rd Hour (10:11-11:13)

**Office Hours/Plan:** 7th hour (3:03-4:05)

 **School Phone:** 719-462-5528

**School** **Website:** [www.manzanola.k12.co.us](http://www.manzanola.k12.co.us)

### COURSE DESCRIPTION

11th Grade English focuses on American and British canonical authors and their works. Students will enhance their understandings of historical context, the American experience, the British influence, and synthesize this information for a focused research project. Students will further develop their reading comprehension skills, strengthen literary analysis and critical thinking skills, and expand their knowledge and understanding of vocabulary, grammar, and mechanics.

**TEXTBOOK**

**Red** Literature Book:

*Prentice Hall Literature: Timeless Voices, Timeless Themes*. The American Experience.

 Vol. 1. Upper Saddle River, New Jersey: Pearson, 2002.

Supplemental British Literature texts

**CLASS RULES AND PROCEDURES**

* Students will arrive to class on time! Being tardy to class is disruptive to the learning environment, and each incident will be documented in goedustar.
* Cell phones must be turned off and kept out of sight, unless being used for a teacher approved educational activity. Cell phones that are out and causing distraction will be confiscated, the insubordination will be documented in goedustar, and a parent/guardian will have to come to the school to pick up the cell phone.
* Students are expected to complete the daily writing assignment (creative, reflective, or analytical) at the beginning of class. All daily writing assignments will be collected on Thursday, followed by a quiz over the material to assess understanding. Late assignments will not be accepted.
* Daily attendance will account for 20% of a student’s overall grade.
* Students will bring their textbooks, novels, and classroom supplies (pencils, papers, flash drives, etc.) to class every day. Be prepared to learn!
* Students will be respectful to the instructor, to their peers, to themselves, and to the classroom environment. Bullying, insolence, and intolerance will not be tolerated. This is a safe environment where students can express themselves freely with no threat of psychological, physical, or emotional harm or injury.
* Homework will be collected at the **beginning** of class. Students will place homework in the black organizer on the teacher’s desk. Late work is not accepted.
* The instructor dismisses the class, not the bell. Students will not begin gathering books, papers, or supplies before being dismissed—it is rude and disruptive. Likewise, students will not line up at the door to wait for the bell to ring.

**REQUIRED SUPPLIES**

* Pens or pencils (no red ink, please)
* A folder for storing your work
* A flash/jump drive on which to save your documents (it doesn’t have to be for this class only—all your coursework could be saved on one drive)

# **APPROXIMATE POINTS FOR ASSIGNMENTS (subject to change)**

Essays/tests/projects = 100 points each

AR Test = 100 points/quarter

Contest Submission = 100 points each

In class essays = 50 points each

 In-class writings/journals = 20 points each week

 Quizzes = 2 points per question

 Homework assignments = 25-50 points each

Final portfolio/notebook = 100 points

 Daily Writings =20% of the overall grade

**LATE WORK**

Any assignment not submitted at the beginning of class is considered late and will not be accepted.

Be responsible for completing and submitting your homework and assignments! You will know when your work is due, so plan ahead and be responsible!

**ACCELERATED READER**

 Please see the attached handout regarding Accelerated Reader.

**CONTESTS**

 Students are required to enter their work in at least two contests during the year:

Chinook and the OJC writing competition. Students who fail to properly submit their work, or who plagiarize or submit previous work, will earn a zero out of 100 possible points.

**CONCEPTS AND SKILLS STUDENTS WILL MASTER**

**Colorado Learning Standards Addressed:**

 Standard 1: Students will use language appropriate for purpose and audience.

 Students will demonstrate skill in inferential and evaluative

 listening.

 Standard 2: Reading for all purposes: students will seek feedback, self-

 assess, and reflect on personal learning while engaging with

 increasingly more difficult texts.

Students will demonstrate comprehension of a variety of informational, literary, and persuasive texts.

Students will interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary.

 Standard 3: Students will write with a clear focus, coherent organization,

 sufficient elaboration, and detail.

 Students will apply standard English conventions to effectively

communicate the written language.

 Standard 4: Students will gather information from a variety of sources; analyze

 and evaluate the quality and relevance of the source; and use it to

 answer complex questions.

 Students will evaluate explicit and implicit viewpoints, values,

 attitudes, and assumptions concealed in speech, writing, and

 illustration.

 Students will discriminate and justify a position using traditional

 lines of rhetorical argument and reasoning.

**COURSE CALENDAR (subject to change)**

In addition to reading outside novels (Accelerated Reader), sharing information about those novels, and creating individual projects, students will complete the following units:

**American Literature:**

**Unit One:**

 Historical background/timeline

 Puritans and pilgrims

 Hawthorne

 Literary terms and devices

 Vocabulary development

 Franklin, Benjamin

 Jefferson, Thomas

 Colonial newspapers

 Student newspapers/publications

 King, Martin Luther Jr.

 Famous speeches analyzed

 Student speeches/presentations

**Unit Two:**

Timeline

Short stories and poems

 Poe

 Dickinson

 Nonfiction

 Emerson

 Thoreau

 Literary analysis

 Transcendentalism

 Vocabulary development

**Unit Three:**

Harlem Renaissance

 Historical background

 Selected works from: Hurston, Zora Neale and Hughes, Langston

 Audio/video clips

 Visual analysis

 Writing workshop

 Student essay

**Unit Four: Modernization of Food**

Documentaries

 Excerpts from *Fast Food Nation*

Nutritional label analysis

 Food comparisons

 Unit Exam

**Unit Five: The Research Paper/Argumentative Writing**

 Selecting topics for research

 Discuss primary, secondary, and tertiary sources

 Discuss credible, reliable sources

 Annotated bibliographies

 Drafting the research paper

 Revisions, editing, final publishing

 Presentations

**British Literature: Second Semester**

**Unit One:**

Context and analysis

Vocabulary

 Chaucer, “The Canterbury Tales” selections

 Video clips and comparisons

 Movie review essay

**Unit Two:**

 Shakespeare introduction

 Shakespeare, *Macbeth*

 Theatre background

 Video clips

 Vocabulary development

 Grammar and mechanics

 Final differentiated projects

**Unit Three: Novels**

Austen, Jane

 Historical background

 Vocabulary development

 Critical analysis

 Dickens, Charles

 Compare/contrast activity

**Unit Four:**

Selections from British poets

 Vocabulary

 Conventions of poetry

 Student creations

 Poetry readings

**Accelerated Reader**

**Directions**:

* Students will take the STAR reading test to determine their reading levels.
* Students will select a book of their liking that they have **NOT** previously read.
* After reading the book, students will log into their accounts and take an Accelerated Reader quiz online. Tests can only be taken once! Students must ensure they have read and understood the book before taking a test!

**Requirements**: Students must read books that have corresponding Accelerated Reader tests, take the tests, and earn points each quarter.

**Grading**: Grades will be calculated each quarter based on the following Accelerated Reader points earned, and will be based on 100 classroom points:

0-2 AR Points = 0% = F

3-5 AR Points = 50% = F

6-8 AR Points = 69% = D+

9-11 AR Points = 79% = C+

12-15 AR Points = 89% = B+

16-18 AR Points = 95%= A

19-20 AR Points = 100% = A+

Any AR points above 20 will earn one bonus point (extra credit), up to ten points per quarter. Keep in mind that extra credit in NOT generally offered in this class.

* For example, if a student read one book worth 5 points, took the test, and only scored a 3, his/her score for the quarter would be 50/100.
* If a student read three books worth 30 points total, took the tests, and scored a 28, his/her score would be a 100/100 plus 8 bonus points.

11th Grade English/English 3 Contract

2017-2018

I have read the preceding syllabus and agree to the requirements and terms set forth therein.

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Student Name (Printed) Student Signature

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Parent/Guardian Name (Printed) Parent/Guardian Signature

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Date

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Parent/Guardian Home/Cell phone number

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Parent/Guardian email address