**Ms. Moore’s English 11AP**

**2017-2018 Syllabus**

**Contact Information – Room 211**

**Email**: katlyn\_moore@hcpss.org

**Planning**: Period 3 & 5

**Office Hours**: Tues-Thurs until 3pm or by appointment

**Course Overview**

Students who complete this course will gain the “ability to analyze contexts and audiences and then to act on that analysis in comprehending and creating texts,” think critically about reading and writing as they are “foundational for advanced academic writing,” use flexible composing processes to different contexts and occasions, and “analyze and negotiate conventions for purpose audience and genre” (Council of Writing Program Administrators).

The underlying principle which ties the reading, writing, research, analysis, vocabulary, and grammar components is that to write well, students must read well. Students will read nonfiction selections, poetry, and fiction excerpts in order to analyze the author’s use of rhetorical and linguistic choices to achieve a specific purpose. Throughout the year students will engage in formal and informal writing; they will write for various purposes and audiences and in various patterns of development including: rhetorical analysis, definition argument, casual argument, and proposal argument.

Regardless of the pattern of development being modeled, the literary era being read, or the current writing undertaken, the approach will be that each unit will provide students the opportunity to undertake an “intense concentration on language use” which will “enhance students’ ability to use grammatical conventions appropriately and to develop stylistic maturity in their prose. Stylistic development is nurtured by emphasizing the following:

• a wide-ranging vocabulary used appropriately and effectively;

• a variety of sentence structures, including appropriate use of subordination and coordination;

• logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis;

• a balance of generalization and specific illustrative detail; and

• an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

(AP English Language & Composition Course Description, The College Board, 2016.6)

**Materials**

* 1-inch binder (for English only)
* 5 tab dividers (tabs should be labeled “Class Info,” “Warm-ups,” “Notes,” “Classwork,” and “Graded Work”)
* Loose-leaf paper
* Pens/pencils/highlighter(s)
* 3x5 index cards (suggested)
* Agenda Book (school provides)
* Assigned novels (school provides)

**Expectations**

* Be on time.
  + Enter the classroom and be seated quietly by the late bell.
  + Promptly display appropriate student behavior.
* Be prepared.
  + Bring required materials to class on a daily basis.
  + Students will not be permitted to visit lockers during class time.
* Remain attentive and engaged.
  + Actively concentrate: listen and respond appropriately during lessons.
  + Avoid disrupting teacher instruction and student work time.
* Be respectful.
  + Value the people, materials, and equipment in the classroom.
  + Rude and unkind behavior is not tolerated.
* Hand in your best work on time.

**Classroom Rules**

* Water is permitted in the classroom; no food.
* Maintain a tidy work area. Throw out trash; straighten desks; and push in chairs.
* Tardiness is unacceptable. Consequences follow school policy:
  + 1st Offense – Warning
  + 2nd Offense – Teacher assigned consequence (teacher discretion)
  + 3rd Offense – Parent phone call home & Teacher assigned detention
  + 4th Offense – Office Referral

**Grading Policy**

Every assignment will factor in to your final grade. A rubric is provided for all projects and written assignments. My grading policy is based on a straight point system. In other words:

Points Earned/Total Points = Final Grade

Please use Canvas to keep track of your progress. Canvas can be accessed through my website, the OMHS website, or the HCPSS website.

Grading Scale:

* 100-89.5% A
* 89.4-79.5% B
* 79.4-69.5% C
* 69.4-59.5% D
* 59.4- ↓ % E

**Make-up Work:**

* Make-up work is only assigned for excused absences (parent/guardian note).
* The amount of excused days absent = the number of days to complete the work.
* If you exceed the number of allotted days, you receive a zero for incomplete work.
* Unexcused absences = an automatic zero.
* If you exceed 9 days of unexcused or a combination of excused/unexcused absences for an everyday class or 4.5 days of an every other day class, paperwork will be submitted for denial of credit. This is school policy.

**Late work policy**

* Writing assignments and long-term projects are due at the time/date specified by the teacher.
* In the event a writing assignment or project is turned in after the due date, 10% will be deducted for each day up to 3 days.
* After 3 days late, writings and projects will no longer be accepted.

**Academic Integrity**

* Students will receive a “0” on the assignment.
* Parents will be contacted.
* Disciplinary action is in accordance with OMHS Academic Integrity policy.

## \*If you are tempted to copy something from the web or other source, please come speak to me and we will figure out a way to get you out of this bind.

**Course Content**

**American Dreams: The Society (Quarter 1: September 5 - November 10**)

Students will gain an understanding of foundational literature and its connection to a society rooted in the desire for religious, democratic, and financial freedom. Students focus on rhetoric as a means of evoking individual and collective responses to social and political issues. English 11 students build an understanding of how literary and informational texts reflect beliefs, values, and personal expression. Students build an understanding of characteristics of texts from the Colonial and Revolutionary periods.

**American Visions: The Individual (Quarter 2: November 13 - January 26)**

Students explore the shift in focus from societal visions to the individual’s personal transformation. Students are introduced to literature that reflects the ideas of America’s first professional career writers. Juniors will develop an understanding of and appreciation for literature that is characterized as Romantic, Realistic, and Regional. In addition, students respond to texts that develop the concept of the individualized American Dream, defined as both financial and personal success achieved through hard, earnest work, and its impact on the individual’s struggle to acclimate personal desires with that of society’s larger ideals.

**American Perspectives: The Challenge (Quarter 3: January 29-April 13)**

Students examine the social and personal obstacles individuals face in pursuit of happiness and success. Students continue to build knowledge of literary periods and their characteristics, focusing on Realism and Transcendentalism. Juniors will gain an understanding of how various groups within society grapple with flaws in the American Dream and its need to evolve to embrace new citizens and their pursuit of the dream. Additionally this unit will examine how the individual pursuit of the dream clashes with the foundational vision through works such as *The Adventures of Huckleberry Finn, "*Letter from Birmingham Jail"*,* and *Civil Disobedience*. These works involve an active response to achieving the American Dream and barrier to accessing it.

**American Destinies: Realities and Hope (Quarter 4: April 16-June 14)**

Students explore the realities of those in pursuit of the American dream, the fate of those individuals trying to navigate the dream, and the lessons learned. Students develop an understanding of how the literature reflected an age of disillusionment and confusion as writers raised questions about life and factors over which they had little control. Text supports such as *The Great Gatsby, Death of a Salesman,* and *Of Mice and Men* demonstrate how the human spirit allows individuals to navigate obstacles and struggles and embrace the realities and hope that define America Dream.

Parent/Guardian-

Education is a group effort, and your role in this process is important. Share information with me and inform me of any issues that will interfere with your student’s education as early as possible. Please feel free to contact me with any questions at any point.

*Please complete and return with student*

STUDENT *I have read the course description and classroom policies and expectations and I understand what is expected of me.*

Name (print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_

PARENT/GUARDIAN

*I have read the course description and classroom policies and*

*expectations and I understand what is expected of my child. I*

*will contact you if I have questions or the need arises.*

Name (print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_

CONTACT INFORMATION

Parent(s)/Guardian(s) Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Phone Numbers: (cell) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(home) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(work) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Preferred method and time of contact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_