

English 11

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Course Description

English 11 is a survey of American literature, but it is also a class in which students learn to read and write for the world after high school. We will focus on writing arguments and on using narratives for various purposes. We will also focus on advanced reading skills, analyzing the writer's craft, and preparing for the ACT, which all juniors will take in March. In addition, all students will participate in Poetry Out Loud, a national poetry recitation contest, and students will give presentations in class.

Textbook Information

Bell, David. *Somebody I Used to Know*. Berkley, 2015.

Fitzgerald, F. Scott and Matthew J. Buccoli. *The Great Gatsby: The Authorized Text*. Charles Scribners and Sons, 1991.

Prentice Hall Literature: The American Experience. Penguin, 2005.

Course Objectives

Students will address the Kentucky Reading and Composition Standards. For more information about these standards, please visit

https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Reading_and_Writing.pdf

Course Schedule

All units will last approximately fifteen class periods, with buffer days in between units for reteaching and reviewing.

Unit One: Contemporary and Postmodern Literature

Essential question: What role do confessions play in our current national identity?

Projects/Writing Assignments:

Poetry Out Loud

Creative writing exercises

Possible Texts:

Somebody I Used to Know by David Bell

[TED: Why Teens Confess to Crimes they Didn't Commit](#) by Lindsay Malloy

“The Man in the Black Suit” by Stephen King (short film)

From *Diary of a Part-Time Indian* by Sherman Alexie

From *I Am, I Am, I Am: Seventeen Brushes With Death* by Maggie O’Farrell

Current event articles

Poetry selections from Billy Collins, Gary Soto, Stevie Smith, and other contemporary poets. Connections will also be drawn between Sylvia Plath and Emily Dickinson.

Kentucky Learning Standards:

RL/RI.11- 12.1 Cite relevant and thorough textual evidence to support analysis of the text says explicitly as well as inferences drawn from the text.

RL/RI.11- 12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.

RL.11- 12.9 Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.

C.11- 12.3 Use narratives strategically in other modes of writing utilizing effective technique, well-chosen details and well -structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim.

C.11- 12.7 Compose routinely over extended time frames and shorter time frames for a variety of task, purposes and audiences.

L.11- 12.1 In both written and oral expression:

- a. Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested.

Unit Two: Modernism

Essential question: Can a person escape the past?

Projects/Writing Assignments:

Micro presentations

Thesis statements and informational paragraphs with MLA citations

Feature article

Possible Texts:

The Great Gatsby by F. Scott Fitzgerald

Of Mice and Men by John Steinbeck

“A Rose for Emily” by William Faulkner

“A Good Man is Hard to Find” by Flannery O’Connor

“More than Just a Shrine--Ellis Island” by Mary Gordon

Poetry of Robert Frost, Langston Hughes, Gwendolyn Brooks, Randall Jarrell, and other poets

Kentucky Learning Standards:

RL.11- 12.3 Analyze the impact of the author’s choices over the course of a text regarding how to develop and relate elements of a story or drama.

RL.11- 12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and on the text as a whole.

RL.11- 12.9 Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.

RI.11- 12.3 Analyze a complex set of ideas or sequence of events, and explain how specific individuals, ideas or events interact and develop over the course of the text.

RI.11- 12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.

C.11- 12.2 Compose informative/explanatory texts to examine and/or convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.

C.11- 12.5 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

C.11- 12.6 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

L.11- 12.1 In both written and oral expression: a. Demonstrate the understanding that usage is a matter of convention, can change over time and may be contested. b. Resolve issues of complex or contested usage, consulting references as needed.

L.11- 12.2 When writing: a. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

Unit Three: Romanticism

Essential question: Are humans born good?

Projects/Writing Assignments:

One-Pager, poetry analysis essay, vocabulary RAFT writing on demand

Possible Texts:

“The Devil and Tom Walker” by Washington Irving

“The Black Cat” by Edgar Allan Poe

“The White Cat” by Joyce Carol Oates

“Berenice” by Edgar Allan Poe

Poetry of Walt Whitman and contemporary poetry connections

From “Self Reliance” by Ralph Waldo Emerson

From “Civil Disobedience” by Henry David Thoreau with connections to “Letter from Birmingham Jail” by Dr. Martin Luther King, Jr.

Kentucky Learning Standards:

RL/RI.11- 12.1 Cite relevant and thorough textual evidence to support analysis of the text says explicitly as well as inferences drawn from the text.

RL/RI.11- 12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.

RL.11- 12.9 Demonstrate knowledge of various time periods to analyze how two or more texts from the same period treat similar themes or topics.

C.11- 12.1 Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

c. Develop claim(s) and opposing claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values and possible biases.

g. Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

L.11- 12.5 Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. a. Interpret figures of speech in context, including but not limited to hyperbole and paradox, and analyze their function in the text. b. Analyze nuances in the meaning of words with similar denotations.

Unit Four: The Enlightenment

Essential question: What makes a revolution?

Projects/Writing Assignments:

On demand essays, journaling

Possible Texts:

Speech in the Virginia Convention by Patrick Henry

The Declaration of Independence by Thomas Jefferson

The Declaration of Sentiments of Women by Elizabeth Caddy Stanton

Letter to Thomas Jefferson by Benjamin Banneker

“What to the Slave is the Fourth of July?” by Frederick Douglass

Gettysburg Address by Abraham Lincoln with connections to Obama’s Victory Speech (2008)

Kentucky Learning Standards:

RL/RI.11- 12.1 Cite relevant and thorough textual evidence to support analysis of the text says explicitly as well as inferences drawn from the text.

RL/RI.11- 12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account.

RL.11- 12.6 Analyze how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony and understatement.

RL.11- 12.7 Analyze diverse media interpretations of a story, drama or poem, evaluating how each version interprets the source text.

RI.11- 12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.

RI.11- 12.6 Determine an author's point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.

RI.11- 12.8 Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.

RI.11- 12.9 Analyze documents of historical and literary significance, including how they address related themes and concepts.

C.11- 12.1 Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

L.9- 10.1 In both written and oral expression:

- a. Demonstrate appropriate use of parallel structure.
- b. Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.11- 12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

- a. Apply an understanding of syntax to the study of complex texts when reading.
- b. Vary syntax for effect in writing and speaking, consulting references for guidance as needed.

Unit Five: The Puritans

Essential question: What influences our judgement?

Projects/Writing Assignments:

Micro presentations, documented analysis argument essay

Possible texts:

The Crucible by Arthur Miller

From *Sinners in the Hands of an Angry God* by Jonathan Edwards

From *The Scarlet Letter* by Nathaniel Hawthorne

“Half Hanged Mary” by Margaret Atwood

“Upon a Spider Catching a Fly” by Edward Taylor

Nonfiction logical fallacy examples

Kentucky Learning Standards:

RL.11- 12.5 Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11- 12.6 Analyze how point of view and perspective are used to manipulate the reader for a specific purpose or effect, including but not limited to satire, sarcasm, irony and understatement.

RI.11- 12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument.

RI.11- 12.6 Determine an author’s point of view, perspective and purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the effectiveness of the text.

RI.11- 12.8 Evaluate the argument, specific claims and evidence in a text, assessing the validity, reasoning, relevance and sufficiency; analyze false statements and fallacious reasoning.

RI.11- 12.9 Analyze documents of historical and literary significance, including how they address related themes and concepts.

C.11- 12.1 Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

L.9- 10.1 In both written and oral expression:

- a. Demonstrate appropriate use of parallel structure.
- b. Demonstrate appropriate use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.11- 12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

- a. Apply an understanding of syntax to the study of complex texts when reading.
- b. Vary syntax for effect in writing and speaking, consulting references for guidance as needed.

Evaluation

Participation	10%
Projects and Presentations	10%
Writing pieces	30%
Tests and Quizzes	40%
Final Exam*	10%

*Students who have a 95% or better on the day of the final exam will be exempt from the test.

Bibliography

Here is a list of additional resources that may be helpful.

Grammarly.com

Scholar.google.com

kyvl.org

Purdue Online Writing Lab MLA Style Guide:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

Purdue Online Writing Lab APA Style Guide:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Allsides.org

Factcheck.org

The Oxford English Dictionary: <https://www.oed.com/>

Thesaurus.com

Classroom Policies and Procedures

The following policies and procedures are specific to Mrs. Williams's classes and must be followed every day, even when a substitute is present.

Attendance Policy

On the tenth absence, parents and guardians can expect to get a phone call from the teacher. Absence for any reason is absence, so this includes field trips, doctor visits, and college visits. The more your child comes to school, the better chance he or she has of being successful.

Participation: Participation means attending each class fully (arriving on time, staying until class is over, and coming to classes and conferences fully prepared); completing class activities; interacting with others in class in a meaningful, productive, and respectful way; and giving one's full attention to the instructor, peers, and the learning activities taking place. The mere presence of one's body in class does not constitute

participation; to succeed in this course, students must be engaged, exercise their minds, and contribute to the learning community. Participation points will be assigned for the following: homework, grammar activities, in-class assignments, verbal participation in class discussions, active participation in workshops, peer group activities, individual conferences with the instructor, and other activities/assignments to be determined throughout the semester. Students who do not actively participate in class, complete homework, or come prepared to class will see significant reductions in their final course grades due to low participation grades. Participation points may not be made up.

Late Work: Late work is generally not accepted. Students who have accommodations for extended time will have only the recommended time to complete their assignments. **Extended time does not mean unlimited time.** Assignments that are not submitted on time will not be accepted. Exceptions are final writing pieces, which will suffer a point reduction of one letter grade per day if they are submitted late.

Failure of Technology: Technological failure of any kind is no excuse for submitting work late. Work ahead and submit work early. Back up work on a flash drive or save the files on OneDrive or Google Docs. Use common sense. “My internet went out” and “my computer crashed” are not acceptable excuses. If a storm is coming, submit work early.

Cell Phone Policy: Students will turn off their cell phones and place them in their assigned pockets when they enter the classroom. This is part of being prepared for class. More information about the cell phone policy is outlined in the Cell Phone Policy Contract attached to this syllabus. Students and parents must sign and return the contract within the first seven class periods. Failure to do so will result in an office referral. Parents who must contact their children during class time will need to call the school office at 270-622-4119 and be transferred to my classroom landline.

****NOTE:** Smart watches will also be placed in the assigned pockets, especially on test or quiz days.

Leaving Class: Students are encouraged to remain in class at all times. However, if a student becomes ill, needs to take medication, or needs to get something from a locker, the student may leave at the teacher’s discretion. Don’t abuse the privilege. All students who leave class must sign out and sign in upon return. Hall passes must be carried on the student’s person. Students who ask to leave class frequently will lose their privilege for the semester.

Academic Integrity: Plagiarism/Academic fraud occurs when a student knowingly or unknowingly submits another person’s published or unpublished (print or web) writing as his/her own, has another person dictate what should be written, or has another person write an assignment and submits that work as his/her own. Students must complete their own work in this class, and they should not ask for or receive

inappropriate assistance on their work. Students who violate this policy should understand that they are making a decision that will result in an automatic and permanent zero on the assignment. There will be no replacement assignments allowed. Students will also be reported to the principal for further disciplinary action.

Recycled Writing: All writing submitted for English 11 must be produced this semester. In other words, students MUST produce NEW drafts and write on NEW topics for each assignment in this course.

Respect: Every person in the room, including the instructor, the kid who picks his nose in the back of the room, and the kid who is wearing the same shirt for the third day in a row, deserves respect. I think it should go without saying that as students enrolled in a college course, you will be expected to treat everyone as you wish to be treated. You will have to work with people you don't know, may not like, or who might pull you out of your comfort zone. That's life. If you have extraordinary circumstances between yourself and another person in the room, I expect you to come to me to discuss the matter as an adult would. Social media is not the place to settle classroom disputes.

Academic Support Statement

Mrs. Williams is available for extra help every day after school (with a few exceptions) until 3:30. Other extra help sessions are available during after school ESS, PRIDE, or by appointment. All you have to do is ask! ACT support services will be available through the school interventionist, Mrs. Debra Rigsby, and by request from Mrs. Williams.