English 11 Honors Syllabus 2015-2016

Course Overview

Welcome to English 11 Honors! This will be an exciting year in which you will be challenged to become better writers, readers, and thinkers! Our journey through American Literature will allow us to explore the American spirit and the “self-made person” who strives to achieve his/her American Dream.

As outlined in the LCPS English Curriculum Guide, English 11 Honors focuses on the same content and skills as grade level and academic courses, honors courses are distinguished by a more rigorous study of literature. They move at an accelerated pace, cover a greater breadth and depth of textual study, and require more independent work. They also are designed to prepare students to take Advanced Placement English in their senior year. Accordingly, they emphasize the ability to synthesize information from a variety of sources as they read and write.

Aligned with the Virginia Standards of Learning, this course will provide instruction in oral language, reading and literature, writing and grammar, research, and vocabulary.

Being able to write effectively is a valuable skill. We will nurture your writing skills through a variety of writing assignments. These will include, but are not limited to: analytical, argumentative, collaborative, creative, journal, reflective, persuasive, and research.

We will combine critical thinking skills along with daily reading and writing. Dissecting the literature we read will enable you to more fully examine and interact with the texts we study. You will also be involved in a third quarter “Big Question Project” that will conclude with your creation of a research paper.

Course Materials

The following is a list of supplies that are required to accompany you to class daily.

- One three-ring binder
- Loose-leaf paper
- Blue/black ink pens
- Post-it Notes
- Highlighters
- Composition notebook
- Current novel/text

Honors BIG Question

As outlined by the LCPS Honors English Curriculum Guide, “the Big Question is intended to enable students to formulate their own questions; find reliable, meaningful, relevant, and varied sources of ideas about these questions; and consider competing ideas and synthesize their own coherent arguments that are supported by evidence and address counter-arguments.” The Big Question Synthesis Essay will be one major grade of the third quarter. Stay tuned for more information.

Instructor
Mrs. Melinda Shingler

Phone
571.252.2000

Email
Melinda.Shingler@lcps.org

Class Location:
Room 200
Grading

Students will be graded on a point-value system. Each assignment will carry a different point value so that by the end of each quarter, the total points earned will be added and then divided by the total points possible. A letter grade will be assigned according to the LCPS grading system. For example, if you have earned 850 points throughout a quarter and the total possible points are 1,000, your grade would be an 85% or “B.”

Formative vs. Summative Assessments

All homework and classwork is considered formative. Formative assessments (classwork, homework, practice exercises, journaling, rough drafts, and participation) lay the foundation for your education. Activities completed help to determine areas of weakness, demonstrate mastery of concepts covered in class, and allow time for correction/development of skills. Any and all work assigned is expected to be completed to the best of your ability. It enables you to be prepared for the next class’s agenda. Summative assessments (quizzes, tests, projects, papers, and oral presentations) gauge the strength of the bricks that are laid upon the foundation. Summative assessments will count as 100% of your quarterly grade. Grades will be posted in Phoenix. Please allow up to ten school days once the assignment has been collected for grades to be posted in Phoenix.

Make-Up Work/Late Work

As an eleventh grader, it is your responsibility to be proactive and maintain active dialogue/communication with me. In the event that you miss class, it is your responsibility to obtain your work immediately upon your return. I will not track you down. You will have one day to submit any missed work due to an absence. If by chance you are absent when a test or quiz is given, you will have one week to schedule your make-up. Again, this is your responsibility. If an assignment is due on the day of your absence, the next day you return to school (regardless of whether or not you have English class), your work is due. If you fail to submit your work, a 10-point deduction will occur for each day the assignment is late. If you have a pre-arranged absence, it is your responsibility to see me prior to your absence to discuss arrangements.

No late work will be accepted during the last week of each grading period.

Extra credit is not offered. If you feel that you are having difficulty completing an assignment, see me so that we may discuss way to help you work towards the grade you’d like to earn.

Writing Assignments & Turnitin.com

Because writing is a process, there will be formative and summative assessments that happen during this process. A timeline of when particular elements are due will be provided when a paper is assigned. You will have opportunities for teacher feedback. In the event that a problem arises, communicate with me ahead of time so I am aware of any issues – but do not wait until 11:30pm the night before an assignment is due to reach out!! Final papers must be typed, double-spaced, 12-point Times New Roman font with one-inch margins. Final papers must also include the correct heading and a creative title. We will utilize turnitin.com for paper submissions. You will sign up for a turnitin.com account and this will be the means in which your papers will be collected, stores, and graded for this year. In the case where papers are to be turned in as hard copy
(rough drafts, projects, etc.), papers must be printed PRIOR to class – no printing in the classroom. Your paper will be considered late in the event of last minute printing.

Class Expectations

In order to be successful, you are expected to be prepared for every class. This means that you are completing assignments, bringing your required materials, and being involved in daily activities. If you are unprepared, it will affect your participation. You are expected to be an active participant in class. This is not limited to sharing your ideas, offering criticism to fellow classmates, challenging ideas respectfully, completing daily work, and reading. American Literature speaks to and for all of us; therefore, everyone should have something to add or with which to connect. Learning is your responsibility. If you have questions about any assignment, ASK ME – do not wait until the due date. I am available before school to meet with students; however, I ask that you please schedule any meeting in advance so that I may be prepared and make the most out of any meeting.

Class Rules

- Treat everyone with kindness and respect.
- Follow the Honor Code – always. Plagiarism results in an automatic “0” and will be recorded in your school file.
- Cell phones MUST be turned off and out of sight when you enter the classroom. Cell phones are not to be a distraction to your classmates’ learning. There will be NO warning: if you are seen with your cell phone out during class, it will immediately be sent to the “Cell Block.” You will be able to retrieve your device at the end of class. On test days, ALL cell phones will be required to enter the “Cell Block.”
- Upon entering the classroom, turn in any assigned work and proceed to work on the Bell Ringer.
- Before leaving class, each person will complete an exit ticket – either a “Muddy Puddle” or a “What Stick?”

Where to Find Information

It will be to your benefit to become familiar with Mrs. Shingler’s staff page on the Loudoun County High School homepage. All daily agendas will be uploaded to the calendar. All handouts, notes, and information covered for a particular day can be accessed there. If you lose a handout, it is your responsibility to access the calendar and obtain another copy. I provide one copy of a handout per student.

Textbooks and Supplemental Novels/Plays

We will be using a class set of The Language of Literature: American Literature, McDougall Littell. Reading assignments will also be posted to VISION. Our supplemental novels and plays will include The Adventures of Huckleberry Finn, The Great Gatsby, The Crucible, A Raisin in the Sun, and The Things They Carried. Books will be assigned; however, you are encouraged, but not required, to purchase your own copies of these texts in the hopes that you would annotate the texts as you read.
Daily Schedule

We will work on a daily schedule. The mini-lessons or the “What to Expect Daily” will be as follows:

**Mondays:** Vocab Lists and/or Word Segments Lists Assigned

**Wednesdays:** Grammar Lesson/Review

**Fridays:** SOL/SAT Prep Practice and Lit Terms

**Tuesdays:** Vocab and/or Word Segments Quiz

**Thursdays:** Mini-Writing Lesson followed by Timed Writing

**Journal Submissions**

Your composition notebooks will be collected as follows:

- **A3** turns in notebooks on Tuesdays
- **A4** turns in notebooks on Wednesdays
- **B7** turns in notebooks on Fridays

You will receive a formative grade for completion of ALL journal entries. You must complete each journal as though it were to be graded as the selections chosen for summative grading will be random. Composition notebooks will be stored in the classroom.

**Syllabus**

*Selection changes are at the discretion of the teacher. This is an Honors class, therefore, you will be expected to read both in class and out of class. Bring reading material to class daily.*

### Unit One: Native Americans, Colonists, Puritans: Converging Cultures & American Passages

- “The World on the Turtle’s Back” by Iroquois (creation myth)
- “The Man to Send Rain Clouds” by Leslie Marmon Silko (short story)
- *The Interesting Narrative of the Life of Olaudah Equiano* (slave narrative)
- “To My Dear and Loving Husband” and “Upon the Burning of Our House, July 10th, 1666” by Anne Bradstreet (poetry)
- *Sinners in the Hands of an Angry God* by Jonathan Edwards (sermon)
- **The Crucible** by Arthur Miller (play)

### Unit Two: Revolution, Persuasion, Equal Rights: Fight for Your Right to . . .

- “Speech in the Virginia Convention” by Patrick Henry (speech)
- “What Is an American?” by Michel-Guillaume Jean de Crèvecoeur (essay)
- *Stride toward Freedom* by Martin Luther King, Jr. (nonfiction)
- “Necessary to Protect Ourselves” by Malcolm X (interview)
- “I Am Joaquin” by Rodolfo Gonzales (poetry)

### Unit Three: Romanticism, Transcendentalism: Talk a Walk on the Dark Side

- “The Legend of Sleepy Hollow” by Washington Irving (short story)
- *Self-Reliance* by Ralph Waldo Emerson (essay)
- “I Hear America Singing” and “Song of Myself” by Walt Whitman (poetry)
- “The Masque of Red Death” and “The Raven” by Edgar Allan Poe (short story and poetry)
- “Dr. Heidegger’s Experiment” by Nathaniel Hawthorne (short story)
- “A Rose for Emily” by William Faulkner (short story)
Unit Four:  Realism: No Nonsense

from “Narrative of the Life of Frederick Douglass, an American Slave” by Frederick Douglass (slave narrative)
“An Occurrence at Owl Creek Bridge” by Ambrose Bierce (short story)
The Adventures of Huckleberry Finn by Mark Twain (novel)

Unit Five:  Conflict and a Changing America: You Got a Problem with Me?

Selected Poetry by Emily Dickinson (poetry)
“The Yellow Wallpaper” by Charlotte Perkins Gilman (short story)
“The Story of an Hour” by Kate Chopin (short story)
“Seventeen Syllables” by Hisaye Yamamoto (short story)

Unit Six:  The American Dream and The Harlem Renaissance: Dreamcatchers

“America and I” by Anzia Yezierska (short story)
“How It Feels to Be Colored Me” by Zora Neale Hurston (essay)
The Great Gatsby by F. Scott Fitzgerald (novel)
A Raisin in the Sun by Lorraine Hansberry (play)

Unit Seven: War Abroad and Conflict at Home: All Is NOT Fair in Love and War

“The Death of the Ball Turret Gunner” by Randall Jarrell (poetry)
The Things They Carried by Tim O’Brien (short story collection)
Dear Parents and Students,

I am very excited about the upcoming year in English 11 Honors. It will be an incredibly busy, but rewarding journey through American Literature. I am a firm believer that to be successful, we must all work together and address any issues before they become problems. I am accessible via email: Melinda.Shingler@lcps.org. I encourage both parents and students to contact me with concerns.

I encourage and appreciate both parents and students to contact me with concerns; however, my ability to respond to emails is limited during the school day. I ask that you be accepting of the 24-hour response period during the school week.

Students are expected to adhere not only to classroom rules but to the rules set forth by LCPS and by LCHS.

Warm regards,

Melinda Shingler

I have read, understand, and agree to the rules and expectations for English 11 Honors. By signing below, I acknowledge my responsibilities, promise to put forth 100% effort in and out of class, guarantee that I will treat my fellow scholars with respect, and vow to abide by the Honor Code.

Signed: ________________________________ Date ____________________________

Printed Name: _____________________________________________________________________________

Email: ___________________________________________________________________________________

I have read and understand my child’s responsibilities and the expectations of English 11 Honors.

Signed: ________________________________ Date ____________________________

Printed Name: _____________________________________________________________________________

Email: ___________________________________________________________________________________

Please indicate your preferred method of communication:

☐ Home Phone: ________________________________

☐ Cell Phone: ________________________________

☐ Email: ________________________________