

# English 11 Course Introduction and Syllabus

D. Aldridge B-7



Email: [aldridged@dcpsmd.org](mailto:aldridged@dcpsmd.org)

**Students who are enrolled in English 11 will need to pass this course and pass the PARCC assessment to satisfy graduation requirements and to show that they are college and career ready.**

## Course Description and Expectations:

The eleventh grade course is the third in a series of accelerated courses designed to refine reading, writing, and critical thinking skills. It addresses the Maryland Common Core State Curriculum Frameworks for English. It builds a comprehensive base of experience and learning for it offers a challenging experience to students. The pace and content of this course equip students to succeed in other high school courses that demand effective writing and critical reading and to meet the challenges of postsecondary career and educational opportunities. Students extend critical writing skills in analytic and expository essays, complete a persuasive research project, and prepare for the SAT.

## Course Requirements

**Attendance and Participation:** Attendance is critical; class time will provide opportunities for (1) participation in hands-on activities, (2) demonstration of knowledge and understanding, (3) reflection on readings, class activities and assignments, and observations from other participants. Students are expected to be consistently well prepared to participate in class as active, thoughtful discussants.

## Texts:

*Holt McDougal Literature- American Literature, The Great Gatsby*

## Required Materials:

Loose-leaf paper, a theme tablet (100 + pages), a dictionary, a flash drive, blue or black ink pens and correcting tape

Units of Study	Selections will include the following:
Term I: Reading Focus: Nonfiction, Persuasion, Rhetoric, Essays, Speeches, Letters  Writing Focus: Persuasion, Rhetoric, Rhetorical analysis	“Speech in the Virginia Convention”/” The Declaration of Independence” “Sinners in the Hands of an Angry God” or from “The Crisis” or “Letter to John Adams” and “Letter to John Adams from Teaching American History” “Self-Reliance” “Civil Disobedience” “On Civil Disobedience” Or “Woman in the Nineteenth Century” <b>Mid-point assessment</b> “The Gettysburg Address” “The Emancipation Proclamation” “Letter from a Birmingham Jail” “My Dungeon Shook: Letter to My Nephew” “How It Feels to be Colored Me” “Stride Toward Freedom” “Necessary to Protect Ourselves” “Stride Toward Freedom”

	<p>“Martin Luther King, Jr. : He showed Us the Way”</p> <p><b>Quarterly assessment</b></p>
Term II: Reading Focus: Poetry and Short Stories Writing Focus: Narrative and Literary Analysis of Poetry, Short Stories, and Drama	<p>“Beat! Beat! Drums!”</p> <p>“A Sight in Camp in the Daybreak Gray and Grim”</p> <p>“An Occurrence at Owl Creek Bridge”</p> <p>“This Is To Mother You”</p> <p>“Mother and Son”</p> <p>“I Stand Here Ironing”</p> <p>“The Devil and Tom Walker”</p> <p>“The Tide Rises, The Tide Falls”</p> <p>“The Fall of the House of Usher”</p> <p>“Snowbound, A Winter Idyll”</p> <p>“The Minister’s Black Veil”</p> <p>“Dream Within a Dream”</p> <p><b>Mid-point assessment</b></p> <p>From “The Interestinng Narrative of the Life of Olaudah Equiano”</p> <p>“The Slave Auction”</p> <p>“The Slave’s Dream”</p> <p>From “Narrative of the Life of Frederick Douglass”</p> <p>“Learning to Read”</p> <p>“Go Down Moses”</p> <p>“Life on the Mississippi”</p> <p>“Survival in Auschwitz”</p> <p><b>Quarterly assessment</b></p>
Term III: Reading Focus: Short Stories, Poetry, Rhetoric Review Writing Focus: Synthesis and Literary Analysis of Poetry	<p>“Writing the Synthesis Essay”</p> <p>“Writing the Research Paper”</p> <p>“Debate”</p> <p><b>Summative Research Paper/Project</b></p> <p><b>Mid-point Assessment</b></p> <p>Text Analysis Workshop: Setting in Regional Literature”</p> <p>“The Notorious Jumping Frog of Calaveras County”</p> <p>“The Open Boat”</p> <p>“The Story of an Hour”</p> <p>“The Jilting of Granny Weatherall”</p> <p>“A Worn Path”</p> <p>“A Rose for Emily”</p> <p>“On Civil Disobedience”</p> <p>“Woman in the Nineteenth Century”</p> <p>“The Gettysburg Address”</p> <p>“The Emancipation Proclamation”</p> <p>“Letter from a Birmingham Jail”</p> <p>“The Wreck of the Commodore” newspaper article</p> <p>“Text Analysis Workshop: Social Themes in Fiction”</p> <p>“The Yellow Newspaper”/</p> <p>“The Forerunner: Why I Wrote “The Yellow Wallpaper”</p> <p>“The Yellow Newspaper Feminist Criticism”</p> <p>“The Story of an Hour”</p> <p>“Joyas Valodoras”</p> <p>“Calvin and Hobbes Cartoon”</p> <p>“Theme for English B”</p> <p>“Harlem”</p> <p>“The Negro Speaks of Rivers”</p> <p>“The Weary Blues”</p> <p>“Lift Every Voice and Sing”</p>

	"My City" "If We Must Die" "Any Human to Another" "Storm Ending"/"A Black Man Talks of Reaping" "On Civil Disobedience" "Letter from a Birmingham Jail"
Term IV: Reading Focus: Argument, Drama, Novel Writing Focus: Argument, Drama, Novel	"ReadWriteThink: Analyzing Famous Speeches as Argument or "The Hypocrisy of American Slavery" <b>The Crucible</b> "Advertising in the Jazz Age: Print Advertisements <b>Novel: Their Eyes Were Watching God, The Things They Carried or The Great Gatsby</b>

### Grade Breakdown and Grading Policy:

A mid-term and final exam, writing assignments, quizzes, tests, homework, and class work will contribute to a student's grade. Grades will be averaged using a 70% **summative** (tests, projects, and quizzes) and 30% **formative** (class work, homework, warm ups) system.

Categories	Percent of Total Term Grade	Examples of Types of Assignments
Assessments - Summative	70%	Tests, Quizzes, Writing Assignments, Projects
Other Criteria - Formative	30%	Class work, homework, participatory grades

Components of Course Grade Calculations					
Semester 1			Semester 2		Year
Q1	Q2	Midterm Exam	Q3	Q4	Final Exam
45%	45%	10%	45%	45%	10%
<b>50%</b>			<b>50%</b>		<b>100%</b>

### Formative /Summative Assessments

**Formative:** an assessment for learning that occurs during the process and provides information to both teacher and students that enable them to make adjustments to increase learning. Examples may include: homework, class work, group work, exploratory labs, discovery learning activities, draft essays, etc. This category of assessment accounts for 30% of the students' overall course grade.

**Summative:** an assessment of learning that occurs after instruction to determine what the students know, understand, and can do at one point in time. Examples may include: unit exams, announced quizzes, major projects, final exams and essays, and lab practicum. This category of assessment accounts for 70% of the students' overall grade.

Any student scoring below 70% on a summative assessment\* shall be permitted to take a retest within 5 (five) school days of receiving the graded assessment unless otherwise approved by the teacher. Retesting will be available to all students if initiated by the student.

\*This does not apply to County Benchmarks or mid-term and final exams or research project.

Prior to retesting, students are encouraged to arrange additional instructional support and review: attend a review session, complete a review assignment, arrange private tutoring, etc. Retesting shall be conducted at a time designated by the teacher, either in the regular class period, before or after school, or at any other reasonable time prescribed by the teacher.

The retest shall cover the same instructional objectives as the original summative assessment and shall be similar in difficulty level, but the structure of the test and question format may vary at the teacher's discretion. No retests will be given for final/end-of-year examinations.

If the student scores below 70%, then the higher of the two (original and retake) will be the grade recorded for that assessment. If the student scores 70% or above, then a 70% will be recorded for the assessment.

### **Make-Up Work**

Students with lawful or unlawful absences are required to make up work for all absences. Here is some important information regarding the make-up policy:

- It is the student's responsibility to make up any work missed due to absences, lawful or unlawful. Work satisfactorily made up within the school's prescribed time after returning to school will receive full credit. Work completed after this time period will receive reduced credit only.
- Students upon receiving work from their teachers will have the equivalent of the number of days absent to complete work. All make-up work will be graded in accordance with the regular grading policy as long as it is completed within the established timeline.
- Teachers may extend the deadline for make-up work as provided in school handbooks or in consultation with the principal when the length of the absence warrants, particularly in cases of extended illness or long term suspensions.
- For suspensions of five (5) or more days, a student's parent or designee must make arrangements with the school guidance office to obtain make-up work during the time of suspension.

### **Late Work**

Turn all work in on time to receive maximum credit. Note: Long-term assignments are expected by the assigned due date even if you are not in attendance. Please email them or send them by a trustworthy student/sibling/friend.

As in life, much of our success is affected by our attitudes. Come in with a good attitude and a willingness to work for success.

You are encouraged to record your grades in your agenda or to reserve a part of your notebook to record your grades for self-monitoring.



## **Expectations and Procedures**

1. **Be on time** and enter and leave the classroom in an orderly manner. It is expected that students will be ready to learn at the beginning of each period, which means having all necessary materials with you.
2. Class time is for instruction and students are expected **to attend to all personal needs during passing periods, break or lunch**. Such needs may include drinking water, use of the restroom, locker use, etc. Be in your seat and ready to work on time. (Please review the school's tardy policy.) Leaving class to go to either of these places, unless for an emergency, results in a loss of instruction and consequently affects student success.
3. **Respect and be polite to all people.** This includes substitutes. **IF YOUR NAME IS LEFT BY A SUBSTITUTE, YOU WILL BE ISSUED AN AFTER SCHOOL DETENTION OR AN OFFICE REFERRAL FOR DISCIPLINARY MEASURES.** Constant talking or disrupting class will yield the same result.
4. Sit in your assigned seat at all times.
5. Do all grooming in the restroom.
6. Take responsibility for any work or assignments given during an absence from class or school. (Please review the make-up work policy.)

Note: To avoid feeling overwhelmed after an absence, please **make arrangements to get the work while you are out of class**, from a buddy or from me with one exception: All work missed due to an approved vacation should be requested on the day you return to school.

7. **Meet assignment deadlines** to protect your grades.
8. **Cell phones are not to be used to assist any student on assignments, quizzes or tests without teacher or administrative approval.** \* **Note:** Cell phones should be charged prior to school and run on battery power while at school. The classroom will not provide "charging stations" for students to charge their cell phone. Do not use or check your phone during class. Make sure the ringer is turned off before class begins.