



2023 - 2024 COURSE SYLLABUS

ENGLISH 11

(EZS303-EZS304; 10 total credits)

Mr. Gleason

Room C-314

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916-395-5090 x506314

Main Platforms: Google Classroom / YouTube

COURSE DESCRIPTION

English 11 presents an opportunity for you to develop critical thinking skills by reading works of American literature, and analyzing their role in shaping the ‘the American voice.’ You also enter into a compelling discussion of how ‘America’ sees itself and its mythos by writing numerous short- and long-form responses and essays, and presenting your findings in discussion.

As critical readers, we consider authors to be literary artists who use rhetorical choices like diction, syntax, and figurative language to shape the meaning and purpose of their writings. The fictional genres will include novels, short stories, scripts, and poets. You also read from a wide-range of non-fiction works, including long-form essays, speeches, historical documents, journalistic articles and editorials, visual compositions, and advertising copy.

TEXTBOOKS, READINGS

- *myPerspectives: American Literature, California* (Pearson Education, Inc.) c. 2017, Morrell, Ernest; Hiebert, Elfrieda; Gallagher, Kelly; Cummins, Jim.
- *Reading the World: Ideas That Matter, 2nd Edition* (W.W. Norton & Company) c. 2010, Austin, Michael.
- Imaginative literature: Novels, poetry, and works of short fiction available for check-out to engage individual reading or whole-class instruction.
- Literary non-fiction: various pieces used to demonstrate and illuminate authorial style, expression of purpose, argumentation, persuasion, topical analysis
- *Vocabulary Power Plus for College and Career Readiness, Level Three.* (Prestwick House) c. 2014, Reed, Daniel A.

REQUIRED MATERIALS:

Please ensure you have the following items throughout each of the four quarters of the school year:

- pens: dark blue or black ink; pencil
- 2+ highlighters (2 colors, min.)
- binder paper
- charged laptop

COURSE FOCUS AREAS

Below is a list of primary concepts during the year. Although these elements are categorized separately, they don't operate in isolation from one another.

Reading	Writing	Concepts
Prose <ul style="list-style-type: none">● Fiction:<ul style="list-style-type: none">○ Novels○ Short Stories● Non-fiction<ul style="list-style-type: none">○ Essay○ Journalistic (news reporting, editorials)○ Speeches	Thesis statements Rhetorical analysis (SOAPS tone) Rhetorical strategies Argument Close reading Vocabulary exploration Grammar review	American Identity <ul style="list-style-type: none">● Self-reliance● “American Dream”● Integration & Assimilation● Active Citizenship American Literature <ul style="list-style-type: none">● Native indigenous North American● Puritan colonists● Colonial revolutionaries● Romantics, Transcendentalists● Realists, Naturalists● Modernists, Post-Modernists● Contemporary (too recent to label)
Verse <ul style="list-style-type: none">● Poetry● Lyrics		
Drama <ul style="list-style-type: none">● Plays		

Junior year is also a time to plan seriously for life and learning after graduation. You should plan to connect with your counselor to consider your plans – I recommend once per semester at least.

The Counseling Center is a great resource to learn about other opportunities for college and career: job fairs, college fairs, scholarships, internships, jobs, etc. At some point, representatives from Cal-SOAP will visit to discuss college and career preparations, including financial aid.

COURSE OBJECTIVES & GRADING POLICY

The class is an opportunity to gain knowledge together, to hone your process as a student, and to apply your practice to creating a worthy and satisfying series of assignments and projects that demonstrate your learning. Categories used in *Infinite Campus* are listed below.

CATEGORY	SUBCATEGORIES	EXAMPLES OF TASKS
25%	Routines (Skills & Labor)	<i>Homework (HW)</i> <ul style="list-style-type: none"> · Reading/annotation · Short-form analysis writing, etc. · Individual or small-group work that hones both process & product
		<i>Classwork (CW)</i> <ul style="list-style-type: none"> · Assertion Journal · Short-form analysis writing · Grammar/Writing Notes, activities · Discussions, sharing-out, ad hoc presentations (solo or group)
		<i>Practice Free-Response Question (FRQ-P)</i> <ul style="list-style-type: none"> · An essay prompt, but focused only on a certain section or element of the writing, using pre-discussion and communal skills for practice.
35%	Assessments	<i>Quiz (QUIZ)</i> <ul style="list-style-type: none"> · A tool to assess reading comprehension, key concepts, vocabulary, language conventions
		<i>Socratic Seminar (SOCR)</i> <ul style="list-style-type: none"> · Socratic Seminars & other scheduled discussions requiring research/preparation
		<i>Free-Response Question (FRQ)</i> <ul style="list-style-type: none"> · Essays assigned to be completed during class (approx. 45min.); prompts may be previously seen and discussed, or may be new to students
		<i>Final Exam (FINAL)</i> <ul style="list-style-type: none"> · End of 1st Semester: Written analysis and multiple-choice · End of 2nd Semester Written analysis and multiple-choice
40%	Projects	<i>Essay (ESSAY)</i> <ul style="list-style-type: none"> · Any multi-stage (“process”) essay devised and completed over 1-2 weeks; usually printed out
		<i>Presentation (PRES)</i> <ul style="list-style-type: none"> · Presentations (solo or group) requiring research/preparation

CLASSROOM EXPECTATIONS

I'm looking forward to a productive, insightful, and enjoyable school year working with you. As with most working collaborations, some days can be better than others, so we learn to “do the work even on a bad day” and persevere. I am here to create opportunities for academic discovery for all students, and this requires you to build habits of mind for critical thinking, habits of heart for respectful interaction, and the patience and stamina needed to work through setbacks and frustrations toward growth.

Behavior	Everyone needs class to run smoothly for your advancement and success; therefore, classroom time means shared time with equal stakes for all. You are expected to respect and maximize this shared time without disruption. Don't waste class time. Please also understand that your personal needs – while important to you – cannot overtake the class agenda. Refer to the <i>John F. Kennedy High Student Handbook</i> for campus-wide rules for behavior and expectations.
Attendance & Tardies	<i>Get up, dress up, show up.</i> If you miss multiple days of class in a semester – excused or unexcused – you may not earn course credit. As our bell rings, I expect you to be seated and ready to start. If you arrive late, be polite and enter quietly without distraction. Absences and tardies hurt your participation, and we don't want to leave you behind.
Food, Drink	I allow fruits, vegetables, or water if they aren't distracting.
Personal Needs	<ul style="list-style-type: none"> ● Use the bathroom ahead of time so you don't miss class. Leave your phone/earphones in class. ● Blow your nose if necessary during class, but tissues don't permit you to roam around and visit.
Tech	<p>In our digital age, our brains are stimulated, and yet stupefied. We often have too many tabs open in our browsers and brains. Reading on our devices is a wide-ranging thrill; however, it tends to be shallow scanning rather than deep reading. By contrast, longer-form reading immerses us and focuses our concentration. That's one of the roles of an English class: to condition our brains to switch from 'browsing' mode to 'deep reading' mode successfully. It still matters. Be truly present, and stay human.</p> <ul style="list-style-type: none"> ● Keep your ears clear – no earbuds, Air Pods, etc., during class ● Place mobile devices out of reach and out of sight, unless I specifically allow their use in a lesson. ● Show patience and grace when internet connections are laggy and online platforms are glitchy. ● Submit your own work using real (not artificial) intelligence to avoid plagiarism.

☆ Let's have a great year together on the learning path!