Peters Township High School
Course Syllabus: Academic English 11

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| Course Information | Teacher Information |
| Course Length: Full YearClass Location: 126/128Teacher Website: barefootk.weebly.com | Name: Mrs. Kelly Barefoot Phone: 724.941.6250 ext. 5249Email: barefootk@pt-sd.org |

**Course Overview and Essential Skills**

Throughout the year in Academic English 11, we will concentrate on strengthening critical reading skills by reading literature selections in a variety of genres including short stories, novels, plays, essays, and poetry. An emphasis will be placed upon strengthening analytical reading skills. Additionally, we will focus on developing writing skills by composing analytical and creative paragraphs and essays. Focused grammatical concepts, rhetorical strategies, and MLA standards will be incorporated into writing assignments. In addition, students will practice and apply the following skills:

* Read with greater understanding and appreciation of short stories, essays, novels, plays, and poems.
* Discuss and appreciate the literary significance of such classic works as Miller’s *The* *Crucible*, Crane’s *The Red Badge of Courage*, Twain’s *Huckleberry Finn,* Fitzgerald’s *The Great Gatsby*, August Wilson’s *Fences*, and J. D. Salinger’s *The Catcher in the Rye*.
* Think and analyze critically.
* Write more accurately, effectively, and confidently in a variety of styles and formats.
* Discuss the importance of literary elements and literary/rhetorical devices such as plot, character, irony, theme, point of view, and symbolism.
* Understand how rhetorical strategies are used in literature and in the real world.
* Develop an enriched vocabulary and a greater appreciation for exact diction.
* Express himself/herself orally with increased clarity and willingness

**Course Textbook and Required Materials**

**Texts:**

Crane, Stephen. *The Red Badge of Courage*. New York: Bantam, 2004. Print.

*Elements of Literature Fifth Course Literature of the United States*. New York: Holt, Rinehart and Winston. 2003. Print.

Fitzgerald. F. Scott. *The Great Gatsby.* New York: Collier, 1992. Print.

Hitchcock, Bert, et al. *American Short Stories*. Pearson Longman, 2008. Print.

Miller, Arthur. *The Crucible. Elements of Literature Fifth Course Literature of the United States*. New York: Holt,

Rinehart and Winston. 2003. Print.

Salinger, J.D. *The Catcher in the Rye.* New York; Little, Brown, 1979. Print.

Twain, Mark. *The Adventures of Huckleberry Finn.* Austin: Holt, Rinehart, Winston, 1995. Print.

Wilson, August. *Fences.* New York: Plume, 1986. Print.

**Course Supplemental Texts:**

*The Crucible (1996)*

*Dead Poets Society (1989)*

*Into the Wild (2007)*

*Glory (1989)*

*Huck Finn (1993)*

*The Red Badge of Courage (1951)*

*The Great Gatsby (2013)*

*Fences (2017)*

**Suggested Material:**

* A three-ringed binder (1 ½ in.) for your English notebook
* A traditional composition notebook or a 1-subject spiral notebook for your journal
* 100 pack 3x5 notecards

**Course Outline of Material Covered:**

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| ****Unit of study****  | ****Unit Objectives and Resources**** | ****Time Allottment**** |
| Grammar and Sentence Fluency | ·         Identify common grammatical errors and practice strategies for correcting and revising grammatical problems.·         Practice a variety of sentence combining strategies to improve clarity, coherence, and sophistication in writing. | Integrated in various units of study throughout the year. |
| Indigenous American Oral Literature(poetry, myths) | ·         Read, analyze, and interpret literary selections from The Elements of Literature and other supplemental collections of American Indian tales.·         Discuss the literary significance of America’s earliest literature. | 1 week |
| Early Colonial Literature      (essays, journals, personal narratives, poetry) | ·         Read, analyze, and interpret a variety of colonial literature selections from The Elements of Literature including personal narratives of William Bradford, Mary Rowlandson, and Anne Bradstreet·         Apply close reading strategies to understand and analyze literary passages.·          Participate in discussions and write an analytical paragraphs. | 1-2 weeks |
| Puritan Ideology and Drama Study:(The Crucible) | ·         Read, analyze, and interpret Miller’s contemporary drama as it relates to the time in which it is set and the time in which it was written.·         Interpret dramatic literary elements and devices.·         Analyze characters and provide textual evidence to support assertions about characters.·         Participate in discussions, write an analytical essay, and complete formative and summative assessments.·         Analyze the differences between the novel and the film adaptation of The Crucible. Supplemental Resources:The Crucible (1996) film | 4 weeks |
| American Rationalism and Revolutionary Writers/ Persuasion(essays, speeches, documents) | ·         Read, analyze, and interpret a variety of works by Revolutionary Writers such as Thomas Jefferson, Ben Franklin, Thomas Paine, and Patrick Henry, focusing on rhetorical strategies and persuasive appeals.·         Compare and connect rhetoric from the textbook to rhetoric in the modern world through discussion and examples of advertising campaigns and speeches including Martin Luther King’s “I Have a Dream” speech.·         Participate in discussions, write analytical paragraphs, and complete formative and summative assessments.·         Create a persuasive speech, project, or essay that utilizes various persuasive appeals and relies on research of both primary and secondary source documents.  | 3 weeks |
| American Renaissance and Transcendentalism:(essays, poetry, novel excerpts) | ·         Read, analyze, and interpret excerpts from works by Emerson and Thoreau (excerpts from Nature, “Self-Reliance,” "Civil Disobedience," and Walden in Elements of Literature)·         Apply close reading strategies to understand and interpret the ideas in these passages·         Identify and interpret characteristics of Transcendentalism in these and other supplemental works.Supplemental Resources:Into the Wild (2007) film clipsDead Poet's Society (1989) film clips  | 2 weeks |
| American Romanticism and Poetry(poetry) | ·         Read, analyze, and interpret various works by American poets.·         Identify and interpret poetic devicesSupplemental Resources:Dead Poet’s Society (1989) film clipsAmerican Short Stories. Hitchcock, Bert and Virginia M. Kouidis, Eds. Pearson: New York, 2008.  | 1-2 weeks |
|  Dark Romanticism(poetry, short stories) | Read, analyze and interpret various poems and short stories by Dark Romantic writers such as Poe, Hawthorne, Meville, and Irving |  3 weeks |
| Realism and Regionalism:(The Red Badge of Courage, The Adventures of Huckleberry Finn, short stories, film) | ·         Read, analyze, and interpret both The Red Badge of Courage by Stephen Crane and The Adventures of Huckleberry Finnby Mark Twain as well as selected short stories by Stephen Crane, Herman Melville, Jack London, KateChopin and Ambrose Bierce.·         Discuss and interpret the historical context of both works and identify elements of realism and regionalism in all works. Differentiate between characteristics of realism, regionalism, and naturalism. ·         Interpret literary elements, literary devices, and author’s craft.·         Analyze tone, specifically elements of satire in The Adventures of Huckleberry Finn.·         Participate in discussions, write analytical paragraphs, and complete formative and summative assessments.·         Analyze the differences between the novel and the film adaptations of both worksSupplemental Resources:The Adventures of Huckleberry Finn (1993) filmGlory (1989) film clipsThe Red Badge of Courage (1951) film clipsMelville, Herman. Billy Budd, Sailor and Other Stories. Bantam: New York, 1984. American Short Stories. Hitchcock, Bert and Virginia M. Kouidis, Eds. Pearson: New York, 2008.  | 7-8 weeks |
| Early Twentieth Century Literature:(The Great Gatsby, poetry,selected short stories) | ·         Read, analyze, and interpret poetry and short stories of the early 20th century, in particular, writers of the Harlem Renaissance Read, analyze and discuss Fitzgerald’s novel, the Great Gatsby, in relation to the times in which it was written.·         Discuss literary elements, literary  devices, and author’s craft.·         Participate in discussions, write analytical essays, and complete formative and summative assessments.·         Analyze the differences between the novel and the film adaptation of The Great GatsbySupplemental Resources:The Great Gatsby (1974) film clipsThe Great Gatsby (2013) film  | 4-5 weeks |
| The Modern Novel:             (The Catcher in the Rye) | ·         Read, analyze, and interpret Salinger's novel in relation to the times in which it was written and through a biographical lens of its author.·         Discuss literary elements, literary  devices, and author’s craft.·         Discuss and analyze tone in various literary passages.·         Participate in discussions, write analytical responses, keep writing journals and personal reflections, and complete formative and summative assessments. | 3-4 weeks |
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| Contemporary American Drama:*(Fences)* | ·         Read, analyze, and interpret Wilson’s contemporary drama as it relates to the place and time in which it is set.·         Interpret dramatic literary elements and devices.·         Analyze characters and provide textual evidence to support assertions about characters.·         Participate in discussions, write an analytical essay, and complete formative and summative assessments.·         Analyze the differences between the novel and the film adaptation of *Fences.*Supplemental Resources:*Fences* (2017) Film  | 2 weeks |

\****Depending on the needs of the class or changes in the school year, the course timeline and sequence of texts is subject to change.***

**Teacher Grading Policy:**

* Quarter grade will represent a cumulative total of points for all tests, quizzes, and essays, as well as homework, class work, and class participation.
* Tests and major writing assignments will be worth 50 to 100 points each. Quizzes and smaller writing assignments will be worth 10 to 50 points eachvarying with the length and complexity of the assignment.
* Late submissions of homework or larger assignments (e.g., compositions, projects, reports, etc.) will be penalized 10% of total possible points per each class day late. Late assignments that exceed one week of the original due date will receive a zero. In addition, some assignments are designated “all or nothing,”which means that they must be completed by the due date or no credit will be given (e.g., bringing materials to class or being prepared for class with rough drafts of composition, etc.).
* Grades for in class assignments, nightly homework, quizzes, and class participation will be updated on a weekly basis. Scores for longer assignments such as written exams, essays, journals, and research papers may take up to 2-3 weeks past due date to appear in Powerschool. **Students are encouraged to access Power School regularly to check their grades**.

**Classroom Expectations:**

1. **Be punctual.** Be in the room, seated and prepared **before the late bell sounds.** Typically class will begin with a journal entry or another focus activity designed to frame the expectations and focus for the day.

2. **Be prepared.** This means you must bring pens, paper, texts, and homework to class daily. Complete homework before coming to class on the date it is due. Studying and reading are also required preparation.

3. **Be present.** If for any reason you cannot attend school, it is your responsibility to make up any missed work. Make-up work will be accepted according to the policies established in the *PTHS* *Student Handbook*. You have one day for each day you were absent to complete missed assignments. This does not include long-range assignments. They are due on the assigned date. Also, this does not include class missed due to late arrivals or sports activities. If you are present at school any time during the school day when a paper / project is due, the assignment must be submitted that day. Tests and quizzes missed because of a legally excused absence shall be made up on the next school day. If the test is not made up within one week, a grade of zero will be recorded. Individual arrangements for make-up work due to extended, legally excused absences should be made. Check the weekly materials folder for your class when you return from any absence, and see me if you have any questions. Good communication is key! Also, use our class website at **barefootk.weebly.com** as a tool to stay on track while you are away from class.

4. **Be organized**. Maintain a complete notebook. Keep study guides, notes, handouts, assignments, etc. organized. Bring your notebook and journal to class every day!

5. **Be attentive and inquisitive** -- be willing to participate in class discussions. Be respectful to everyone in the classroom at all times. Enthusiastic discussions will enrich learning. Everyone is expected to participate in discussions in English!

6. **Be respectful**. Try to have an open mind and realize other people may have different opions and life experiences than you do**.** Be mindful of how you argue or present ideas**.** Through reading a variety of American literature that celebrates life, spanning from the Colonial Era to the 21st Century, we will learn more about ourselves and the world around us.