



Pottsgrove High School

Course Syllabus

Course Information

Academic English 11

Teacher Contact Information

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Course Description

The eleventh grade program offers a chronological survey of American literature from Puritan to contemporary writers with emphasis upon the themes and styles of the different literary periods. The class reads several novels. The course acquaints students with the works and lives of the foremost American poets, dramatists, novelists, and short story writers. In addition, the study of communications will focus on the use of all punctuation marks. Vocabulary and writing (literary analysis) are also major components of the course.

Student Learning Objectives/Outcomes (*Pottsgrove School District's Priority Standards for 11th grade English*)

1.1 - Reading Independently

Word Recognition Skills (1.1.11.B): Use context clues, knowledge of root words, and word origins as well as reference sources to decode and understand new words.

Comprehension and Interpretation (1.1.11.D): Demonstrate comprehension / understanding of a wide variety of appropriate literary works from different cultures and literary movements, including classic and contemporary literature.

1.2 - Reading, Analyzing, and Interpreting Text

Text Organization (1.2.11.A): Evaluate and critique text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, thoroughness, logic, and reasoning.

Fact and Opinion (1.2.11.B): Distinguish among facts and opinions, evidence, and inference across a variety of texts by using complete and accurate information, coherent arguments and points of view.

1.3 - Reading, Analyzing, and Interpreting Literature

Fiction and Non-fiction Literacy Genres (1.3.11.B): Interpret and analyze works in various genres of literary and/or cultural significance in American and world history. Reflect a variety of genres in the respective major periods of literature. Represent important authors in each historical period. Reveal contrasts in major themes, styles, and trends in the respective historical periods. Examine the important philosophical, religious, social, political, or ethical ideas of the time.



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Literary Elements (1.3.11.C): Analyze the relationships, use, and effectiveness of literary elements (characterization, setting, plot, theme, point of view, tone, mood, foreshadowing, irony, and style) used by one or more authors in similar genres.

1.4 - Types of Writing

Persuasive (1.4.11.C): Write persuasive pieces. Organize ideas and appeals in a sustained and effective fashion. Use specific rhetorical devices and persuasive strategies to support assertions. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning. Address readers' concerns, counter claims, biases, and expectations.

1.5 - Quality of Writing

Editing (1.5.11.E): Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how questions of purpose, audience and genre have been addressed. Convention (1.5.11.F): Use grade appropriate conventions of language when writing and editing. Spell all words correctly. Use capital letters correctly. Punctuate correctly. Use correct grammar and sentence formation.

1.7 - Characteristics and Functions of the English Language

Formal and Informal Language (1.7.11.A): Analyze the role and place of standard American English in speech, writing, and literature. Evaluate as a reader how an author's choice of words advances the theme or purpose of a work. Choose words appropriately, when writing, to advance the theme or purpose of a work.

1.8 - Research

Location of Information and Citing Sources (1.8.11.B): Conduct inquiry and research on self-selected or assigned topics, issues, or problems using a wide variety of appropriate media sources and strategies. Demonstrate that sources have been evaluated for accuracy, bias, and credibility. Synthesize information for its relevance to the research question. Demonstrate the distinction between one's own ideas from the ideas of others, and include a reference page.

1.9 - Information, Communication, and Technology Literacy

Media and Technology Resources (1.9.11.A): Use media and technology resources for research, information analysis, problem solving, and decision making in content learning. Identify complexities and inconsistencies in the information and the different perspectives found in each medium.

Required Textbooks and Materials

Students will not need to carry the Glencoe American literature textbook to and from class, since it is very large. A class set will be available for use in the classroom. Outside of class, most students will be able to complete reading assignments online, as an exact duplicate of the textbook is available there. (Instructions will be provided.) Students who cannot access the Internet will be able to sign out a copy of the textbook at the beginning of the year.



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A small orange Sadlier-Oxford vocabulary book and several novels will be issued throughout the year. These should be brought to class when indicated.

Every day, students should bring a writing utensil, paper, and a binder or notebook (I recommend four sections, to separate work in the areas of literature, writing, grammar, and vocabulary).

Assignments

Upcoming assignments will be listed on the board and my webpage. Also, I maintain a log book where I record all learning activities and assignments for each day. If you are absent, please consult this log book when you return. You are responsible to find out what you missed.

Academic Calendar

LITERATURE: We will explore American literature through the lens of the “American Dream.” In other words, what does the Dream mean to different authors? How has it changed with time? With these questions in mind, we will examine novels like The Adventures of Huckleberry Finn, The Great Gatsby, and 1984. We will also read short stories, poetry, and the play *Hamlet*. Tools like literary analysis, group discussion, graphic organizers, and oral presentations will be used.

WRITING: You will have opportunities to practice the writing process in different formats, especially in the areas of persuasive writing and literary analysis.

VOCABULARY: Throughout the year, you will be learning new words to improve the accuracy and power of your communication. You will learn how to determine the meanings of words by looking for context clues and analyzing a word’s parts. We will also look at shades of meaning so that you can find the best word for any situation.

GRAMMAR: Class time will be devoted to honing your understanding and usage of the mechanics of the English language, especially in the area of punctuation. This practice is designed to improve your writing so that it is free of subtle problems that detract from your message.

Grading Guidelines (*Pottsgrove High School*)

Weighted System

Demonstrating Knowledge and Skills (Focus on Quality & Mastery NOT completion)

80% - Assessment (tests, quizzes, projects, performance)

Building Knowledge and Skills (Explicit Feedback for Learner is Required)

20%- Homework, Classwork, and Class Participation/Engagement



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Grade Scale

100-93→A→4

92-85→B→3

84-77→C→2

76-70→D→1

69-60→F→0

Classroom and School Policies

I believe that an environment of positivity and mutual respect is more beneficial to learning than a long list of rules. Furthermore, the Student Handbook explains all school rules in great detail. However, there are a few points specific to this class that deserve emphasis:

- Class will begin when the bell rings.
- Ultimately, the success of this class depends on student participation. Please share your thoughts, and please respect others as they share theirs.
- Except when permitted, electronic devices should not be in use during class because they distract from your learning and that of others.
- As stated in the Student Handbook, food is not allowed in class due to the risk of allergic reactions.
- Whenever possible, please take care of bathroom and locker needs in between classes. As stated in the Student Handbook, I can only sign you out if you have your hall pass (found in the Student Handbook).
- Sometimes email attachments are unreadable or blocked by the school district's network. Similarly, CD's or flash drives can become corrupted. For this reason, assignments should be printed and brought to class, rather than submitted electronically.
- **Students and parents should check PowerSchool regularly for current information on grades and missing assignments.**

Late Work (*Pottsgrove High School policy*)

**Demonstrating Knowledge and Skills (Assessment)*

- Students are expected to complete all learning activities designated as assessment.
- Students who are absent for a test, quiz, performance, or project will make-up the assessment in an interval equal to the absence.
- Students who do not complete assessments by the due date must complete them within a five-day grace period, which will include a 10% penalty unless there are extenuating circumstances. Failure to complete the assessment within a five-day grace period may result in the grade being converted to a zero.

**Building Knowledge and Skills (Classwork, Homework, and Participation/Engagement)*

- Students will be given reasonable opportunities to complete building knowledge and skills as defined by the teacher.
- Assignments not completed within five student contact days of the due date may be converted to a zero.
- Some assignments may not apply to submission of late work (i.e. graded and reviewed class work or homework).