

Part I Course Information

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Course Description

Students will explore several texts, cultures, and time periods. This course will also focus on academic writing.

Textbook & Course Materials

Required Text

- McGraw-Hill *StudySync*
- Other readings will be made available in the course packet from StudySync online.

Course Requirements

- Students will need to bring a binder, notebook paper, and pencil or pen to class each day. Highlighters may be used, but are not required. Students may bring their own flash drives for research projects.
- Students will use ChromeBooks for assignment information and submitting essays and other long writings.
- Students will reply to Remind messages in order to be counted present on remote days.
- Students will use materials in StudySync as part of their literature, grammar, and writing.
- Students will check Google Classroom for assignments daily, if in class or absent .

Course Structure

The course will consist of reading, lecture, discussion, and written work. Time for each will vary depending on the material being used each day.

Online Resources

Purdue Owl; ACT prep sites; Sparknotes; No Fear Shakespeare

Part II: Course Outline and Student learning Objectives

Unit I Texts

Are the New 'Golden Age' TV Shows the New Novel?

Community Colleges versus Technical Schools

The Metamorphosis

Bird by Bird

We Choose to go to the Moon

Fate or Foolishness

A First in Space

Booster Staff Investigates

How Much Indian Was I?, My Fellow Students Asked

Commencement Address at Wellesley College

My So-Called Introverted Life

Write Personal Informative Essay

Review

Unit Test

Additional Unit Learning Objectives:

Informative and Argumentative Writing

Common Lit and Read Works Activities

Unit Standards

11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.

11-12.RL.IKI.9 Demonstrate knowledge of and analyze thematically-related, texts of literary significance, considering how two or more texts treat similar themes or topics.

11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.

12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence. Write

arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.

11-12.W.RBPK.9 Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 11-12 standards for reading to source material.

11-12.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; consider complex and contested matters of usage and convention.

11-12.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 11th-12th grade-level text by choosing flexibly from a range of strategies.

Unit II Texts

Intro to Medieval Lit

Beowulf (Lines 144-300, Heaney translation)

Grendel (from Brit Lit Unit)

Sir Gawain and the Green Knight

Sir Gawain and the Green Knight Final Passage

Le Morte de' Arthur

Truth Serum

Richard III

The Pardoner's Prologue (from 'The Canterbury Tales')

Introduction to the English Renaissance

Shakespeare: The World as a Stage

Hamlet and His Problems

Hamlet

The Postmaster

A Letter to NFL GMs

Men We Reaped

Daisy's Hero

The Legend of Carmen

Long Live King Chazz

Timed Writing

Review for test

Test

Additional Unit Learning Objectives:

Informative and Argumentative Writing

ACT Preparation

Common Lit and Read Works Activities

Unit Standards

11-12.RL.CS.6 Analyze how point of view and/or author purpose requires distinguishing what is directly stated in texts and what is implied.

11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

11-12.RL.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and language that is stylistically poignant and engaging.

11-12.RL.IKI.9 Demonstrate knowledge of and analyze thematically-related, texts of literary significance, considering how two or more texts treat similar themes or topics.

11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.

11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

Unit III Texts

Gulliver's Travels

A Modest Proposal

Introduction to Romanticism

(It's Your World by Bob Seger (BBC video and lyrics))

Ozymandias
(Dust in the Wind by Kansas)

Ode on a Grecian Urn

Introduction to Victorian Literature

Factory Children

The Cry of the Children

A Cup of Tea

The Glass Menagerie

A Room of One's Own

Fear of Missing Out

The New Dress

The Ribbons

Emilia's Lament

To Be a Queen

A Golden Coin

Extended Writing Project and Grammar

Shooting an Elephant

Be Ye Men of Valor

TEST REVIEW

Test

Freedom

Why I Write

Hurricane Season

Facing It

Bio Poems

Haiku

Create personal poems

Additional Unit Learning Objectives:

Informative and Argumentative Writing

Common Lit and Read Works Activities

Unit Standards

11-12.W.TTP.3 Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.

11-12.W.PDW.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

11-12.L.KL.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; consult references for guidance; and apply an understanding of syntax to the study of complex texts.

11-12.RL.KID.3 Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

11-12.RL.IKI.7 Evaluate the topic, subject, and/or theme in multiple diverse formats and media, including how the version interprets the source text.

12.RL.RRTC.10 Read and comprehend a variety of literature at the high end of the grades 11-12 text complexity band independently and proficiently

Unit IV Texts

Postmodernism and Postcolonialism

The Mysterious Anxiety of Us and Them

Love After Love

The Museum

A Temporary Matter

Tryst with Destiny

When the World Sleeps

A Small Place

Ghosts

Hope

Blindspot: Hidden

Biases of Good People

News Literacy in the Misinformation Age

Honesty on Social Media

ARK

Dawn Revisited

The Second Coming

Commencement Address at the New School

Review

Test

Unit Standards

11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources..

11-12.RL.KID.2 Determine multiple themes or central ideas of a text or texts and analyze their development; provide a critical summary.

11-12.RL.KID.3 Analyze how an author's choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

11-12.RI.IKI.9 Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features. Evaluate how an author incorporates evidence and reasoning to support the argument and specific claims in a text.

7.W.TP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

11-12.W.RBPK.7 Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.

11-12.L.CSE.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, use knowledge of punctuation to enhance sentence style to support the content of the sentence; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.

11-12.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11-12 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.

Part 3: Grading Policy

Grades will be posted in ASPEN weekly. Grades are cumulative. Tests, quizzes, essays, research writing, projects, and presentations will be worth 100 points each. Questions and answer assignments will be worth five points per answer.

Students will have the opportunity to earn five (5) bonus points per day by reading passages aloud on days that materials are read in class.

Final exams count as 15% of student grade. Final grades assigned for this course will be based on the accumulated total points earned, and are assigned as follows:

Letter Grade	Number Grade	Description
A	90-100	Above Expectations
B	80-89	Basic Effort
C	70-79	Could Do Better
D	60-69	Danger Zone
F	0-59	Failure

Part IV: Course Policies

Attend Class

Students are expected to attend all class as listed on the school calendar. According to school policy, three tardies to class will result in an absence.

Participate

Students are expected to participate in class by asking questions, answering questions, and commenting on materials read and topics being discussed.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the

course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that they can help you find a solution.

Complete Assignments

Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if a student has a doctor's excuse, a death in the family, or other unavoidable emergency. All incomplete course assignments must be completed within a week of the date student and teacher meet to issue the assignment.

Academic Dishonesty Policy

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.