

## English 11 Course Syllabus

**Instructors:** Nancy Bakke, Erin Blessman, Julie Cusack, Jillian Guthrie, Carolyn Kleen

**Email template:** first name.last name@ankenyschools.org

**Phone:** 515-965-9610

### **Course Description:**

Students will integrate reading, writing, speaking, viewing, and listening with a focus on American literature and literary analysis. Students will also engage in platform speaking activities.

### **English 11 Prioritized Standards:**

- Students will initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (SL.11-12.1)
- Students will cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RL.11-12.1)
- Students will cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.11-12.1)
- Students will demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (RL.11-12.9)
- Students will analyze seventeenth-, eighteenth-, and nineteenth century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features. (RI.11-12.9)
- Students will demonstrate a command of the conventions of standard English grammar and usage when writing or speaking. (L.11-12.1)
- Students will write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (W.11-12.2)
- Students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. (W.11-12.3)
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (RI.11.12.4)

In most novel units, students have a choice of reading. See a full list of reading options at the end of this document.

### **Class Supplies:**

Post-its, pencils, pens, highlighters, planner, paper, folders, 3x5 lined index cards, dry erase markers, and earbuds.

### **Plagiarism / Cheating Policy:**

The ACHS Language Arts Department will follow the district policy and protocol regarding cheating and /or plagiarism.

**How Students Will Be Graded:**

- A 0-100 percent scale will be utilized at the secondary level in the Ankeny Community School District.
- Letter grades will continue to be assigned for all courses at the secondary level based on the 0-100% scale.
- When a rubric is converted to a letter grade, the 0-100 percent scale will be employed.
- The 18 week grade is weighted 90% of a student’s grade and will always reflect the student’s **most recent learning**. Previous learning will be made inactive in Infinite Campus.
- The final exam grade is weighted as 10% of a student’s final grade.

**Grading Scale for Non-Weighted Classes:**

|                         |              |
|-------------------------|--------------|
| <b>Letter Grade:</b>    | A            |
| <b>Minimum Percent:</b> | 92.5         |
| <b>Letter Grade:</b>    | A-           |
| <b>Minimum Percent:</b> | 89.5         |
| <b>Letter Grade:</b>    | B+           |
| <b>Minimum Percent:</b> | 86.5         |
| <b>Letter Grade:</b>    | B            |
| <b>Minimum Percent:</b> | 82.5         |
| <b>Letter Grade:</b>    | B-           |
| <b>Minimum Percent:</b> | 79.5         |
| <b>Letter Grade:</b>    | C+           |
| <b>Minimum Percent:</b> | 76.5         |
| <b>Letter Grade:</b>    | C            |
| <b>Minimum Percent:</b> | 72.5         |
| <b>Letter Grade:</b>    | C-           |
| <b>Minimum Percent:</b> | 69.5         |
| <b>Letter Grade:</b>    | D+           |
| <b>Minimum Percent:</b> | 66.5         |
| <b>Letter Grade:</b>    | D            |
| <b>Minimum Percent:</b> | 62.5         |
| <b>Letter Grade:</b>    | D-           |
| <b>Minimum Percent:</b> | 59.5         |
| <b>Letter Grade:</b>    | F            |
| <b>Minimum Percent:</b> | 59 and below |

**Guiding Practices:**

### **Multiple and Varied Assessment Opportunities (including retakes)**

All students should have multiple assessment opportunities to demonstrate higher levels of achievement. The opportunities may be initiated by the instructor or the student, but always at the instructor's discretion. Additional opportunities may include retakes of an alternative form of an assessment (e.g. Form B instead of Form A), student revisions of work products based on descriptive feedback, or alternative methods of assessments (e.g. an oral response rather than a written test).

Specific guidelines are the following:

- Students will be provided the opportunity to be reassessed (i.e., retakes and homework).
- Teachers determine appropriateness and authentic need for reassessments.
- Generally, reassessments will be limited to one retake per assessment. Additional reassessments will be provided at the discretion of the teacher.
- While a retake is encouraged by the teacher, it is ultimately a student's decision whether or not to participate in the retake.
- Retakes will be taken within a reasonable time frame that the teacher determines and informs students of an advance.

### **Homework/Independent Practice:**

- Homework is an opportunity for students to practice skills, apply knowledge, review and build on past learning, and extend learning. Homework is individualized and based on each student's progress towards established standards. The purpose of the assignment will determine whether or not a grade is given and will be clearly articulated to students. Through independent learning tasks (homework), students assume more responsibility for their learning and are given opportunities to apply what they have learned to new situations or experiences.

### **Extra Credit And Bonus Points:**

To ensure that grades reflect progress toward and achievement of the standards, there will be no extra credit in this class.

### **Late/Missing Work Policy:**

- Any summative assignment not turned in on the due date will be considered late and marked as "Missing" or "Incomplete." Students who miss the deadline for a summative assignment will be addressed on an individual basis.
- Ultimately, all summative skills must be completed for possible credit in the course.

### **Behavioral Expectations:**

The work habits/behavior standards are for grades 6-12 courses in our district. These work habits/behavior standards will be reported throughout the semester and are as follows:

- Organization and Readiness
- Productivity and Accountability
- Collaboration Skills

For those of you accessing this document electronically, the [work habits tool](#) is available, as well. We will be using the following performance levels:

- MS: Meets Standard
- PM: Partially Meets Standard
- DM: Does Not Meet Standard
- NE: No Evidence

These descriptors are intended for feedback and communication and do not impact a student's GPA. Note: these standards will not be assessed first semester of SY 2020-21.

### **Formative and Summative Assessment Definitions**

- **Formative Assessment:** Formal and informal processes teachers and students use to gather evidence for the purpose of improving learning.
- **Summative Assessment:** Assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness.

### **Our Creed:**

We believe that an Ankeny Centennial Jaguar:

- Cares first for others
- Respects the diverse natures and opinions of their peers and their teachers
- Pursues excellence through hard work
- Creates a welcoming environment so every person feels valued and important
- Brings honor to themselves and their school through character and integrity
- Collaborates with peers to accomplish common goals

## English 11 Novel List

There will be several thematic novel units throughout the year. For each unit, students can choose from the following books. Students are encouraged to choose a book that is appropriately challenging for their reading ability.

*The Great Gatsby*—F. Scott Fitzgerald  
*Alias Grace*—Margaret Atwood  
*The Lifeboat*—Charlotte Rogan  
*A Yellow Raft in Blue Water*—Michael Dorris  
*The Glass Castle*—Jeannette Walls  
*The Other Wes Moore: One Name, Two Fates*—Wes Moore  
*These Things Hidden*—Heather Gudenkauf  
*The Book Thief*—Markus Zusak  
*Crank*—Ellen Hopkins  
*Unchained*—L.B. Tillit  
*Forgive Me, Leonard Peacock*—Matthew Quick  
*Fan Girl*—Rainbow Rowell  
*The Good Luck of Right Now*—Matthew Quick  
*Bleachers*—John Grisham  
*My Losing Season*—Pat Conroy  
*The Beginning of Everything*—Robyn Schneider  
*Shiver*—Maggie Stiefvater  
*Beautiful Boy: A Father's Journey Through His Son's Addiction*—David Sheff  
*All the Light We Cannot See*—Anthony Doerr  
*Mosquitoland*—David Arnold  
*We*—Yevgeny Zamyatin  
*Brave New World*—Aldous Huxley  
*The Poisonwood Bible*—Barbara Kingsolver  
*Fahrenheit 451*—Ray Bradbury  
*1984*—George Orwell  
*Delirium*—Lauren Oliver  
*The Giver*—Lois Lowry  
*Anthem*—Ayn Rand  
*The Last Book in the Universe*—Rodman Philbrick  
*Animal Farm*—George Orwell  
*A Thousand Splendid Suns*—Khaled Hosseini  
*A House on Mango Street*—Sandra Cisneros  
*The Complete Persepolis*—Marjane Satrapi  
*The Round House*—Louise Erdrich  
*Finding Miracles*—Julia Alvarez  
*Black Boy*—Richard Wright  
*I Know Why the Caged Bird Sings*—Maya Angelou  
*Warriors Don't Cry*—Melba Beals  
*The Absolutely True Diary of a Part Time Indian*—Sherman Alexie  
*American Born Chinese*—Gene Luen Yang  
*The Middle of Everywhere*—Mary Pipher

*A Map of the World*—Jane Hamilton  
*The Namesake*—Jhumpa Lahiri  
*Mexican Whiteboy*—Matt de la Pena  
*The Lord of the Flies*—William Golding  
*The Road*—Cormac McCarthy  
*The Good Earth*—Pearl Buck  
*City of Bones*—Cassandra Clare  
*I Am the Messenger*—Markus Zusak  
*The Lovely Bones*—Alice Sebold  
*The Devil's Court*—Carl Deuker  
*Twisted*—Laurie Halse Anderson  
*Lies I Told*—Michelle Zink  
*The Maze Runner*—James Dashner  
*Sarah's Key*—Tatiana de Rosnay  
*We Were The Mulvaney's*—Joyce Carol Oates  
*We Were Liars*—E. Lockhart  
*Catch-22*—Joseph Heller  
*Columbine*—Dave Cullen  
*East of Eden*—John Steinbeck