

Junior English Honors Syllabus & Course Description

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Dear Parents & Students:

Welcome to English 11 Honors! As a teacher, I expect all students to be successful. Therefore, I ask that you please take the time to help me monitor your son or daughter's success, as you are my greatest resource outside of the classroom. Your son or daughter has been given this syllabus which contains my expectations for this year. Please review the syllabus with your student and contact me with any comments, questions or concerns.

Course Description:

Prerequisite-Completion of Sophomore English or Sophomore English Honors with a B or better and teacher recommendation. The course is devoted to studying American literature from the colonial period to the late twentieth century. Because much of the early literature is nonfiction (diaries, letters, sermons, almanacs, speeches, and foundational documents), there are many opportunities to analyze historical and informational texts. Throughout the year, students have opportunities to make connections with history, art, and other subjects. Essays range from the analytical to the creative: students might write a narrative essay in the style of Thoreau's *Walden* or compare the treatment of a given theme in works from different genres. Students build on their writing skills from previous years, integrating multiple sources and perspectives into their work, reading literary criticism, and writing longer and more complex essays.

Big Idea:

This year's big idea is "**The American Dream**". The American Dream is a concept that was conceived before the United States was established. It is reflected in literature, art, music, culture, and American ideals. Americans sometimes speak about living the American Dream to the point that it becomes cliché. What exactly is the American Dream? Why is the American Dream so precious? How was this dream built, and what struggles have been faced to achieve it? Is the dream the same for every American? Can the American dream truly be achieved? Is it a myth or a reality? We will encounter multiple perspectives and develop our own perspectives on this theme through the lens of literature.

Focus Standards:

While all Junior Level Standards will be taught, here are the key standards and skills for students this year.

[CCSS.ELA-LITERACY.RL.11-12.2](#) Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

[CCSS.ELA-LITERACY.RL.11-12.6](#) Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

[CCSS.ELA-LITERACY.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

[CCSS.ELA-LITERACY.RI.11-12.6](#) Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

[CCSS.ELA-LITERACY.RI.11-12.8](#) Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

[CCSS.ELA-LITERACY.W.11-12.2](#) 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.

[CCSS.ELA-LITERACY.W.11-12.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

[CCSS.ELA-LITERACY.W.11-12.5](#) 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

[CCSS.ELA-LITERACY.W.11-12.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

[CCSS.ELA-LITERACY.SL.11-12.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

[CCSS.ELA-LITERACY.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[CCSS.ELA-LITERACY.L.11-12.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[CCSS.ELA-LITERACY.L.11-12.3](#) 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.

[CCSS.ELA-LITERACY.L.11-12.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.

Texts: Students will engage in a variety of United States fiction, nonfiction, poetry, and drama over the course of the year. A myriad of United States primary historical documents, such as the “Constitution of the United States of America” and the “Federalist” and “Antifederalist” papers, will be read and discussed in depth. Students will also be required to analyze one novel by an American author independently each quarter. In addition to excerpt of full texts by Hofstadter, Thoreau, and Emerson, our longer works of literature will include:

The Scarlet Letter by Nathaniel Hawthorne

My Antonia, by Willa Cather

Honors: Billy Budd, Sailor by Melville

The Great Gatsby by F. Scott Fitzgerald

A Farewell to Arms by Ernest Hemingway **or** *As I Lay Dying* by William Faulkner

A Raisin in the Sun by Lorraine Hansberry

The Namesake by Jhumpa Lahiri

The Crucible by Arthur Miller

Self-Selected study of a Post-World-War-Two American Author

The English Department is asking that each student acquire a copy of each anchor text in either print or digital format. Library copies and borrowed copies of the text are acceptable if you do not wish to purchase them. Many of these texts are available for free online. In addition, PHHS has a subscription to EBSCOHost, an online database with full texts and peer reviewed articles. Students will be able to access some of the listed texts from the database. This valuable resource should prove to increase academic rigor in both reading and writing. Login information is posted on my website.

Supplies: pens (blue or black), red pens for corrections, four highlighters, college-ruled loose-leaf paper (NO fringe please), flash drive (highly recommended). **Optional: tablet or laptop. It is strongly recommended that students take advantage of the BYOD (bring your own device) policy as we will be engaging in a wealth of research, writing, and digital community activities throughout the year.**

Grading Scale:

Grades are determined by following a standard percentage breakdown as follows:

90-100%	A (4.00)
80-89%	B (3.00)
70-79%	C (2.00)
<69%	Failing: No credit shall be earned if a student fails to achieve 70% or higher.

Assessments and assignments will be weighted as follows:

1. Semester Exam	15%
2. Class work/Homework	25%
3. Tests/Quizzes/Essays/Projects	60%

Submit **ALL** formal essay assignments to www.turnitin.com

ALL papers are due on **or before 11:59 pm of your due date!** Please do not wait until the last minute to submit a paper, because problems usually happen at the last minute. Remember: all work, including papers will lose credit for each day that it is late. (A handout will be given on how to access turnitin.com.)

Technology:

Please refer to the student handbook for the technology student use policy. Students may bring their own technology, including laptops and tablets, to support learning. Although assignments are printable and technology is not a must, any access to this site in and out of class would be of benefit to students. We will be using Turnitin.com, EBSCO Host, and a variety of other web-based tools throughout the year.

Make-up and Late Work:

Late work will be accepted for **excused** absences. Students will be given as many days to complete required missing work **as days unattended**. Students are responsible to communicate the need for the missing assignments. ***Being swept is not an absence!*** *If you have been swept, the assignment is still due at the end of the day.* Students with unexcused late work will be subject to the academic detention policy. Please refer to the late policy and academic detention procedures in the student handbook.

Rules

1. Follow directions quickly.
2. Raise your hand for permission to speak.
3. Raise your hand for permission to leave your seat.
4. Make smart choices.
5. Respect everyone.

Consequences

- Verbal warning
- Home contact made
- After-school detention
- Office referral

Academic Honesty

All graded work must be entirely your own. Any attempt to pass off someone else's ideas as your own without proper citation is considered plagiarism. Please refer to the Academic Honesty policy on pages 7-8 of the PHHS Student Handbook for more information.

Thank you for taking the time to read this syllabus. I truly look forward to working with you this school year.

Kristina Fogelson

ENGLISH 11 Honors 2015-2016 Course Syllabus Sign Page

By signing this page, I acknowledge that I have read, understand and will follow the policies and expectations of Mrs. Fogelson's English 11 Honors class. If I have any questions, insights, or concerns, I will communicate with the instructor.

Student Class Period

Student's Name (Please print legibly.)

_____ Date _____
Student's Signature

Student's Email

Parent/Guardian's Name (Printed)

_____ Date _____
Parent/Guardian Signature

Parent/Guardian's Email

(_____) _____ - _____
Parent/Guardian's Phone

(_____) _____ - _____
Parent/Guardian's Phone