**English 11, English, Grade 11**

 **Syllabus 2018-2019**

Ms. Jameson, Room 2216

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**I. Course Summary**

The objective of this class is for each student to become a more critical thinker and to develop and improve his or her own writing style while learning the necessary skills to continue on and flourish in future English courses. Students will read various narratives, informational texts, historical texts, and argumentative texts. They will also be expected to explore their own reading interests with continued stress on choice in reading. Students will work to improve their research skills as well as their creative, analytical, informational, and argumentative writing skills. Students will also do a variety of oral presentations and speeches throughout the year. Evaluations will be both written and oral, depending on the subject matter.

**II. Units of Study**
The content of this course will focus on the different MYP Global Contexts. Students will develop their knowledge of **globalization and sustainability** by looking at the impact that one global community can have on another. **Science and technical innovation** will be looked at through students looking into the science of how the human brain works and processes information. By looking at how interactions affect people, students will delve into the concept of **identities and relationships**. By looking at how cultures are connected through time, students will explore the MYP concept of **orientation in time and space.** The concept of **fairness and development** will be examined through looking at how people can create change through speaking. Finally, students will look both at how they create, and how others create to get a firmer grasp on the concept of **personal and cultural expression**.

**III. Standards and IB MYP Aims**

Minnesota State Standards addressed:

 \*Reading Literature and Informational Texts, specifically Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas.

 \*Writing, specifically Text Types and Purposes, the Writing Process, and Research to Build and Present Knowledge.

 \*Speaking, Viewing, Listening and Media Literacy, specifically Presentation of Knowledge and Ideas.

 \*Language, specifically Conventions in Writing and Speaking.

IB aims to develop students with the following skills:

* a personal appreciation of language and literature
* skills in literary criticism using a range of texts from different periods, styles and genres
* an understanding of the formal, stylistic and aesthetic qualities of texts
* strong powers of expression, both written and oral
* an appreciation of cultural differences in perspective
* an understanding of how language challenges and sustains ways of thinking.

IB rubrics use a 5-point international scale, with 5 representing “excellent achievement” and 1 representing “limited achievement.”  When these assessments will be counted toward students’ grades in the class, they will be converted to a standard A, B, C, D, N scale and the point value will appear on the rubric. Parents & guardians, please ask your student to share their rubrics with you.

**IV. Texts**

Through the exploration of specific texts and writing workshops, students will learn about the development of character, the importance of place in establishing identity, issues of social justice from both historical and ethical perspectives, dystopian societies, and individual rights and social order. These topics are addressed in such literary works as *Until They Bring the Streetcars Back,* short stories by Sherman Alexie*, Serial* (podcast)*, The Things They Carried,* *Antigone, Persepolis*, as well as various poems, short stories, news articles on recent events, and historical documents. Time permitting, additional texts will be utilized to highlight the themes we cover.

**V. Methods of Assessment**

Students will engage in formative and summative assessments for each unit, which will show knowledge of the content studied. Examples of assessment can include:

\*Exams \*Homework/Daily work \*Research/Essays \*Participation

\*Projects \*Quizzes \*Quickwrites \*Other reports

Summative assessments will represent 70% of the total student grade while formative assessments will account for 30% of the total student grade.

Please also see Highland Park Grading and Assessment Policy on the Highland Park Senior High Webpage for additional information about assessment.

**VI. Additional Course Requirements and Resources**

**Choice Reading Assignment**

Because reading what you like is important, each quarter you will be expected to read literature of your own choosing (short periodicals, such as magazines, comics, manga, or newspapers, and assigned reading from this or any other class do not count). There will be time set aside in class each week for you to read your own book, but outside reading will also be necessary to reach the quarterly goal of 500 pages. Each time you finish a book, you need to log a report to receive credit by following the Choice Reading Form link on the class’s schoology. This assignment is worth 20summative points per quarter. Student may submit their reading log at any point during the quarter when they complete a text. The logs are due one week before the end of the quarter, and no lates are accepted (since they have the whole quarter to complete).

**Class materials on line:**

 Many of the assignments, class materials and rubrics will be on schoology.

**VII. Class Expectations**

***Main Goal:*** Come on time and be prepared to work! This includes having all of your materials with you and organized.

***Independent reading:*** You MUST **bring your independent novel each day**, and will have the **NIGHTLY ASSIGNMENT OF 30 MINUTES EVERY NIGHT.**  (Consider reading on the bus, before bed, during lunch, in the bathroom!)

***Group work***: Much work will be done in groups. Grades will be handed out as group grades (unless I have told you otherwise). If someone in the group is not pulling their own weight then you need to let me know before an assignment or project is completed, as I will not change grades after the fact.

***Late work***: Late work will receive a 10% reduction the first day it is late, 20% reduction the second day, and 30% the third day. No late work will be accepted after the third day.

***Test and quiz policy***: Talking, passing notes, and “sign language” of any kind will not be tolerated until ALL testing (including for all other classmates) is over. If you finish before your peers, you may sit quietly and read your Choice book. If you have a question during the test, raise your hand. Any attempt to cheat during any testing situation will result in a zero with no make-up. You may elect to retake ONE SUMMATIVE assessment per quarter.

***Plagiarism:*** Plagiarism means copying from another source without giving that source credit. This includes your best friend, a book, the Internet, etc. Simply changing a few words does not mean you have not plagiarized. Coincidences can happen, but they do not happen throughout an entire paper. If you are caught plagiarizing you will be given a zero with no make-up. Please consult the HPSH Grading & Assessment Policy for further information.

***Electronics/Cell phones***: should not be out in class unless otherwise directed. This is consistent with Dr. Tucker’s messages over the summer and will be more specifically addressed during your welcome meeting. ***=>iPads need to be fully charged and brought in daily, but should only be out when I have directed you to use them for a class related activity.***

***Necessary class materials: Suggested class materials***

 \* Your charged ipad \* Your own copy of the novels (so you

 \* 2 notebooks & 1 folder can annotate key passages)

 \* 2 different colored pens and 1 highlighter \* Facial tissues

 \* 1 stack of post-its \* Scotch invisible tape

 \* choice book to read independently \* markers/color pencils

 \* Norwex cloths (clean desks with no toxic chemical)

**Crazy wish list for the room:**

 \*DVD player with remote

 \* cd player

 \* Audible gift cards (to listen to novels)

 \* granola bars/ nutritious snacks

 \* quiet fans for our warm room

 \* colorful and fun decorated Band-Aids

 \* Cozy reading area items (hip area rug, small lamp, small end table, (p)leather chairs or small couch. We have some comfy chairs, but the area needs help!