**English 11: Composition & World Literature Course Outline & Syllabus** 

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**Course Description**

The goal for English 11: Composition with World Literature is to continue to build upon the foundation established in 9th and 10th grade developing knowledge, skills, and strategies that will be refined, applied, and extended as students engage in more complex ideas, texts, and tasks. Students will develop their reading and writing skills by studying literature from the ancient world to the 20th century written by authors who are recognized for their significant literary contributions. Through close reading of literary texts, students will come to understand how writers use language to provide meaning and to answer the big questions in literature and in life. Students will also master vocabulary terms. Writing well about literature is a key component of the class. English 11 students will also be taught the skills needed for success on the ACT/MME, which include grammar instruction and persuasive writing strategies, as well as standardized test-taking techniques.

**Course Outcomes**

In this course students will improve close reading and analytical strategies. Students will:

* read, analyze, and react to a wide variety of literature, recognizing literary devices, and distinguish various genres
* write expository and persuasive essays that analyze dramas, novels and non-fiction
* respond directly and effectively to questions requiring a timed essay
* relate the content of the literature to the real world
* advance vocabulary skills to cope with unfamiliar language

**Methods of Instruction**

Considerable emphasis will be placed on strengthening writing skills through the use of the writing process. Students will have an opportunity to explore a variety of creative and prescribed types of writing. Because the connection between writing and literature is of primary importance, reading will be an integral part of the class. A variety of literary genres (short stories, essays, plays, and novels of world authors) will be explored through literary periods, historical context and/or theme. Reading, discussing, and writing about literature are the primary ways in which students come to understand a particular text or concept. Projects/assignments will be completed individually; however, cooperative learning groups will also be utilized used in class. Some assigned texts are to be read independently, in addition to other course texts.

**Writing about Literature**

* Students will write a variety of essays over the course of the year, most timed and in class. While all essays expect general rhetorical excellence, each one has a particular thematic or analytical focus.
* Students will be involved in expository and persuasive writing throughout the school year.
* In addition to writing essays, students will also write reflective, more personal responses to literature and various topics throughout the year in their writers’ notebooks

**Resources/Texts**

* SAT Online Prep Resources
* *No Red Ink* Grammar Review Website
* *Night* by Elie Wiesel
* *Animal Farm* by George Orwel
* *Oedipus the King* by Sophocles
* *Lord of the Flies* by William Golding
* *A Doll’s House* by Henrik Ibsen

**Additional Resources:**

Titles listed below are taught in English 9 - 10. We will use this literature as a basis for comparison, writing prompts, background knowledge, themes, and other literary devices to be used for analysis throughout the year.

* *Romeo & Juliet*, Shakespeare
* *Anthem*, Rand
* *To Kill a Mockingbird*, Lee
* *The Odyssey*, Homer
* *The Adventures of Huckleberry Finn*, Twain
* *The Crucible*, Miller
* *The Great Gatsby*, Fitzgerald

**Assessment & Grading**

RHS has a unified and common grading scale for all courses. The following scale will be used to determine the letter grade assigned to each student for each class taken:

93 - 100 = A 87 - 89 = B+ 77 - 79 = C+ 67 - 69 = D+ 59 and below = F 90 - 92 = A- 83 - 86 = B 73 - 76 = C 63 - 66 = D

80 - 82 = B- 70 - 72 = C- 60 - 62 = D-

Summatives (assessments) and Formatives (daily practice) are important factors in determining student mastery of course content. The following method will be used by all certified staff to arrive at a marking period / quarter grade:

Summative (All Assessments) = 90% of entire grade

Formative (Daily Practice/HW) = 10% of entire grade

A semester grade is made up two marking period / quarter grades and a mid-term or final exam. All courses will administer a final exam. The semester grade will be calculated by using the following formula:

Marking Period 1 / Quarter Grade = 40%

Marking Period 2 / Quarter Grade = 40%

Mid-Term/Final Exam = 20%

**Course Outline**

**1st SEMESTER**

* SAT Prep assignments and assessments
* Grammar assignments and assessments
* *Night* by Elie Wiesel
* *Animal Farm* by George Orwell
* Research Paper

**2nd SEMESTER**

* SAT Prep assignments and assessments
* Grammar assignments and assessments
* *Oedipus the King* by Sophocles
* *Lord of the Flies* by William Golding
* *A Doll’s House* by Henrik Ibsen

**COURSE MATERIALS**

1. Pens and pencils – you cannot write without them; a highlighter is necessary for taking notes.
2. While not required, I suggest you keep a separate binder to keep class handouts, notes, vocabulary and grammar assignments, etc. in a binder. You will need this material for various assignments throughout the school year. Keep ALL handouts and assignments until the end of the semester.

**CLASSROOM PROCEDURES**

1. **Grading**: All written work will be graded on how well you have met the specific goals/objectives for a given assignment as well as personal improvement. Your accomplishments will not be measured against that of other students with regard to personal writing ability. All students are expected to improve.
2. **Typing**: All major writing assignments, including poetry, must be typed.
3. **Writing**: This is a reading and writing class, so you will be expected to write almost every day. Assignments may be shared with the class; at times, you may be required to make oral presentations of your poems/stories/essays.
4. **Grading Policy**: The RHS district, grading policy is followed.
5. **Due Dates**: “On time” is defined as at the beginning of the hour on the day assignments are due. If you miss class on the day an assessment is due, but you are in school for part of that day, you are expected to submit that day.
6. **Absences**:
   1. If you are absent on the day(s) of or before a test and **are aware of the scheduled test / materials to be covered**, you will take it upon your return (if you are absent on a day homework is due and were aware of the assignment, it is also due upon your return).
   2. If you **are not aware of the scheduled test / materials to be covered**, you must take the assessment within two days after returning to school. Failure to do this will result in a zero for that test/quiz grade.
   3. If you are **truant**, you will not be allowed to make-up assignments you missed (projects/tests included)
   4. It is your responsibility to check the lesson plans online and have required assignments completed when possible. Students will not be excused from formative or summative assessments due lack of responsibility in obtaining the assignments.
   5. Under other circumstances, all school absence policies apply.
7. **Late Work**:
8. **Formative Assessments:** I do not accept late formative assessments (the policy states students *may* be eligible to redo formative assessments; however, the student must “do” to “redo”).
9. **Summative Assessments:** late summatives result in a 10% deduction per day late (4 days max.)

(summatives *may* be accepted beyond 4 days to earn 50% max; must receive teacher approval).

1. **Formative Retake Form**:
2. The formative-retake form must be completed and submitted for teacher approval within one school day after the assessment is returned to student.
3. Time for re-takes must be agreed upon by both teacher and student.
4. Suggestions for corrections prior to re-taking an assessment:  Correct answers on quizzes, re-write the essay, attend before or after school tutoring
5. Formative assessments cannot be re-taken after the summative assessment for that unit has been administered.
6. **Plagiarism** is the “intentional and unauthorized misrepresentation of another’s work as one’s own.” In addition, any unethical practice which compromises the integrity or intent of an assignment or assessment shall be deemed plagiarism/cheating and will result in disciplinary action as outlined in the student handbook.

**NOTE:** Do not cheat – you learn nothing, but I learn volumes about you.

1. **Behavioral Expectations**:Respect for others is mandatory. No student is to conduct himself or herself in a

manner that interferes with other students’ opportunity to learn or my ability to teach. Please refer to the student handbook for further information regarding school policies for behavioral expectations.

*Note:* ***MY ROOM IS A RED ROOM***: *1st offense = Extended School 2nd offense = 1-day suspension or 5 days w/o phone*

***“Good writing is a question of using the English language in a way that will achieve the greatest clarity and strength.” -- William Zinsser On Writing Well***

**MOVIES**

In the coming semester, your son/daughter may be viewing some videos in his or her English 11 class, directly relating to the curriculum. Films may be used in part or in their entirety and will always be rated PG-13 or lower. You have the right to excuse your child from viewing any or all of the films, without him/her being penalized or losing academic credit. Please note an excuse in the comments section of the syllabus.

**BEHAVIOR**

Your actions represent who you are! Remember that our classroom is one of respect, trust, and tolerance. Be mindful of what you say, how you conduct yourself, and how you treat other people. Disrespectful, disruptive behavior results in verbal warnings and private teacher/student meetings. Continued misbehavior will result in staying after the bell, staying after school, phone calls/emails home, a parent conference, and referrals to counseling and/or administration.

**ALWAYS REMEMBER**

As your teacher, I am committed to helping you build your confidence by acquiring knowledge, developing educated opinions, and communicating effectively. It is my goal that you learn, grow and succeed. If you have a question, comment, or concern, please do not hesitate to talk to me. I am available to you before school and after school. Please feel free to email me at any time.

  

*Guardians,*

*Please read over my classroom syllabus with the student as it explains my expectations in this class. Please* ***sign*** *as a statement that you have read and understand its contents, and then ask students to do the same. Students will submit this page but keep the syllabus. I hope that you will state below if you are aware of any problem that will impair your child’s classroom performance or if you have any concerns. Any comments that would be helpful to me in teaching your child would also be appreciated. For future correspondence, e-mail is best. I look forward to meeting you soon at Romeo High School Open House on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

*Ms. Borlinghaus*

(Print) Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Print) Guardian Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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