

## **11<sup>th</sup> grade Language & Literature: Language and Cultural Context Semester 2 COURSE DESCRIPTION**

*This is a course description and syllabus for this course. Please keep it in your folder and refer to it often.*

### **Overview**

This semester we will be focusing on the importance of how artists use and structure language in order to form powerful arguments.

During this course, we will be learning more specific forms of argumentative writing beyond claim and counter-claim and we will be working together to analyze both rhetoric and narrative to create more sophisticated arguments about the issues that we all face.

### **Objectives**

The main objective for this course is for you to **read and write analytically** using **evidence** from a broad range of literature: rhetoric, narrative non-fiction, fiction, and poetry, in order to express your ideas. Other objectives include:

- Rhetorical Appeals: Ethos, Pathos, and Logos
- Essay Writing: the personal essay, literary analysis essays, argumentative essays
- Discussion: Socratic Seminar, Literature Circle Discussions, Partner Discussion and Project Collaboration
- Language Study: Diction (Word choice), Sentence Structure and Variety, and more
- Study Skills and Regents Preparation throughout the course
- (Time Management Skills, Organizational Skills)

**Unit 4: The Language of Social Change: Exploring the Progressive era and beyond through essays, letters, editorials, and poetry**

**Summative Task: Rhetorical Analysis Essay**

**Global Context: Fairness and Development**

**Unit 5: The American Dream and the Quest for Membership- Students will explore historical and contemporary perspectives on the American Dream through literature, the arts, and nonfiction writing.**

**Summative Task: Research essay and mixed media presentation on a historical or contemporary issue related to the idea of the American Dream (will be presented during G.A.P. week)**

**Global Context: will be chosen by the 11<sup>th</sup> grade team teachers**

**Unit 6: The Question Project and Regents Prep:**

**Summative Task: Interactive Lesson based on a burning question of the students' choice. It can be a follow-up to the personal project, an extension of a previous unit, or a completely new exploration.**

**Global Context: self-chosen by students**

## **Ms. Angrand's Grading Policy**

### **Summative Tasks: 60%**

Unit Exam: Multiple Choice questions & Text Analysis: 20%

Project (w/process drafts/materials): 40%

### **Formative Tasks: 40%**

Process Journal Check, Quizzes, H.W, other: 20%

Class/Group Participation: 20%

(Note: Students who pass the Regents Exam will pass the course for the school year. However, please note that your grade for this course helps to determine your college acceptances, your college recommendation, and indicates your ability to read and write to colleges and employers. )

## **Academic Honesty**

Any evidence of **plagiarism (copying the work of others without giving the authors credit or as if it is your own)** will be treated severely. Plagiarized work will be given an automatic failing grade and students will receive a disciplinary referral and a phone call home. Remember I have access to all of the same websites that you do and it doesn't take long for me to differentiate a student's writing style and that of a professional writer. Take the time to cite your work.

## **Supplies (replace any that are missing)**

- **Process Journal:** 1 composition notebook for reading reflections, extended writing responses, and H.W questions
- **1 Small Binder:** for lecture notes, annotated responses, grammar and writing lessons (can be a section of a binder)
- **2 packs of loose-leaf paper** (keep at home and refill your binder)
- **blue and black pens**
- **2 Folders:** for our class ONLY (keep one at home)
- Post-Its or Sticky Notes: for Independent Reading
- An active library card
- access to a working printer and black print cartridge

## **Internet Resources**

**Class website:** [msangrand.weebly.com](http://msangrand.weebly.com)

Terms: [quizlet.com](http://quizlet.com)

Submitting summative tasks: [turnitin.com](http://turnitin.com)

## Classroom Learning Environment & Discipline Policy

School rules are the classroom rules. This is to make sure that the learning environment is consistent throughout the school and that there is no confusion.

### Be Present:

1. **Come to class prepared and ready to do your best each day** with a writing utensil, notebook, and other required materials.
2. **Be on time.** You should be in your seat completing the Do Now when the bell rings.
3. Hats, hoodies, and electronics must be out of sight and silent.

### Be Polite:

4. **Respect the personal space of others.**  
Keep your hands to yourself- you are **in High School** Also, do not invade other people's personal space (their desk, chair, etc.)
5. **Use positive language:** The use of abusive language- name-calling, racial and ethnic slurs (I don't care who is saying it or if you are joking) will be handled swiftly. Enough warnings have been given.

Note: A positive learning environment where students feel comfortable and want to collaborate is my most important priority as a teacher. Students who disrupt the classroom will be given 3 opportunities to correct their behavior. Afterwards, the issue will be referred to the Deans. This is to ensure that everyone can learn.

### Classroom Routines & Procedures:

1. **Students must come in on time before the bell.** The 2<sup>nd</sup> bell signals the beginning of work- you will either complete a Think & Learn or be ready to listen with your process journal open. Unexcused lateness will result in detention.
2. Bathroom Pass: **Only three students will be allowed to use the bathroom per period** to minimize disruption. Obviously, an extreme emergency will be considered. The bathroom cannot be used until 10 minutes after the period begins and will be closed 10 minutes before the end of the period. If you abuse the pass, you will no longer be allowed to use it.
3. **Learning is bell to bell!** Students should be completing a reflection or self-assessment at the end of class rather than packing up early.

4. **Be ready to change** seating arrangements and partners on a daily basis. Open-minded collaboration with a diverse group of people is part of college and career preparation. Have an open mind and work hard!