

Syllabus subject to change – Can also be found on the school website here:

<http://www.montpelier.k12.nd.us/index.php/staff/administration/jim-bear/advanced-english/>

Syllabus Advanced English

Advanced English: Advanced English teaches critical reading and analysis of literature; advanced techniques of formal written composition; personal writing in a variety of literary forms; and self-designed oral presentations and techniques of group discussion.

How Standards Will Be Addressed: Below you see a weekly schedule for the entire year. As the year progresses, the assignments will be assessed and student knowledge will be assessed. Student acquisition of standards found at the bottom of this syllabus will dictate emphasis of each week.

Text: *Zen and the Art of Motorcycle Maintenance*

Weekly Format:

Monday and Wednesday are Literature Days – We will discuss the literature assigned, quizzes are likely, and potentially other literature will be brought in.

Tuesday is Grammar Day – Student papers will be analyzed. Students and I will be finding issues in the writing and will create ‘rules’ to help us remember the issues.

Thursday is Reading Day – Students will read all period silently.

Friday is Writing Day – a writing assignment is assigned every Friday. The assignment assigned the previous Friday is due this day.

Tuesday, Thursday and Friday are Non-Negotiable. If we have school these days, that is what will happen these days. Also, if an assignment is assigned on Friday, it is due the following Friday. If there is no school the following Friday, you have an extra week to complete.

Grading:

Reading Quizzes: Variable points from 15 – 20 each week

Grammar Quizzes: Variable Points from 10 – 30 each week

Discussion/Collaboration Points: 25 points each week

Reading Log: 25 points each week

Daily Journal: 5 points per class day (submitted weekly)

Writing Assignment: 100 Points Each Assignment

Final Assessments will be essays worth 1/5 of the students’ grade.

Week 1 (August 21 – August 23)

- Wednesday: Discuss syllabus. Discuss standards. Assign Chapter 1
- Thursday: Reading Day
- Friday: Assignment: Expectations

Week 2 (August 26th – August 30th)

- Monday: Discussion of Reading
- Tuesday: Grammar Day
- Wednesday: Assign Chapter 2 and Background

Syllabus subject to change – Can also be found on the school website here:

<http://www.montpelier.k12.nd.us/index.php/staff/administration/jim-bear/advanced-english/>

- Thursday: Reading Day
- Friday: Assignment: Car Trips

Week 3: (September 3 – September 6)

- Tuesday: Grammar Day
- Wednesday: Discussion of Reading – Assign Chapter 3
- Thursday: Reading Day
- Friday: Assignment: Ghost Stories

Week 4: (September 9 - September 13)

- Monday: Discussion of Reading
- Tuesday: Grammar Day
- Wednesday: Assign Chapter 4 and Background
- Friday: Assignment: Photography

Week 5: (September 16 – September 20)

- Monday: Discussion of Reading
- Tuesday: Grammar Day
- Wednesday: Assign Chapter 5 and Background
- Thursday: Reading Day
- Friday: Assignment: Square vs. Groovy

Week 6: (September 23 – September 27)

- Monday: Discussion of Reading
- Tuesday: Grammar Day
- Wednesday: Assign Chapter 6 and Background
- Thursday: Reading Day
- Friday: Assignment: You Just Have to Figure it Out: Redneck Engineering

Week 7: (September 30 – October 4)

- Monday: Discussion of Reading
- Tuesday: Grammar Day
- Wednesday: Assign Chapter 7 and Background
- Thursday: Reading Day
- Friday: Assignment: “Think what it was like around here before air conditioning”

Week 8: (October 7 – October 11)

- Monday: Discussion of Reading
- Tuesday: Grammar Day
- Wednesday: Assign Chapter 8 and Background
- Thursday: Reading Day
- Friday: Assignment: Systems

Syllabus subject to change – Can also be found on the school website here:

<http://www.montpelier.k12.nd.us/index.php/staff/administration/jim-bear/advanced-english/>

Week 9: (October 14 – October 16)

- Monday: Discussion of Reading
- Tuesday: Grammar Day
- Wednesday: Assign Chapter 9 and Background

Week 10: (October 21 – October 25)

- Monday: Discussion of Reading
- Tuesday: Grammar Day
- Wednesday: Assign Chapter 10 and Background
- Thursday: Reading Day
- Friday: Assignment: “The number of rational hypotheses that can explain any given phenomenon is infinite.”

Week 11: October 28 – November 1

- Monday: Discussion of Reading
- Tuesday: Grammar Day
- Wednesday: Assign Chapter 11 and Background
- Thursday: Reading Day
- Friday: Assignment: High Country of Montana, High Country of the Mind, and Phil Pekarski and Happiness in Montpelier

Week 12: November 4 – November 8

- Monday: Discussion of Reading
- Tuesday: Grammar Day
- Wednesday: Assign Chapter 12 and Background
- Thursday: Reading Day
- Friday: Assignment: It’s Obvious

Week 13: November 12 – November 15

- Tuesday: Grammar Day
- Wednesday: Discussion of Reading and Assign Chapter 13 and Background
- Thursday: Reading Day
- Friday: Assignment: Are Places Holy?

Week 14: November 18 – November 22

- Monday: Discussion of Reading
- Tuesday: Grammar Day
- Wednesday: Assign Chapter 14 and Background
- Thursday: Reading Day
- Friday: Assignment: To Travel is Better than to Arrive

Week 15: November 25 – November 27

Syllabus subject to change – Can also be found on the school website here:

<http://www.montpelier.k12.nd.us/index.php/staff/administration/jim-bear/advanced-english/>

- Monday: Discussion of Reading
- Tuesday: Grammar Day
- Wednesday: Assign Chapter 15 and Background

Week 16: December 2 – December 6

- Monday: Discussion of Reading
- Tuesday: Grammar Day
- Wednesday: Assign Chapter 16 and Background
- Thursday: Reading Day
- Friday: Why does climbing mountains appear in so many different sorts of religious texts?

Week 17: December 9 – December 13

- Monday: Discussion of Reading
- Tuesday: Grammar Day
- Wednesday: Assign Chapter 17 and Background
- Thursday: Reading Day
- Friday: Assignment: Climb the Mountain in an equilibrium between restlessness and exhaustion

Week 18: (December 16 – December 20)

- Monday: Discussion of Reading and Assign Chapter 18
- Tuesday: Grammar
- Wednesday: Final Test Prep
- Thursday: Final Tests
- Friday: Final Tests

Week 19: (January 6 – January 10)

- Monday: Discussion of Reading
- Tuesday: Grammar
- Wednesday: Assign Chapter 19 and Background
- Thursday: Reading Day
- Friday: Assignment: Quality

Week 20: January 13 – January 17

- Monday: Discussion of Reading
- Tuesday: Grammar
- Wednesday: Assign Chapter 20 and Background
- Thursday: Reading Day
- Friday: Assignment: Doing Something Difficult (like climbing a mountain) and complaining the whole way but then realizing the grandeur at the top

Week 21: January 20 – January 24

- Monday: Discussion of Reading

Syllabus subject to change – Can also be found on the school website here:

<http://www.montpelier.k12.nd.us/index.php/staff/administration/jim-bear/advanced-english/>

- Tuesday: Grammar
- Wednesday: Assign Chapter 21 and Background
- Thursday: Reading Day
- Friday: Pioneers are Mess-Makers

Week 22: January 27 – January 31

- Monday: Discussion of Reading
- Tuesday: Grammar
- Wednesday: Assign Chapter 22 and Background
- Thursday: Reading Day
- Friday: Math

Week 23: February 3 – February 6

- Monday: Discussion of Reading
- Tuesday: Grammar
- Wednesday: Assign Chapter 23 and Background
- Thursday: Reading Day

Week 24: February 9 – February 13

- Monday: Discussion of Reading
- Tuesday: Grammar
- Wednesday: Assign Chapter 24 and Background
- Thursday: Reading Day
- Friday: Should Everybody and Everything Aspire to Quality?

Week 25: February 17 – February 21

- Monday: Discussion of Reading
- Tuesday: Grammar
- Wednesday: Assign Chapter 25 and Background
- Thursday: Reading Day
- Friday: The Beauty or Lack Thereof of Technology

Week 26: February 24 – February 28

- Monday: Discussion of Reading
- Tuesday: Grammar
- Wednesday: Assign Chapter 26 and Background
- Thursday: Reading Day
- Friday: Gumption

Week 27: March 2 – March 6

- Monday: Discussion of Reading
- Tuesday: Grammar

Syllabus subject to change – Can also be found on the school website here:

<http://www.montpelier.k12.nd.us/index.php/staff/administration/jim-bear/advanced-english/>

- Wednesday: Assign Chapter 27 and Background
- Thursday: Reading Day
- Friday: Can a Mind Be Divided Like Phaedrus'?

Week 28: March 9 – March 11

- Monday: Discussion of Reading
- Tuesday: Grammar
- Wednesday: Assign Chapter 28 and Background

Week 29: March 16 – March 20

- Monday: Discussion of Reading
- Tuesday: Grammar
- Wednesday: Assign Chapter 29 and Background
- Thursday: Reading Day
- Friday: Assign – Loneliness in More Populated Areas

Week 30: March 23 – March 27

- Monday: Discussion of Reading
- Tuesday: Grammar
- Wednesday: Assign Chapter 30 and Background
- Thursday: Reading Day
- Friday: Assign – Everything is an analogy and we are all propagandists for our own point of view

Week 31: March 30 – April 3

- Monday: Discussion of Reading
- Tuesday: Grammar
- Wednesday: Assign Chapter 31 and Background
- Thursday: Reading Day
- Friday: Assign – Parental Cruelty

Week 32: April 6th – April 9th

- Monday: Discussion of Reading
- Tuesday: Grammar
- Wednesday: Assign Chapter 32 and Background
- Thursday: Reading Day

Week 33: April 15 – April 17

- Wednesday: Discussion of Reading
- Thursday: Reading Day
- Friday: Assign – Final Discussion of Text

Week 34: April 20 – April 24

Syllabus subject to change – Can also be found on the school website here:

<http://www.montpelier.k12.nd.us/index.php/staff/administration/jim-bear/advanced-english/>

- Monday: Discussion of Next Book – Lila – Assign students to find texts related to Zen and the Art of Motorcycle Maintenance
- Tuesday: Grammar
- Wednesday: Student 1 Report
- Thursday: Reading Day
- Friday: Assign – Student Choice

Week 35: April 26 – May 1

- Monday: Student 2 Report
- Tuesday: Grammar
- Wednesday: Student 3 Report
- Thursday: Reading Day
- Friday: Assign – Standards

Week 36: May 4 – May 8

- Monday: Collaborative Student Project – Build something to represent Zen and the Art
- Tuesday: Grammar
- Wednesday: Continue Project
- Thursday: Reading Day
- Friday: Assign – What ought to be taught?

Week 37: May 11 – May 15

- Continue Project
- Tuesday: Grammar Day
- Wednesday: Project Due
- Thursday: Reading Day
- Friday: No Writing Assignment – Final Assignment Due

Week 38:

- Monday and Tuesday: Gather Information for Final
- Wednesday and Thursday: Final

Syllabus subject to change – Can also be found on the school website here:

<http://www.montpelier.k12.nd.us/index.php/staff/administration/jim-bear/advanced-english/>

Standards of Emphasis:

Vocabulary L4, L5, and L6

<p>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.</p> <ul style="list-style-type: none"> a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 11–12 reading and content.</p> <ul style="list-style-type: none"> a. Interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
<p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the grade-appropriate level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

Conventions L1 and L2

Grades 11/12	
Conventions of Standard English	
Code	Standard
L.1	<p>Within the context of authentic English writing⁴² and speaking...</p> <p><u>Demonstrate proficiency in:</u></p> <ul style="list-style-type: none"> a. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. b. Use parallel structure. c. Use various types of phrases (i.e., noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (i.e., independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. d. Recognize and correct inappropriate shifts in verb voice (i.e., active vs. passive). e. Recognize and correct inappropriate shifts in verb tense. f. Resolve issues of complex or contested usage, consulting reliable references as needed. <p><u>Continually use and maintain proficiency:</u> Refer to charts in this section.</p>

Syllabus subject to change – Can also be found on the school website here:

<http://www.montpelier.k12.nd.us/index.php/staff/administration/jim-bear/advanced-english/>

Grades 11/12	
Conventions of Standard English	
Code	Standard
	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.2	<p>Display proficiency in:</p> <ul style="list-style-type: none"> a. Spell grade-appropriate words correctly, consulting references as needed and/or using spelling patterns and generalizations. (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts). b. Use punctuation (i.e., brackets and ellipses) as appropriate for advanced types and purposes of writing. c. Observe hyphenation conventions. <p>Continually use and maintain proficiency: Refer to charts in this section.</p>

Comprehension, Collaboration, and Presentation of Knowledge and Ideas (SL 1-6)

<p>Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<p>Using appropriate strategies (e.g., notetaking), integrate multiple sources of information presented in diverse media and formats (e.g., oral, images, videos, tables, charts, graphs), in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among them.</p>
<p>Evaluate a speaker’s point of view, reasoning, evidence, and rhetorical strategies, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
<p>Organize, develop, and present claims, information, findings, and supporting evidence, using communication techniques appropriate to purpose and audience in a range of formal and informal tasks.</p>
<p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>
<p>Adapt verbal and nonverbal communication to a variety of contexts, audiences, and tasks, demonstrating fluency and poise, and a command of formal English when indicated or appropriate.</p>

Syllabus subject to change – Can also be found on the school website here:

<http://www.montpelier.k12.nd.us/index.php/staff/administration/jim-bear/advanced-english/>

Writing: (W 3-6)

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences for a variety of purposes, audiences, and contexts.

- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
- Use a variety of techniques to sequence events in a smooth progression so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, resolution).
- Use narrative techniques (e.g., dialogue, pacing, description, reflection, and complex plots) to develop experiences, events, and/or characters.
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- Incorporate elements of argument and informative/explanatory writing into narratives when appropriate for purpose, audience, and context.

Produce clear and coherent writing in which the development, organization, style, and format (e.g., MLA, APA) are appropriate to a range of tasks, purposes, and audiences. (Grade-specific expectations for writing types are defined in standards 1–3.)

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.)

Use technology³⁷, including the Internet, to produce, publish, and update individual or shared writing products, including new arguments or information. Use technology's capacity to link to other information and to display information flexibly and effectively.

Reading Standards for Literature/Fiction (RL 1-6)

Read closely to comprehend texts of grade-level appropriate complexity:

- Determine what the text says explicitly and implicitly.
- Identify and analyze any ambiguities in the text.
- Provide an objective summary of the text.
- Cite strong and thorough textual evidence.

Determine and analyze themes and/or central ideas of texts:

- Determine themes and/or central ideas.
- Analyze in detail the development of the themes and/or central ideas over the course of the text, including how they interact and build on one another to produce a complex account.
- Cite strong and thorough textual evidence.

Analyze how and why multiple characters and textual elements develop and interact over the course of a text:

- Analyze how multiple complex characters and literary elements (e.g., symbolism, mood, setting, etc.) develop over the course of a text, interact with other elements, and advance the plot or develop the theme.
- Cite strong and thorough textual evidence.

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that creates particular aesthetic effects.

Analyze how an author's choices about structuring and relating different elements in the text (e.g., use of epilogues, prologues, acts, scenes, chapters, stanzas) contribute to meaning as well as aesthetic impact.

Determine purpose or point of view by distinguishing what is really meant from what is directly stated (e.g., in texts that use satire, sarcasm, irony, understatement).