

English 11A Syllabus
Mrs. Dana Gonyo – room G3
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Course Description:

This course is designed to refine usage and composition skills. Proper use of pronouns, modifiers and verbs will be covered, as well as writing complete, acceptable and expanded sentences. Students will learn to develop strong paragraphs, enhance vocabulary and polish editing skills. Composition of narrative, descriptive, expository and argumentative themes is also included in this course. American Literature is also addressed which includes the study of American literature from the colonial period to contemporary times. The students will study a variety of Writing styles such as drama, short story, poetry, and the novel.

English 11B – South Dakota Common Core state standards

**** Reading for Literature and Reading for Informational Text:**

- 11-12. RL 1 and 11-12 RI. 1 - Cite strong and through textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 11-12. RL.4 and 11-12 RI. 4 - Determine the meaning of words and phrases as they are used in text; including figurative and connotative meanings, and technical meanings; analyze the impact of specific word choice on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- 11-12 RL. 6 - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (satire, sarcasm, irony, or understatement)
- 11-12 RL. 10 and 11. RI 10 - Read and comprehend literature, including stories, dramas, and poems as well as literary nonfiction.
- 11-12. RL. 7 - Analyze multiple interpretations of a story, drama or poem, evaluating how each version interprets the source text. Include at least one play by an American dramatist.
- 11-12. RL. 9 - Demonstrate knowledge of eighteenth, nineteenth, and twentieth-century foundational works of American Literature, including how two or more texts from the same period treat similar themes or topics.
- 11-12. RL. 3 - Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)
- 11-12. RI. 2 Determine two or more 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 provide a complex analysis; provide an objective summary of the text.
- 11-12. RI. 6 – Determine and 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.
- 11. RI. 7 – Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.
- 11. RI. 8 – Delineate and evaluate the reasoning in seminal US texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and argument in works of public advocacy.
- 11. RI. 9 – Analyze 17th18th, and 19th century foundational US documents of historical and literary significance for their themes, purposes, and rhetorical features.

Writing Standards:

- 11-12 W.1 - Write arguments to support claims in an analysis to substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 11-12. W. 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.
- 11-12 W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 11-12 W. 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.
- 11-12 W. 6 – Use technology, including the internet to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12 W.7 Conduct short as well as more sustained research projects to answer a question or solve a problem, narrow or broaden the inquiry when appropriate, synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12 W.8 – Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitation of each source in terms of task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standards format for citation.
- 11-12 W.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 11-12 W.10 – Write routinely over extended time frames and shorter time frames for a range of audiences.

Speaking and Listening:

- 11-12 SL. 1 – Initiate and participate effectively in a range of collaborative discussions, building on others' ideas.
- 11-12 SL.2 – Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- 11-12. SL. 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.
- 11-12 SL. 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 or formal and informal tasks.
- 11-12 SL. 5 – Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence add to add interest.
- 11-12 SL. 6 – Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated.

Language:

- 11-12 L. 1– Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- 11-12 L.2 – Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Observe hyphen conventions and correct spelling.
- 11-12 L. 5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 11-12 L. 6- Acquire and use general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; independence in gathering vocabulary knowledge.

Unit 4: The Age of Realism 1800-1914

The Lowest Animal: an essay...pg 636-638, 646-654

The Story of an Hour: a short story...pg 682-691

A Wagner Matinee: a short story...pg 668-679

To Build a Fire: a short story...pg 692-708

Questions to Ask Yourself:

- *How might American viewpoints have changed due to the war?
- *What is "realism"? How is it presented in the writing?
- *How do we differentiate "real" and "realism"? Is there a difference?
- *What are the themes presented throughout these works?

Unit 5: The Moderns 1914-1939

The Love Song of J. Alfred Prufrock: a poem...pg 768-777

The Death of a Hired Man: a poem...pg 812-814, 829-837

A Rose for Emily: a short story...pg 876-888

From Dust Tracks on a Road: an autobiography...pg 954-965

Harlem: a poem...pg 976-978, 987-989

Chicago: a poem...hand out.

Questions to Ask Yourself:

*What was happening in America as it turned to Modern writing?

*What period is similar to the Modern Period, if any? Is there a particular author?

*How do you view the Modern writers? What were your feelings about the writing? What stuck out to you?

Unit 6: The Contemporary Period 1939 to Present

The Death of the Ball Turret Gunner: a poem...pg 1038-1042

The Crucible: a play...pg 1088-1167

Teenage Wasteland: a short story...pg 1214-1223

Rules of the Game: from a novel...pg 1238-1250

Straw into Gold: an essay...pg 1308-1355

Man Listening to a Disc: a poem...pg 1350-1361

The Latin Deli: An Ars Poetica: a poem...pg 1356-1361

When Mr. Pirzada Came to Dine: a short story...pg 1400-1417

Questions to Ask Yourself:

*How has Contemporary American Literature evolved from early American Literature? How is it similar, and what are some of the greater differences?

*Think about *The Crucible*. Is there a message to this play? If so, how is it presented differently in drama than it would be in, say, a news article?

*What is the biggest difference in Contemporary writing from the Civil War? What sort of historical event might have played a role? So far, what have we seen make the most difference in how writing changes over the course of time?

Grammar:

Grammar Section (Elements of Language text) – Chapter 14: Punctuation

Grammar Section (Elements of Language text) – Chapter 17: Writing Clear Sentences

Literary Analysis Paper – students will read a novel and write a 5-7 page literary analysis paper over the novel. Details in class.

Electronic Devices in Class Policy

Cell phones and similar devices are prohibited in the classroom and laboratory facilities. Do not use the Tablet for any other reason other than assigned class work. Violation of this policy will result in the student's tablet being taken away for the class period. It will be up to the student to work on the assignment outside of class time if this occurs. A second violation will have a more severe consequence.

Classroom Rules

- **Above all else: USE COMMON SENSE and SELF-DISCIPLINE**
- NO food in the classroom. Water and juice are ok, but not near the tablets.
- If you are asked to leave the class due to behavior issues, you lose credit for all assignments that day.

Cheating Policy

Students are expected to uphold the school's standard of conduct relating to academic honesty. Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity shall be that a student's submitted work, examinations, reports, and projects must be that of the student's own work. Students shall be guilty of violating the honor code if they:

1. Represent the work of others as their own.
 2. Use or obtain unauthorized assistance in any academic work.
 3. Misrepresent the content of submitted work.
- Papers that are plagiarized will receive a zero for that assignment.

Texts

Elements of Literature – Essentials of American Literature: Fifth Course. Holt, Rinehart, Winston, Orlando, FL.2009.
Elements of Language: Sixth Course. Holt, Rinehart, Winston, Orlando, FL.2009.