

ENGLISH 11
Course of Studies Syllabus
Brunswick High School
2020 – 2021

FACULTY CORE ELEMENTS	
SECTIONS/DAYS/TIMES	Section 2(A) – Mon/Thu (2 nd Period) Section 4(A) – Mon/Thu (4 th Period) Section 1(B) – Tues/Fri (1 st Period) Section 2(B) – Tues/Fri (2 nd Period)
INSTRUCTOR	Instructor: Mr. Linwood D. Swann Email: swannl@brunswickcps.org Phone: SCHOOL: 434-848-2716 MOBILE: 434-532-7070 (I am available by phone at the school during the hours posted below. Outside of those hours, please feel free to leave a message with the secretary. I will respond via phone or email. Alternatively, you may reach me via my mobile number during the same hours or during the evening.) Availability for synchronous communication: <ul style="list-style-type: none"> Monday & Thursday (8:00 – 9:30) Tuesday & Friday (11:30 – 1:15) NOTE: Wednesdays are set aside for teacher planning, department meetings, and professional development. I am still available, but times may vary.
COURSE PREREQUISITES/CO-REQUISITES	Successful completion of English 10
COURSE DESCRIPTION	<ul style="list-style-type: none"> Communication focuses on improving techniques for formal presentations and supporting ideas with appropriate documentation. Students examine how values and points of view are included or excluded and how media influences beliefs and behaviors. Grammar focuses on students reviewing basic grammar conventions related to parallel structures and style in paragraph and multi-paragraph writing. Literature focuses on students learning the general framework of American literature (both classic and contemporary). Students will be able to identify the prevalent themes and characterizations present in American literature which are reflective of the history and culture; furthermore, the student will identify the contributions of other cultures to the development of American literature. Students will also make connections within and across different disciplines, experiences, and cultures. Their reading process at Grade 11 focuses on students' applying inferential skills to interpret their reading, particularly in relation to literary genres. Writing focuses on students writing persuasively about literature. Students will write technical forms common to business. In other words, students will be able to write clear and accurate business and technical correspondence and reports for research and other applications in all subjects. Students will use the writing process to draft and revise writing. They will use writing to learn as a basis for learning content and for developing pieces of writing. Vocabulary is taught through reading, writing, and direct instruction. One focus is specialized language associated with American literature. Personal and reading vocabularies are expanded. Research and technology study focuses on students using the conventions of documenting primary and secondary sources to support a research product.
REQUIRED TEXTBOOK, MATERIALS, AND RESOURCES/SUGGESTED RESOURCES	Mandatory Text(s): HMH (Online Version) Additional Required Online Resources: CommonLit GrammarFlip IXL

	Optional Text(s): Choice of grade-level appropriate reading (for daily reading) I will also provide links to online resources for student reading.
INSTRUCTIONAL METHODS	Virtual Lectures, multimedia elements, virtual discussions, case studies, projects, and individual assignments
STUDENT CORE ELEMENTS	
VIRTUAL LEARNING CLASSROOM EXPECTATIONS	<ol style="list-style-type: none"> 1. Try to arrive at least 5 minutes before the start of class. Anyone who arrives after the start of class will receive a tardy. 2. Log into the virtual learning classroom from a distraction-free, quiet environment. 3. Appropriate classroom behavior is expected. 4. Phones and devices should be muted upon entering the virtual class. 5. As in the professional environment, the use of cell phones and other multi-media tools should not be used during synchronous communication during the course. 6. Your video MUST be on so that the teacher can see you unless (in rare circumstances) given permission from the teacher or administration. 7. Remain mindful of your background (i.e. what or who is behind or around you and can be seen by others). 8. Unless you are asked by the teacher to unmute yourself, keep all audio muted. 9. Whenever you are unmuted, remain mindful of your background noise (i.e. what or who can be heard by others). 10. If you would like to speak, use the "Raise Hand" feature or ask a question by using the chat feature. Then unmute yourself after you are called on. 11. If you would like to use the chat box, remember that it is public and a record of the chat is kept and archived. 12. Only information which pertains to what we are learning in class should be posted or discussed. 13. Use Proper Writing Style: This is a requirement! A virtual classroom is a professional environment. Correct spelling, grammar, and style are expected in all scholarship and academic writing. Remember your audience. 14. Participate: Students must contribute to the conversations. 15. Be respectful. While it is easier to say hurtful or disrespectful things without standing face-to-face with someone, it is important to remember that your classmates and teachers are real people who are affected by the words you say and write. 16. Refrain from extra and distracting activities. The entire focus should be on the teacher, lesson, and/or tasks. 17. Profanity, sarcasm, bullying, and any other action deemed inappropriate will not be tolerated and will be addressed by the teacher and/or administration and may result in your removal from the virtual classroom. Don't post or share (even privately) inappropriate material. 18. When typing, be aware of strong language, all caps, and exclamation points. 19. Dress appropriately. Remember, this is a learning environment. 20. Students may have a bottled water or some other beverage while in the virtual classroom; however, please do not eat or chew gum during class.
PLAGIARISM	Plagiarism is a punishable offense. If a student is caught plagiarizing another person's work, he and the other student (if applicable) who shared his work will both receive zeros. Students will also be referred to administration.
ATTENDANCE POLICY	Students who do not come to class will receive an absence. Absences are considered unexcused until they are excused through the administration.
RECOMMENDED SUPPLIES	<ul style="list-style-type: none"> • Pens and/or pencils • Loose leaf paper • Composition notebook • 3x5 cards • USB Flash Drive
YEAR IN VIEW	
1st QUARTER (9-WEEKS)	<ul style="list-style-type: none"> • Oral Literature • Puritanism • Colonialism • Persuasive Essay • Literary Analysis/Virtual Oral Presentation
2nd QUARTER (9-WEEKS)	<ul style="list-style-type: none"> • Romanticism

	<ul style="list-style-type: none"> • Transcendentalism • Dark Romantics • Persuasive Essay • Research Unit/Oral Presentation
3rd QUARTER (9-WEEKS)	<ul style="list-style-type: none"> • Realism and Naturalism • Modernism • Harlem Renaissance • Writing SOL Review and Remediation • End of Course (EOC) Writing SOL
4th QUARTER (9-WEEKS)	<ul style="list-style-type: none"> • Reading Skills SOL Review • Contemporary Fiction • End of Course (EOC) Reading SOL • Final Exercise
<p>The following works of literature may be studied during the school year. Parents please peruse the list to determine if there are any concerns. If you have concerns, please contact me at the email address provided. Thank you for your consideration.</p> <p><i>The Crucible</i></p> <p><i>A Raisin in the Sun</i></p> <p><i>The Chocolate War</i></p> <p><i>The Great Gatsby</i></p> <p><i>Scarlet Letter</i></p> <p><i>The Things They Carried</i></p> <p><i>A Lesson Before Dying</i></p> <p><i>Native Son</i></p> <p><i>I Know Why the Caged Birds Sing</i></p> <p><i>Their Eyes Were Watching God</i></p> <p><i>To Kill a Mockingbird</i></p>	
ACADEMIC ELEMENTS	
SYLLABUS MODIFICATION STATEMENT	<p>Although this syllabus reflects the instructor's attempt to provide students with the most accurate and current information regarding this course, the syllabus also represents a living document which may require subsequent modification. Although no substantial changes will be made in terms of the assignments, course grading policy, or course structure, the instructor for this course reserves the right to make modifications to the syllabus designed to improve the overall course deliver and student satisfaction. In the event such modifications are necessary, parents/guardians and students in this course will be notified in writing along with the administration of Brunswick High School.</p>

Alternate Year In View

Quarter 1: Non-fiction

Into the Wild

Reading, discussion, analysis

Essay Test

Film reading—selected scenes

In Cold Blood

Reading, discussion, analysis

Essay Test

Film reading—selected scenes

Position Essay

Outline, draft, peer review, final draft

Latin and Greek Roots Level V

Units 1-6 and Cumulative Quarter Review

Quarter 2: The Novel

A Lesson Before Dying

Reading, discussion, analysis

Essay Test

Film reading —selected scenes

“The Green Mile” film reading—selected scenes

The Things They Carried

Reading, discussion, analysis

Essay Test

“Inside the Vietnam War” Documentary film reading—selected scenes

Literary Analysis Essay

Outline, draft, peer review, final draft

Latin and Greek Roots Level V

Units 7-12 and Cumulative Quarter Review

Quarter 3: Using Biographical and Historical Criticism to Read Fiction

Research Essay

Project Proposal

Notes and Quotes

Annotated Bibliography

Rough Drafts (2)

Final Draft

Presentation of research and reflection on the research process

Of Mice and Men

Reading, discussion, analysis

Essay Test

Film reading—selected scenes

The Great Gatsby

Reading, discussion, analysis

Essay Test

Film reading—selected scenes

Latin and Greek Roots Level V

Units 13-18 and Cumulative Quarter Review

End of Course (EOC) Writing SOL

Quarter 4: Drama

A Raisin in the Sun

Reading, discussion, and analysis

Essay Test

Film readings—selected scenes

A Streetcar Named Desire

Reading, discussion, and analysis

Essay Test

Film reading—selected scenes

Latin and Greek Roots Level V

Units 19-22 and Cumulative Quarter Review

End of Course (EOC) Reading SOL

Final Exercise