CROCKETT COUNTY HIGH SCHOOL

Advanced English 11 SYLLABUS

# Natasha Smith, Room 110 natasha.smith@crockettschools.net

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**COURSE DESCRIPTION:** This course willenhance the student’s comprehension of American literature and will teach students to demonstrate skill and ability in composing essays in various rhetorical modes.

**SUPPLIES:**

Bring the following to class:

* Novel for use in class (provided)
* Loose leaf notebook paper
* 1-1.5 inch binder with pockets
* Dividers
* Pencils
* Ink pens in various colors
* Highlighters

**CLASSROOM POLICIES:**

1. All work should be turned in on the assigned due date with a name and title. Late work shall receive a penalty of five (5) points per day.
2. Work turned in without a name **will not** receive credit.
3. Tests and quizzes missed due to an excused absence must be made up before school.
4. Tests and quizzes must be made up within two days of the excused absence.
5. Be on time for class. If tardy bell rings before you are in your seat, you will be counted tardy.
6. Come to class with all required materials (see supply list). You will not be allowed to leave the classroom for supply materials.
7. The only reason students will leave the classroom is for bathroom emergencies. If the student has a condition that requires multiple bathroom breaks over the course of the school day, a doctor’s note must be provided to the main office, and they will alert the teacher.

# CCHS OFFICIAL GRADING SCALE

# 93-100 = A

# 85-92 = B

# 75-84 = C

# 70-74 = D

# 69-0 = F

**GRADING CATEGORIES:**

35% - *QUIZ/DAILY WORK*

50% - *TEST GRADES*

 15% - *EXAM GRADE*

## MAJOR UNITS AND PROJECTS

 **1ST Nine Weeks: Unit One--The Power of Words**

Students will study/focus on:

* the impact of spiritual/religious beliefs on early American life in regards to the struggle for power
* the authors conveyance of vision for America (i.e. through tone, syntax, and rhetorical devices)
* the use of argumentation as an essential part of the evolution of a nation
* the components of rhetoric applied to the creation and delivery of effective speeches

Students will read:

* “Sinners in the Hands of an Angry God” by Jonathon Edwards
* “Speech to the Virginia Convention” by Patrick Henry
* George W. Bush’s 9/11 Speech

**Culminating Activity (writing):**

* Compare/Contrast the tone of two Revolutionary pieces  (supporting detail chart, Expository Essay)

**Unit Two: Romantic Literature—A Focus on Nature/Supernatural**

Novella Study: The Yellow Wallpaper

Students will examine:

* how Transcendental and Romantic thought has influenced American culture
* Argumentative techniques

Students will read:

* “The Minister’s Black Veil” by Nathaniel Hawthorne
* “The Yellow Wallpaper” by Charlotte Perkins Gillman
* “Who Understands Me But Me” by Jimmy Santiago Baca
* “We Wear the Mask” by Paul Laurence Dunbar

**Culminating Activity (writing):**

* Evidence Chart to identify and defend elements of both Transcendental and Dark Romantic characteristics.
* Frame Poetry modeled after “Who Understands Me But Me”
* Argumentative Essay based on “The Yellow Wallpaper”

**2nd Nine Weeks: Unit Three—The American Dream at War**

Novel Study: *The Great Gatsby* by F. Scott Fitzgerald

Students will examine:

* the creation process for a personal definition of the American Dream
* types of principles that people are willing to kill and die for
* an American Dream that been corrupted

Poetry

* “War is Kind” by Stephen Crane
* “O Captain! My Captain!” by Walt Whitman
* How to Die” by Siegfried Sassoon
* “Anthem for a Doomed Youth” by Wilfred Owen
* “Pluck” by Eva Dobell
* ”Shoulders” and “When it’s Late” by Dale Ritterbusch

**Culminating Activity (writing):**

* “Introductions” Characterizing The Great Gatsby
* Prose into Poetry—One poem “found” from both short stories from the unit
* Argumentative Writing Practice using Writing Prompts in preparation for testing (state prompts)
* Gatsby Final Projects

**Unit Four—History Repeating Itself**

Students will examine:

* the definition of integrity
* oppression in literature
* modern writers dealing with historical events in a modern context
* the pattern of history repeating itself
* characteristics of a witch hunt

Students will read:

* Novel Study: *The Crucible* by Arthur Miller
* “Why I Wrote *The Crucible*” by Arthur Miller
* Political Cartoons-McCarthyism and Injustice
* “What is Communism?” by Natalya King
* Excerpts from “Are You Now or Were You Ever?” by Arthur Miller

**Culminating Activity (writing):**

* Political Cartoon Group work (McCarthyism and Hysteria)
* Seven Deadly Sins evidence chart; characterization caricatures
* Conflict Proof Sheets (Implicit and explicit supporting detail)

**Gibson Electric Membership Corporation Short Story Writing Contest:**

* Every Advanced English student will be required to complete the GEMC short story.
* The story must not exceed 900 words.
* Due dates will vary and depend on the guidelines set up by GEMC.
* This story is worth one test grade.
* Failure to complete this story may result in a hold on your semester grade.

TESTING DATES:

Unit One: August 22, 2017

Unit Two: September 12, 2017

Unit Three: September 28, 2017

*The Scarlet Letter*: September 21, 2017

*The Great Gatsby*: November 16, 2017

*The Crucible*: December 14, 15 (Final Exam)

Paper Dates:

August 21, 2017 Compare/Contrast

\*Argumentative, Narrative, and Expository writing prompts and responses will be given, and students will be required to respond throughout the semester. The dates will vary depending on the literature/informational piece being studied.

PROJECT DUE DATES:

*The Scarlet Letter* September 18, 2017

*The Great Gatsby* November 17, 2017

 *The Crucible* December 13, 2017

**PARENT RESOURES:**

[**http://crocketthigh.ccschools.net/**](http://crocketthigh.ccschools.net/)

[**https://thecrockettcavalier.wordpress.com**](https://thecrockettcavalier.wordpress.com)

**Instructions for accessing my WordPress blog for classroom updates:**

* **Click on the link above**
* **Select the RED circle for the drop down menu**
* **Select ‘Mrs. Smith’s English Class’**

 During the semester, we will be reading the following long works. A copy will be provided for classroom use; however, students are encouraged to purchase their own for outside reading. If your child is unable to purchase the works, a link has been provided for an online PDF of the entire works. <http://www.olchs.org/assets/documents/The%20Great%20Gatsby%20Text.pdf>

<http://www.hatboro-horsham.org/cms/lib2/PA01000027/Centricity/Domain/339/The%20Crucible%20-%20Arthur%20Miller%20.pdf>

I have read over the syllabus and I have noted that classroom behavior and student responsibility are significant factors in determining the final grade. I also have read and understand the class policies. I also understand that I can contact Mrs. Smith at Natasha.smith@crockettschools.net or call CCHS at 731-696-4525 to set-up a meeting with the teacher.

Student name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_