

Shawnee Mission School District
High School Course Syllabus

Course	English 11 Honors/AP	Teacher: Travis Gatewood
Number	1152H	School: Shawnee Mission South
Department	Language Arts	Year 2012-2013
Course Description	Through a chronological or thematic survey of American literature, students will refine literary analysis, written expression and critical thinking skills. Students will demonstrate increasing effectiveness in written expression through longer and more complex written assignments. English 11 Honors is designed for students who have demonstrated academic ability and achievement and who desire rigor.	
Primary Objectives	<p>The student will</p> <ul style="list-style-type: none"> ▪ close read both literary and informational texts to determine what the text says and to make logical inferences, citing specific evidence to support conclusions drawn. ▪ close read texts to analyze structure, tone, diction, syntax, point of view, and overall style. ▪ analyze the major influences on American literature, including: Puritanism, Transcendentalism, Romanticism, Rationalism / Deism, Regionalism, Naturalism, Realism, and Modernism. ▪ refine understanding of literary terminology and apply appropriate terminology in analyzing and interpreting literature ▪ evaluate works of literature from a variety of critical perspectives. ▪ integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ▪ read and comprehend complex literary and informational texts in the grade 11 text complexity band independently and proficiently. ▪ determine the meaning of words and phrases as they are used in texts, determining technical, connotative, and figurative meanings and analyze how specific word choices shape meaning and tone. ▪ delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance and sufficiency of evidence. ▪ produce clear and coherent writing (argumentative, expository, narrative, analytical) in which the development, organization, and style are appropriate to task, purpose, and audience. ▪ apply the Six Traits of Effective Writing: ideas and content, organization, voice, word choice, sentence fluency, and conventions. ▪ conduct short as well as more sustained research projects in response to a question or to solve a problem, gathering relevant information from multiple print and digital sources. ▪ interpret figurative language and word relationships and analyze nuances in the meanings of words with similar denotations. ▪ demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ▪ make strategic use of digital media in presentations to enhance understanding. ▪ 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. 	

(over)

2012-2013

Textbook Used	<i>Elements of Literature: Fifth Course</i> (Holt, Rinehart and Winston, 2009) <i>Elements of Language: Fifth Course</i> (Holt, Rinehart and Winston, 2009) <i>The Norton Reader</i> <i>In accordance with Board of Education Policy, parents who have questions regarding instructional materials should contact the classroom teacher to discuss concerns. Board Policy KEC</i>			
Major Topics Covered by Quarter (projected schedule)	<u>TOPIC</u> <u>Calendar and Texts</u>	<u>QUARTER</u>		
	Unit Journey and Heritage: Developing a Social and Self Concept	Time Frame Late August	Featured Texts <i>Grapes of Wrath</i> <i>Yellow Raft in Blue Water</i>	Papers Free Writes Personal Essay
	The Idea of America: Modeling a New World	Late September	<i>Scarlet Letter</i> Colonial Readings	Literary Analysis In Class Essay
	Defining the Dream: Visions of Early America	Mid October	<i>Huck Finn</i> Satire Readings	Character Sketch Satire
	A Walk on the Wild Side: The Dark Aspects of Humanity	Early November	Dark Romantics Naturalism	Creative Writing
	The Dawn of the Dream: Waking up to Reality	Late November	<i>The Awakening</i> Realism	Literary Criticism
	Beyond the Hype: Studies in the Modern American Dream	January/February	<i>The Great Gatsby</i> <i>Death of a Salesman</i> Modernist Readings	In Class Essays
	Developing a Vision: What is It to Make a Life	March/April	<i>One Flew Over the Cuckoo's Nest</i> <i>Into the Wild</i>	College Research Application Essay
	Rhetoric and Style: How to Argue and Analyze And Prepare for the AP Exam	April/May	<i>The Things They Carried</i> Nonfiction Free Choice	In Class Essays Speech
Method of Evaluation	The course will provide students with an <i>interdisciplinary approach</i> to literature; that is, the course will explore literature in its larger cultural context in order to see its relationship to history, to art, to psychology, to society. Specifically, the course will emphasize areas such as: vocabulary, grammar/syntax, analysis, and rhetoric. The first semester will focus on literary movements; the second semester will focus on literary analysis. By the end of the year, students should be able to analyze and synthesize information from various sources, as well as write in lean, tight, and fluid prose by engaging in several types of writing. In this course, students will complete essays, exams, presentations, study guides, group activities, and individual assignments, and their grades will be determined by the percentage of total points earned divided by total points possible.			

Student Expectations/Responsibilities	<p>Because of its collegiate and professional expectations, all long term assignments are due at the bell on the day of the announced deadlines. Whether students are absent or not, their work is due. Late work will result in a loss of all credit. If a student cannot make class on a particular day, he or she should contact the instructor to explain the absence and to make up homework. Because of its college preparatory nature, the course should be considered writing and reading intensive with a substantial and demanding workload. The course includes college level texts which include both classic and contemporary selections that at times deal with sophisticated and mature themes. The texts have been chosen to challenge students both academically and personally so that, by the end of the year, students hopefully will possess a better, fuller vision for themselves, a clearer, more focused assessment of their current situation and future goals. In this course, students will complete essays, exams, presentations, study guides, group activities, and individual assignments, and their grades will be determined by the percentage of total points earned divided by total points possible.</p>
--	---