

English Language Arts Grade 11 Term 1-2 Syllabus (Academic Year 2017-2018)

Instructor J. Paik (jpaik@schools.nyc.gov)

Office: Rm. 413

Course Codes: Term 1: EES85QQM (English 5/8) Term 2: EES86QQM (English 6/8)

Course Description:

In this course, students will learn to develop their skills in English Language Arts by exploring literature from around the world as well as contemporary and modern literature from the United States. Students will learn critical analysis of text (literary analysis through element and device analysis in fiction; information analysis through rhetoric and source critique in non-fiction), formulate informed and evidence-based arguments based on analysis, and construct a range of written products (e.g. literary criticism, persuasive essays, creative writing products, etc.).

Students in the eleventh grade will begin to analyze literature through the lens of an author's use of craft and intent. They will write their analyses as well as persuasive arguments (using multiple sources) with proper structure, transitions, and in-text citations. They will also learn to analyze the rhetoric of arguments and emulate such tools of rhetoric in their arguments. Students in the eleventh grade will also begin to format their citations based on standardized criteria (e.g. MLA). In addition, students will gain skills in conducting research for specific information.

In reading, eleventh grade students will begin to delve into more complex narrative (fictional) text with subtext to help develop their inferential skills through the discussion of connotation, literary devices and thematic subtleties.

Core Skill Objectives:

<Writing>

Students will be able to:

-Sentence/Paragraph Construction

- review sentence structure and proper grammar usage rules (remedial review)
- utilize the standard format (both in content and form) for paragraph writing

-Essay Writing (3 paragraphs → 4 to 5 paragraphs)

- use standardized essay format (Intro → Body → Conclusion)
- formulate proper thesis statements
- use details and evidence from text as support
- use proper citation to refer to sources in text**
- use transitional words/phrases**
- make meaningful connections

-write various types of essays (e.g. literary analysis, expository, argumentative, compare and contrast, etc.)

-Editing/Proofreading Skills

-follow the writing process using multiple editing stages (i.e. from initial draft to final draft)

-improve upon their grammar, vocabulary usage, and structural integrity in writing by identifying areas for improvement

-self-edit and peer review

<Discussion and Listening>

Students will be able to:

-discuss and debate various topics connected with the text using support from the text

-vocalize connections between the classroom text and self, world, or another text

-interact with others (staff/students) by recalling, synthesizing, inferring and arguing for/against ideas verbally

<Reading>

Students will be able to:

-learn best practices reading through teacher-led read-aloud and guided reading sessions (e.g. habits of good readers, reading strategies)

-demonstrate comprehension and analysis through guiding questions, essay composition, and discussions

-perform literary criticism through analysis of literary elements and devices

<Vocabulary Development>

Students will be able to:

-define, identify and utilize literary terms (e.g. thesis statement, alliteration, metaphor, simile, conflict, story arc, et cetera, as described below)

-define and recall text-specific vocabulary through context clues and definitions

-build scope of grade level-specific vocabulary through workbooks and activities

<Logic and Argument>

Students will be able to:

-use logic and rhetoric to make arguments or ideas more effective

-understand the concepts of (and utilize) sequential logic, deductive logic, etc.

<Literary Terms and Vocabulary>

Students will identify, interpret, and/or utilize the following literary terms throughout the course:

-Metaphor, simile, alliteration, imagery, onomatopoeia, themes, story arc, plot, characterization, conflict (**internal conflict** and **external conflict**), habits of good readers (visualize – summarize – predict –

relate), flashback, foreshadow, setting, thesis statement, chronological narrative, protagonist, antagonist, text, synonyms, antonyms, literal language, **figurative language**, etc.

Outline / Map of Standards-Linked Skill Sets

Covered in this Course

Course objectives will progress from top to bottom for each of the Titled Skill Sets

Reading Skills	
Reading Skills Covered in Term 1	
RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 W.11-12.2.a-f W.11-12.3.a- e,f	<ul style="list-style-type: none"> • Read closely for textual details • Annotate texts to support comprehension and analysis (with guidance) • Engage in productive evidence-based discussions about text • Collect and organize evidence from texts to support analysis in writing • Independently read and annotate text in preparation for evidence-based discussion • Make claims about texts using specific textual evidence • Use vocabulary strategies to define unknown words • Write informative texts to convey ideas •
Reading Skills Covered in Term 2	
W.11-12.4 W.11-12.5 W.11-12.9.b SL.11-12.1.a-c SL.11-12.4 SL.11-12.6 L.11-12.1 L.11-12.2.b L.11-12.3 L.11-12.4.a-c L.11-12.5a CCRA.R.8 CCRA.R.9	<ul style="list-style-type: none"> • Write narratives to develop real experiences or events • Independently practice the writing process within class • Practice speaking and listening skills in preparation for a college interview • Trace the development of ideas over the course of the text • Examine the use and refinement of a key term over the course of the text • Delineate and evaluate the reasoning in a text • Paraphrase and quote relevant evidence from texts • With guidance, preview texts in preparation for supported analysis • With guidance, develop questions for further textual analysis • Use rubrics and checklists for peer and self-assessment of participation in discussion • Practice speaking and listening skills in preparation for a dramatic reading performance
Writing and Discussion Skills	
Writing & Discussion Skills Covered in Term 1	

W.11-12.3.a-f W.11-12.4 W.11-12.5	<ul style="list-style-type: none"> • Write an effective introduction to a narrative essay • Write an effective conclusion to a narrative essay • Incorporate a range of narrative techniques, such as dialogue and pacing
Writing & Discussion Skills Covered in Term 2	
W.11-12.6 SL.11-12.4 SL.11-12.6 L.11-12.1 L.11-12.2.a-b SL.11-12.1.c SL.11-12.4 SL.11-12.6	<ul style="list-style-type: none"> • Sequence events so that they build on one another to create a whole • Use precise words and phrases, telling details, and sensory language • Produce writing that is appropriate to task, purpose, and audience • Practice speaking and listening skills in preparation for a college interview

Core Text Sample List:

Asian Literature

Lao Tzu

Sun Tzu

Haiku Poetry

Modern/Contemporary Asian/

Asian American Literature

Li-Young Li

Haruki Murakami

Rabindranath Tagore

Jalaladdin Rumi

South American (Latin) Literature

Gabriel Garcia Marquez

Isabel Allende

Federico Garcia Lorca

Junot Diaz

Nuyorican Poets Movement

Mario Vargas Llosa

African/Middle Eastern Literature

African Oral History/Myth

Chinua Achebe

Ishmael Beah

Nelson Mandela

1001 Arabian Nights

Russian/Eastern European Literature

Leo Tolstoy

Fodor Dostoyevsky

Anton Chekhov

Franz Kafka

Contemporary/ Modern American Literature

F. Scott Fitzgerald

Ernest Hemingway

J.D. Salinger

Shirley Jackson

Flannery O'Connor

Joyce Carole Oates

Ralph Ellison

Junot Diaz

Sandra Cisneros

Rubrics:

<Class Participation Rubric>

Grade of 2

- Student actively engages the material/discussions meaningfully and on a consistent basis.
- Student completes their classwork on time.

Grade of 1

- Student is not engaged or distracts others from instruction.
- OR
- Student is not completing their classwork on time.

Grade of 0

- Student is a constant disruption to others without engaging class / is excessively absent or late.
- AND
- Student is not completing their classwork on time.

<Short Answer / Paragraph Response Rubric>

	4 (Exemplary)	3 (Accomplished)	2 (Developing)	1 (Beginning)
<u>AREA 1:</u> I answered the writing prompt/question ...	accurately and clearly	somewhat accurately and clearly	not quite accurately and clearly, with some distracting/irrelevant details	not at all accurately and/or clearly
<u>AREA 2:</u> I have a main point ...	that is clear and to the point	that is somewhat clear and to the point	that is not quite clear and to the point	that is completely unclear and off the point
<u>AREA 3:</u> My supporting details ...	effectively backs up the main point	somewhat effectively backs up the main point	not quite effectively backs up the main point	does not relate to the main point at all
<u>AREA 4:</u> I provide ...	enough details without distracting/irrelevant information	some details with a few distracting/irrelevant information	little details with distracting/irrelevant information	very little details with irrelevant information
<u>AREA 5:</u> In terms of spelling, punctuation, and grammar ...	I've made no mistakes	I've made some mistakes (2-3 errors)	I've made many mistakes (4-6 errors)	I've made too many mistakes that gets in the way of understanding my writing

<Essay Writing Guide>

Portions of the grade will be deducted for errors or deviations from the following essay format *only in the final drafts.*

Introduction

- Introduce the subject
- Provide background information
- Thesis statement

Body

- Explain the thesis
- Use specific examples or details from the text to support your points

Conclusion

- Reiterate the thesis
- Conclude by connecting to universal ideas and experiences or by making recommendations.

<Essay Rubric (tentative)>

	4	3	2	1
Addressing the Question	Responses have a definite idea that is complete and addresses the question	Responses may mostly answer the question in a simple manner	Responses are correct/sensible in themselves but do not directly relate to the question	Responses do not relate to the question and/or may not make logical sense
Evidence / Support	Responses are backed by evidence/details that directly and convincingly supports the main point	Responses are backed by evidence/details that provides adequate support	Responses may be backed by evidence that is not directly related to the main point	Main idea is not supported by any evidence/backed by evidence that is completely unrelated
Structure	I have a definite intro, several body paragraphs, and a conclusion	I have some structural irregularities but it doesn't confuse the reader	I have some parts missing from the essay that confuse the reader	I have only a paragraph or two with no structure
Writing Conventions	I have made 0-2 grammatical mistakes that don't confuse the reader	I have made several mistakes, but not enough to confuse the reader	I have made several mistakes that confuses the reader	I have too many mistakes that makes the writing incomprehensible

Evaluation / Grading Outline:

Course grades will be outlined specific to each marking period/unit in a checklist to guide students in understanding their expected grades. (For a sample, please ask one of the instructors)

25% - Class Participation and Discussions (based on *Class Participation Rubric*)

25% - Attendance / Punctuality

50% - Classwork / Homework (5-10 %) / Projects

Behavioral Expectations / Rules:

- Students are expected to attend class regularly
- Students are expected to attend class promptly
- Students are expected to be prepared for class with homework and all appropriate classroom materials
- Students are expected to be polite while interacting with others.
- Students are expected to be purposeful in their classroom activities (no distracting behaviors)