

English 11 and 12 Course Syllabus

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I. Course Description

This course incorporates reading, writing, listening, speaking, and higher level thinking skills, giving all students the opportunity to study a variety of genres including fiction, and non-fiction. This course focuses on the theme of "Living Life with Awareness," and draws from various sources and texts, including *Into the Wild*, by Jon Krakauer, and *Feed*, by M. T. Anderson. The goal of this class is to help all students become better readers, writers, and thinkers, as well as gain an appreciation for literature and the power of the English language.

The Semester at a Glance:

First Unit- Into the Wild (6-week unit):

- Balancing awareness of self and awareness of sacrifice
- Introduction to argument strategies
- Transcendentalism
- Literary Analysis Essay
- Presentation

Second Unit- Bored and Brilliant (3-week unit):

- Understanding what pulls us away from awareness
- Research component
- Argument strategies
- Research Essay

Third Unit-Community Activism (4-week unit):

- Recognizing the importance of being aware of the needs in our communities
- Extended research project
- Credible sources discussed
- Extensive writing tips
- Research Essay

Fourth Unit- Feed (3-week unit):

- Novel Study
- Independent reading
- Discussions
- Literary and Rhetorical analysis
- Reading quizzes

Fifth Unit- Personal Narrative (1- week unit):

- Reflecting on how being aware has impacted your life
- Narrative techniques
- Personal narrative essay

II. Course Aims

- Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- Develop the students' powers of expression, both in oral and written communication
- Encourage students to recognise the importance of the contexts in which texts are written and received
- Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- Promote in students an enjoyment of, and lifelong interest in, language and literature
- Encourage students to think critically about the different interactions between text, audience and purpose

III. Grading Policy

It is your responsibility to maintain your grade, and I recommend staying organized and keeping all assignments to ensure your grade is correctly calculated. Please check the Portal frequently to ensure accuracy and awareness of your position in class.

You will be graded heavily on summative assessments. These are the main assignments in the course, including essays and tests. There will be a number of "stepping stone" assignments as well, but the majority of the grade will be based on the Essential Learning Outcomes.

IV. Late Work Policy

Many late assignments will be collected without penalty. However late assignments will result in you continuing to fall behind, and may inhibit your ability to comprehend and process the sequence of the course material. Assignments will be subject to a final cut-off date. Some assignments lose academic value over time. Discussions are an example of that. There really is no point in contributing to a class discussion when everyone in the class has moved on, and there is nobody around to respond to any comments you post. Other assignments reflect individual mastery levels, however, and for those assignments, there will likely be a longer grace period. But...all things must come to an end eventually!

V. NO DISHONESTY ALLOWED. Academic Integrity Policy

Cheating of ANY kind will not be tolerated. The reason for this goes far beyond issues of "fairness" and "morality," or what have you. When you cheat in a game with your sister, you have cheated at a game. You may have lost some integrity in the eyes of your sister, and ruined an evening's entertainment, but that's about it. However, in academics, cheating is far more damaging.

It damages your academic institution, and your fellow students. If students cheat to receive a degree, it devalues the degree itself. If an institution is known for having students who cheat to earn their degree, then the degree itself comes to have no meaning. You can cheat to get the degree. So it damages everybody else, too. That's why higher institutions will expel students who plagiarize. They cannot be seen to award degrees to people who did not legitimately earn the degree, or else the whole thing loses any real meaning. Your academic integrity is highly respected, appreciated, and valued in my classroom. I expect you to show good character in doing the right thing, being honest, and guiding others to follow suit. If something is assigned to you, it is because I have deemed it valuable to YOUR learning and you need to complete the work, in your own words, and on time. Violations of this policy include, but are not limited to: cheating on tests, copying off another student, taking content from the internet (etc) without citing your use, fabricating work, using old assignments from past semesters, using another student's work as your own in any way, and/or allowing other students to copy your work. Using online tools, such as paraphrasing tools and Artificial Intelligence, to generate writing is also forbidden.

Any parties involved will receive a referral to the administration, a phone call home, a mark on your permanent academic record, and a loss of respect.

VI. Expectations:

- Check into Canvas and your email every day.
- Check announcements frequently, and interact with other students and me with internet etiquette, respect, and clear communication. It's important that all students feel safe participating in online discussions.

VII. Pacing:

It is important with an online class to pace yourself and keep current on your assignments. I suggest creating a calendar. There is a calendar on Canvas which should show your assignments and due dates. You can also set your account up on Canvas so that you will receive alerts about upcoming due dates.

VIII. How to Get Help:

If you find yourself struggling in class, please don't allow yourself to simply give up. If you need help, ask me! We can get you some extra support from either myself, a peer teacher, a classmate, or other textual resources. Also, you may access my website to help support your learning. I will post helpful links that you can use to support your learning in class.

We also have Intervention, so we can use that time to work together to get you from where you are to where you need to be.