

English 11a: Master List of Assignment Resources

Looking for AP Language and Composition? See the **AP master list** [here](#)

Semester at a glance? Click [here](#)

Links:

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NEW!

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ASSIGNMENTS and DUE DATES: Fall semester, 2025

NOTE: all Google-classroom-submitted assignments are due BEFORE 10 PM of the evening before your class day.

DATE Key: Upcoming DUE NEXT Done and past	What's happening?	Links			
10/27	Read-n'-note. LEAVE LOTS of space between entries please. Construct a THREE-column table and identify any 10 details across the first 3 chapters of FD that describe specific "practices" employed by slaveholders that Douglass draws attention to. Your headings are: Left column: Brief quote+page number about a specific PRACTICE Middle: What is the obvious EFFECT of that practice that he observes in the moment? Right column: HOW does this seem to CONTRIBUTE TO the POWER of the slaveholders? Here's an example from our in-class first-paragraph review: <table><tr><td>"Obvious effect" of this "separation" to "blunt natural affection of child for its mother"</td><td>Take away family ties</td><td>No other competing loyalty with masters</td></tr></table>	"Obvious effect" of this "separation" to "blunt natural affection of child for its mother"	Take away family ties	No other competing loyalty with masters	
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10/23-24	We'll be starting our unit on Realism with the <i>Narrative of the life of Frederick Douglass, an American Slave</i>. Before we start, read and take notes on these two background resources: USE DE tables, one for each source: Put the question on the top right, then on the left, Identify at least 6 important details in each of the two sources. On the right, note HOW each detail answers the question. LEAVE LOTS OF SPACE, Plz 🐧	<u>What is "realism" in the arts, and how does it confront and challenge romanticism?</u> <u>What is the historical importance of "slave narratives" in American History?</u>
10/21-22	Using your practice notes and work as a foundation, complete a paragraph using the DE outline form, then drafting it within the class period. Review the bulletin board sample from Monday! Remember that this will be done on paper, so bring a pencil and pen. Books will be available for use, so you don't need other copies. We'll use the same prompt as our practice (see <u>two classes ago</u>) Grading: on <u>the ladder</u> for finished paragraph. B-or-better grades require a complete, clearly-labeled outline showing mastery of the 4 outline steps.	
10/16-17	BC: make sure to update the table we did in class on paragraphs 3-10 (the setup of his argument). I've included at least one quote for each paragraph. Make sure you have at least 2. On the right side of the table, expand each into "the main idea" of the section. Study and reread the <i>second</i> half of "Federalist 10" so that you can do this same activity independently for paragraphs in those sections.	
10/15 PM	Upcoming: opportunity for grade recovery and NEEDED practice: IF you scored below a C (meaning you had grammar/IQ problems) on your last in-class writing, complete the worksheet on the right. If you got a better score, but want the practice, print the completed sheet and add it into notebooks! I love to see extra "engagement" and "interest" that leads to UNDERSTANDING of our core skills :) 🐧	<u>IQ recovery worksheet</u>
PSAT 10/14		
10/13, 15	READ this important, historical document. It's nonfiction, it's from 1788, and its language is challenging. Make sure to start early! (LOTS of vocab to capture)	<u>Federalist #10</u> The document contains a short intrFederalist No. 10oduction; Feel free to look up other information about the

	PS: this document is available many places in the public domain--if you want to reformat your own so that it's physically bigger or easier to see, try this version and copy-paste it into a doc of your own...	"Federalist papers" to go beyond what you learned in US History.			
10/7-8	Based on the notes from in-class annotations and overview of 5 Romantic poems, we'll complete one more "write as many connected, well-explained "memes" as we can in one class period." I'll select the poem by random draw: "The sound of the sea" "Daffodils" "Annabel Lee" "Kubla Khan" "The Cross of Snow"				
9/30 (P. 1,3) 10/3 (P4,5,6)	Using your notes and annotations from the poems "Sound of the Sea" and "daffodils," please complete (in notebook) 5 DE notes for each poem (10 total). <table border="1"> <tr> <td>Text Detail</td><td>→</td><td>What it shows, inference/interp etc.</td></tr> </table> You don't need to add space this time, as we won't be adding more in class)	Text Detail	→	What it shows, inference/interp etc.	
Text Detail	→	What it shows, inference/interp etc.			
9/29 (P1,3) 10/1 P4,5,6)	STUDY: Carefully review any comments posted on Aeries or classroom on your recent in-class memes on "Thanatopsis". Please study and review the models on the bulletin board, as well as the original guide to "connecting show→tell". This takes time, especially if you're having a hard time making sentences and incorporating quotes. I strongly recommend finding a quiet place to read the models <i>aloud</i>, then do the same with your own sentences. Listen for how the models put the quotes in context and work <i>around</i> the quoted text so that it makes sense and creates grammatical sentences.	← ←			
9/25-26	In-class writing: following the <u>models provided from our 9/22&24 class</u>, complete as many memes as possible in the period. (Bring computers! Or make sure you have time to check out a loaner from the office) Your job, as demonstrated in the models, is to outline and craft well-connected explanations of "how a text quote-or-two in the poem "Thanatopsis" shows some larger, romantic idea.				

	I strongly urge you to practice, based on the models, before class. This is a test not of “knowing about the poem,” but of “making sense and demonstrating progress on the ladder” of Explaining your reasoning clearly Connecting show (how)-->Tell IQ in complete sentences On-topic (see rubric, “ladder,” below in resources or in the syllabus) Practice makes possible! Practice makes perspicacious! Practice makes proficient! Practice makes 4 progress... 🐧	
9/22&24	Notebooks: complete 8 DE Show→Tell notes on each of these poems from the reader: The Tide Rises, the tide falls “Thanatopsis” For the second one, Leave lots of space to add more notes in class. (For every one you put in, leave space for two more)	ROMANTIC POEMS READER
9/18-19	READINGS: enjoy these two overviews of our first “ism”: “Romanticism.” If you have time, explore the third, which goes in depth about European romanticism and features tons of visual artworks. As you read, note at least 8 specific beliefs of romantic artists that motivated their work. Bring laptops for access to our poems :) 🐧	2 summary overviews of ideas and people in American romanticism. A thorough overview of the ideas of Romanticism and analysis of romantic artworks, including many classic paintings. Read through the section “Romanticism in the United States”
9/16-17	Be ready to use your notes to complete memes based on models from either of the guides. You’ll be writing on specific details from the poems we did on Monday_(see link on BB) • Bring your marked-up poem and DE notes and a laptop. Goals are the same as on Thursday/Friday. Complete memes that Follow the examples of the models so that they’re: +grammatical + clear +connected	
9/11-12	IN-CLASS: Complete the memecraft practice exercise on the bulletin board.	

	Note that you'll be completing the work on the doc you turned in ahead--basically, you're adding more practice to what you already did. IMPORTANT: the whole goal of this exercise is to use the models to improve fluency and dramatically increase speed. See the specific instructions on the BB about how to format and add these (if you didn't already) to your old ones.	
9/19-10	ON DOC/Computer! Read all of the guide to "<u>connecting (more-complex) Show→Tells</u>". You'll be using these techniques, based on these specific examples, to help guide you. Complete 3 memes on different passages in the story, using passages that were NOT used in the guide or in opening "in-class" passages from last week. Include at least 2 short text quotes + some HOW SO? In each and every meme. Use the same 3-column table that you see in the guide for your brief outlines of each meme. (Make sure to keep these in note form, no longer than the model!) Complete on a doc so that you can share electronically in our class lab.	I wrote an example here: Each of your 3 will look exactly like this
9/8-9 9/8 : 456 9/9: 123	Complete this short practice: (IN YOUR PAPER NOTEBOOK) Using the models on the bulletin board as an example, Find five interesting quotes from different scenes in the story (not the opening that we looked at in class.) For EACH and every one, please copy a small detail of the quote that you think is important on the left of a Double Entry (DE) table like the models. Put a brief →" what it shows" on the right. Connect the Show and Tell of each underneath so that you have a connected sentence version immediately under each bit of notes content. PLEASE PUT ONLY ONE or TWO per PAGE, so that there's lots of room to add peer examples in class! 	Reminder: See text on link below, or on Scratch Board #1 in the BB. Reminder (by request): Here's a few nice compact lists of AA's/ "attributive verbs" to consider. Knowing these words, and how they're <i>different</i> from each other will help you avoid "random" or "unnatural"-sounding attributions.

9/4-5	Read the short story on the right. As always, watch for vocab. We'll be doing note-taking and sharing activities on the 4th and 5th so make sure you have read it <i>before</i> coming to class.	Short story by Doris Lessing: "Through the tunnel"
9/2-3	Reminder: Practice a little every day. In our next class, we'll do our first in-class writing. (Main ideas, 3 steps, IQ, just like our first week's practice). Please read this short, interesting article before coming to class, as we'll use its text as our raw material. It's a profile of a researcher whose findings I mentioned in last Wednesday's class. She's a significant figure in her field: I hope you find her theory interesting and provocative.	Article
8/28-29	Due: 5 new IQ Main idea sentences following the <u>"3 steps"</u> (see BB). Each is based on a different 1-2-paragraph passage from the <i>Guradian AI</i> article.	
8/25	DUE: (see above re: time...) FINAL DRAFT: Complete all your revisions where needed to your 5 MI summary IQ sentences ("study skills") from last time. Complete all 3 class examples if you didn't already finish them in class. The 3 class examples should be on top, with YOUR solutions, not mine. Your 5 should be numbered, underneath. If you edit an old one, show me your process by including the 3-line table for each that you change. 9.5: all IQ, with clear, on-topic main ideas 8.5: all IQ, with some unrevised main ideas that are wordy, awkward or unclear 7.5: in sentences, with multiple errors of attribution, or unrevised sentences from the original draft that are not revisited.	

	6.5: multiple IQ errors in using text	
8/21-22	Homework: Practice the IQ skills by creating 5 more “main idea summary sentences” just like <u>the one we did on the bulletin board</u>. For each one, just copy a different short passage like I did in the example, then use it as your raw material to make your IQ summary sentence of the main idea. Put them on the doc you started. Include the raw material/original text like I did in the example.	
8/19-20	READ this article before class (we’ll use it as raw material for our first English assignment. <i>Did I mention it’s really interesting, too? 🐼</i>	Study Habits article Another link to the IQ guide
8/18	Read syllabus and explore this page and its many links	

Useful links:

Where is the online portion of our class?

All deadlines and materials: see scroll above. ONLY THIS site is the official class plan.

E-work turn in to the appropriate “classwork” post on Google Classroom:

Per 1: [kdzd6bwg](#) **Per :** [3 dv3xnovz](#) **Period 4:** [fqzvwbx](#) **Per 5:** [ta7jfrgm](#) **Period 6:** [y3qcaubj](#)

Grades, Comments, and feedback appear in comments on desktop view in ABI.

Contact me: homework or parent questions between 8 and 10 M-F evenings, no appointment needed, at (323) 356-4211. LACOE email pohlmann_barry@lacoedu.edu by next day.

Skills Reference for all the useful miscellaneous Stüf!

Vital review: IQ skills that we use in ALL academic writing → If you’d like more info on the “memes” concept, check out the first page of either of these 2 guides→ → APUSH: final test prep? Review THIS AP: Here’s another link to the STYLE GUIDE If you liked the giant list of meme types, I’ve added that link by popular request	IQ Skills Memes #1 Memes #2 including really useful table of connecting words! “Connecting Show → Tell”: what does this mean? The “grimoire”: A “meme and variations”
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Want <u>sentence combining grammar</u> (regular or AP class) ? trying to tighten up your paragraph technique? Here's a resource → inspired by our writing tasks: a before-and-after paragraph of the same content. detailed paragraph rubrics again? Refresher on the DE outline technique, or need to show it to a peer or tutor? → How to do good DE notes: thoughtful <u>rules for DEs</u> and <u>examples!</u> 🐧 In APUSH? See the notes on the <u>DBQ 2-step process here!</u> Need the USAGE guide?: it's <u>here</u> Usagi Yojimbo↑--(official Mascot of Penglish Usage) Want MORE usage, just like we'll do on our test? Follow this <u>link to past quizzes and answers!</u> Here's the review on "complete main ideas" (Who does what?+ when/how/so what?) 🐧	<i>Show--->Tell grimoire</i> <u>Paragraph</u> (before and after) Literary <u>Paragraph</u> <u>Rubric with</u> <u>samples</u> 5 steps of DE outlining: <u>The 5 steps in</u> <u>action.</u> <u>Refresher on</u> <u>Intro's</u> (conclusions is on same doc!) <u>MAIN IDEA examples</u>
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Our "Universal (simple) Grading rubric/skills ladder":

→ Clear, connected, explained, thoughtful	= A
→ some connections present, but limited/partial explanations	= B
→ Turn text into actual English sentences/ appropriately incorporating quotes (IQ)	= C
Find on-topic text, completed	= Pass

FOR GRADING of AEIO→U notes, see [this link](#)