

High School Course Syllabus 2013-2014

Course Title: English 11

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School Website Address: <http://online.aurorak12.org>

Schoology Login: <http://aps.schoology.com>

Teacher availability: Mondays at Central

Wednesdays at Gateway (Starting at 10am)

Thursdays at Central

Webinar Schedule: See Course

Quarterly Summary:

1st Quarter

Unit Overview:

Through the development of an academic persona, students will explore a variety of strategies to effectively interpret and evaluate meaning. Using literary features, students will examine how an author crafts a sophisticated text for a specific purpose and audience.

Essential Questions:

1. How does an academic persona allow students to convey their understanding of complex texts?
2. How do the literary features of a text intermix to contribute to complex meanings?

Overall Student Learning Goals:

1. Readers use close reading strategies, including inferring, predicting, and contextualizing, to analyze and synthesize a variety of texts across genres to help them explore essential themes.
2. Writers articulate their analysis and evaluation of texts using academic communication skills, including note-taking, outlining, and formal paragraph/essay writing.

2nd Quarter

Unit Overview:

Develop student's ability to analyze literature using various literary theories, provide multiple valid interpretations, evaluate and justify multiple perspectives, and then synthesize their ideas. The practice of literary interpretation has the larger aim of helping students become more sophisticated readers, thinkers, and writers as they engage in

complex texts.

Essential Questions:

1. How do varying perspectives reveal the ideas and values of the literature?
2. How do readers determine the most relevant theory to use when analyzing and interpreting a text?

Overall Student Learning Goals:

1. Readers apply their understandings of a single literary theory to multiple texts to deepen their interpretation.
2. Readers understand and apply multiple literary theories in a single text to deepen their interpretation.
3. Writers use academic language and conventions to support sophisticated literary analysis, while employing a chosen literary theory or theories.

3rd Quarter

Unit Overview:

Support students in understanding the ways in which writers and speakers convey their ideas to an intended audience. Students will analyze texts and media for advanced rhetorical strategies, fallacies, logic, and arrangement. Students will then create assertions around national issues using rhetorical strategies and devices. Students will evaluate their ability to achieve an intended effect through written and oral presentations.

Essential Questions:

1. How does a person's rhetorical ability create social awareness and affect change?
2. How do rhetors purposefully manipulate ideas, language and structure to achieve an intended effect?

Overall Student Learning Goals:

1. Readers understand that critical reading requires analyzing the strategies and devices writers use to convey their purpose and appeal to their intended audience.
2. Writers and speakers understand how to craft writing using a range of rhetorical strategies and devices to achieve their purpose and appeal to their intended audience.

4th Quarter

Unit Overview:

Advance students' facility with sophisticated strategies in premises, purposes, and propositions in a variety of works. Students will analyze and implement argumentation methods. Students will justify and document evidence and present their arguments effectively to an authentic audience.

Essential Questions:

1. How is everything we see, say, and write an argument?
2. How do writers and speakers use argumentation methods to convey their positions?
3. How do writers and speakers choose and incorporate information from sources to

effectively support an original argument?
<p>Overall Student Learning Goals:</p> <ol style="list-style-type: none"> 1. Readers evaluate how argumentation methods advance an argument in fiction, nonfiction, and visual texts. 2. Writers and speakers articulate a position through a precise and focused claim and advance it using evidence, examples, and counter-arguments. <p>Students will be participating in group projects, individual projects, webinars, class discussion, and quizzes/tests to show mastery on the standards assessed.</p> <p>Standards assessed located in Schoology under "Course information: Pacing Guides"</p> <p>Please refer to Schoology for all timelines, assignments, and assessments.</p>

Grades	Grade book marks are converted to a single letter grade for eligibility and quarterly reports. Grades are recorded on an official student transcript.
A	The student consistently and independently demonstrates proficient and advanced understanding in course concepts and skills in a variety of assessments.
B	The student independently demonstrates proficiency in course concepts and skills in a variety of assessments.
C	The student demonstrates proficiency in course concepts and skills with teacher and peer support.
D	The student demonstrates limited understanding and application of course content and skills and is making progress toward proficiency.
F	The student has shown insufficient evidence to gauge understanding or progress.
I	Incomplete

Marks	Marks indicate levels of proficiency on individual assessments and are recorded in teacher grade book. Capital letters indicate summative assessments. Lower case letters indicate formative assessments.
Adv/adv	Advanced
P/p	Proficient
PP/pp	Partially Proficient
U/u	Unsatisfactory
M/m	Missing

- (+) and (-) symbols communicate a range within a proficiency level.

Body of Evidence:

There are two types of assessment, formative and summative.

Formative (assessments for learning) provide direction for improvement for the student and adjustment of instruction for the teacher e.g. observation, quizzes, homework, discussion, drafts, etc. These assessments are identified by lower case letters in the teacher grade book.

Summative (assessment of learning) provide information to be used in making judgments about a students achievement at the end of a sequence of instruction, e.g. final drafts, tests, assignments, projects, performances, etc. These assessments are identified by capital letters in the teacher grade book.

Work Habits

➤ **Homework Expectations**

- Students will be expected to complete all course work by the assigned due date outlined in Schoology.
- The submission of late work will only be allowed on an individual basis and at the discretion of your course instructor. The teacher needs to give permission prior to assignment due date passing.

➤ **General Questions**

- When you have a general question about an assignment (not about your grade in the course or an assignment) and how to complete it, you should post the question to the Questions and Concerns discussion board located under "Course Information"

➤ **Classroom Culture and Norms - R.I.S.E.**

- **Respect**
- **Integrity**
- **Success**
- **Excellence**

➤ **Webinars**

- Live participation is expected.
- You need to have a functioning microphone in order to verbally participate.
- If you're not able to make a webinar, contact me via phone/email prior to the webinar beginning.
- For missed webinars, watch the recording and submit answers to the live sessions questions.

➤ **Communication**

- Check your district Google email daily for anything concerning your course progress.
- It is your responsibility to notify me immediately, if your email changes.
- Return any communication from me in the form you received it & within 24 hours. If you receive an email from your instructor, you should send an email in return.
- All communication will be returned within 24 hours. If I receive an email at 5pm Friday, I will get back to you no later than Monday.

➤ **Classroom Policies**

- APS Online High School will uphold and follow all policies outlined in the student code of conduct set forward in the APS Online Student/Parent handbook which can be found on the School website.

<http://online.aurorak12.org>

Required/ Recommended Supplies

- Notebook/Folder
- Memory Stick
- Email Account
- Computer with High Speed Internet Access, Microphone, Speakers (Video camera capability recommended, but not required)

If there are any questions concerning the course syllabus, please contact me. I look forward to helping you achieve success this year!