

Junior English I

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Survey of American literature from the colonial period through the Civil War era.

Overview of Course—the Literature

- The Colonial and Revolutionary Periods
 - Speeches of Passion and Protest
- *The Red Badge of Courage** or TBD* - Realism
- American Romanticism

Each unit will provide opportunities for reading, writing, and speaking—both formal and informal.

*You may be asked to beg, borrow or buy books. If for any reason you are unable to obtain a particular text, please let us know privately (email/note) ahead of time so we can help you get a copy. In some cases, financial assistance is available.

In this class, you will have multiple opportunities to meet the following standards:

- 1.3.2—understand and apply content/academic vocabulary critical to the meaning of the text, including vocabularies relevant to different contexts, cultures and communities.
- 2.3.3—evaluate the author’s use of literary devices and explain their use to convey meaning.
- 2.4.2—analyze author’s purpose and evaluate how an author’s style of writing influences different audiences.
- 2.4.4—analyze and evaluate the effectiveness of the author’s use of persuasive devices to influence an audience.
- 2.4.5—analyze text to generalize, express insight, or respond by connecting to other texts or situations.
- 2.4.6—analyze and evaluate the presentation and development of ideas and concepts within, among, and beyond multiple texts.
- 2.4.7—analyze and evaluate the reasoning and ideas underlying an author’s beliefs and assumptions within multiple texts.
- 3.4.2—evaluate traditional and contemporary literature written in a variety of genres.
- 3.4.3—analyze recurring themes in literature.
- 3.4.4—analyze and evaluate how great literary works from a variety of cultures to determine their contribution to the understanding of self, others, and the world.
- 4.2.1—evaluate books and authors to share common literary experiences.

In this class, you can expect to...

- **analyze, interpret, and think critically** about literary texts and authors’ purposes.
- **review, practice, and demonstrate** competence with the writing process to produce clear and effective writing.
- **identify and use** appropriate styles in writing and speaking.
- **demonstrate** competence with writing conventions.
- **apply** understanding of literary elements.
- **compare/contrast** elements of the text.
- **make connections** within the text.
- **evaluate** information beyond the text.
- **extend** information beyond the text.
- **use** various reading skills and strategies.
- **understand and use** the writing process.

Assessment

There will be multiple opportunities through a variety of strategies to meet the focus standards for this class. Periodically, you will review your work in your portfolios and assess your progress using the rubrics.

Classroom environment

It is expected that an environment of respect for self, others and their thoughts, feelings, beliefs, backgrounds and practices will be maintained in this classroom. We will work together to make this a safe place to think and learn. We all make mistakes and can learn from them, but intentional violation of this safe environment will not be tolerated.

Extra help

Tutorial time is **7:05-7:35, Monday through Friday**. I can be found in my room, **P10**. Please make arrangements in advance to meet with me after school or during advisory. Don't forget—red lit books cannot leave the classroom, so plan ahead.

Miscellaneous items

- All assignments must be:
 - Neatly hand-written in blue/black ink, **or** typed in black ink.
 - Handed in on paper, not on disk.
- Discussions are an integral part of an English class, and it is expected that you read the literature and contribute to the discussions. Discussions will provide opportunities, formal and informal, to meet standards, so always be prepared for discussions.
- It is a good habit to meet due dates. Late work will not be accepted because standards are not necessarily met only with specific assignments. **NO LATE work will be accepted.** It is the student's responsibility to complete missing assignments due to an absence. Work will be accepted after an excused absence; assignments will not be granted the extra day if the absence is unexcused.
 - Please contact me about missed assignments the day you return to school. If you are absent on a major due date it is your responsibility to notify me and make arrangements by the due date *and* time. Late work will not be accepted without prior arrangement.
- There will be no extra credit.
- It is **never** acceptable to plagiarize/cheat. Plagiarism is a serious mistake to make. It is dishonest. If there is an indication of intentional plagiarism and/or cheating, the assignment will not be used to show that you have met a standard, nor will you get credit for attempting to meet the standard. This is also true for the person who "loaned" work for you to copy. **A word to the wise—do your own work and always cite if you "borrow" anything from an outside source.** When in doubt, ask!
- Cell phones should be non-existent in this classroom. If you must be contacted during an emergency, a message can be delivered via the office (253-945-5600). If your cell phone is visible it will be confiscated until the end of the day. On the second offense, a parent/guardian must pick it up from the office.
- Electronics (mp3s, CD players, etc) may be used during non-instructional individual work time with teacher permission only. At all other times they must be out of sight or they will be confiscated.
- For a clean and productive learning environment, please do not bring food or drink, except water, into the classroom. It will be discarded upon discovery.

Useful Supplies

****Blue or black ink pens****

****Paper****

Highlighters

Pad of Post-Its

Post-It Tabs