



## English 11: American Literature

Mrs. Kelly Dutro, Room K212

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mrsdutro.org

Welcome to the new school year and welcome to Manzano High School! I am excited to have the opportunity to work with you this year, and I look forward to learning more about you. Together we will work toward furthering your education and ensuring your success in English 11. You will be expected to work to the best of your ability and behave in a courteous and respectful manner at all times. By working together, I am certain we will enjoy a challenging and rewarding school year!

### Materials Needed for the Class

#### Textbook

*Springboard English Language Arts Grade 11 Common Core Edition*

#### Course Novels

We will read the three texts below throughout the year:

- *The Jungle* by Upton Sinclair
- *Raisin in the Sun* by Lorraine Hansberry
- *Ceremony* by Leslie Marmon Silko

We will also read shorter texts from the following literary movements:

- Romanticism
- Transcendentalism
- Realism
- Modernism
- Harlem Renaissance
- Postmodernism

While all of the texts are available to checkout from the book room, I highly suggest you purchase your own copy of each novel so you may annotate directly into the book. You may also download digital copies of most of the novels to your electronic reading device such as a smartphone, tablet, or electronic reader. Please note that if you use your electronic device for anything but academic purposes, it will be confiscated and turned into the office in accordance with school policy.

#### Assignments

- All assignments are due on the assigned date.
- All assignments must be arranged by date in the appropriate section of your notebook.

- If plan to be absent on a due date, you must make arrangements to turn in your work before the due date.
- *Late work will not be accepted unless the late work procedure is carefully followed.*

## Supply List

You are expected to have supplies with you in the classroom at all times. Be sure to replenish supplies as necessary.

- A variety of pens in different colored ink
- Pencils and pens to have on hand in class every day
- White out
- Tape or Glue Sticks
- 3x3 inch Post-It Notes
- Green, yellow, and pink highlighters
- 1 computer flash drive (only required if you do not have access to Google Drive at home)

## Course Requisites

### Course Description

In the state of New Mexico, English 11 is a survey of American Literature. Over the course of the year, you will analyze a variety of texts from a variety of authors, including but not limited to Native American literature, African American literature, Chicano literature, Asian-American literature, and the classic “dead white guys” literature. While exploring the impact literature has had on American culture, we will study the differences between the most influential literary movements. Finally, we will continue to strengthen the rhetorical skills you’ve acquired in English 9 and 10.

### Course Objectives and Addressing Common Core State Standards

*In addition to standards specific to each unit of study, students are expected to practice the following Common Core Anchor Standards daily:*

#### [CCSS.ELA-LITERACY.CCRA.R.1](#)

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### [CCSS.ELA-LITERACY.CCRA.R.10](#)

Read and comprehend complex literary and informational texts independently and proficiently.

#### [CCSS.ELA-LITERACY.CCRA.W.10](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

#### [CCSS.ELA-LITERACY.CCRA.SL.1](#)

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

#### [CCSS.ELA-LITERACY.CCRA.SL.6](#)

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

#### [CCSS.ELA-LITERACY.CCRA.L.1](#)

Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

#### [CCSS.ELA-LITERACY.CCRA.L.2](#)

Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

You may find a complete list of the Common Core State Standards at [www.corestandards.org/read-the-standards](http://www.corestandards.org/read-the-standards).

### **Instructional Methods**

I use a wide-variety of instructional techniques to facilitate learning. My lessons are rigorous and fast-paced, yet I have also designed them to meet the needs of all students. My methodologies may include lectures, visual presentations, and class discussions, as well as hands-on approaches such as close reading and annotation, small group activities, research projects, computer-based learning and presentations, and a variety of artistic interpretations of material. Using a variety of methods gives every student the opportunity to be challenged yet successful.

### **Technology Usage**

Technology will play a major role in your English 11 learning experience. Since I use a lot of web-based educational tools, it will be extremely helpful for you to bring a phone, tablet, or iPod with Internet access to class everyday (devices used inappropriately, however, will be confiscated). You will need to access my class website, <http://mrsdutro.org>, nearly every day, and we will also use the Google Suite such as Google Classroom, Google Docs, Google Slides, Google Sheets, and Google Drive to type essays, create presentations, and share files regularly.

The district has already created Google for Education accounts for every APS student which can be used with the entire Google Suite. Please note, however, that while students can use these accounts with Google Classroom, Google Drive, Google Docs, Google Slides, and Google Sheets, the email function has been disabled.

To access your Google for Education account, please use the following login criteria:

Username: studentID@aps.edu (ex: 123456789@aps.edu)

Password: Whatever password you use to access StudentVue

If you are unable to log in to StudentVue, you may contact the office or myself for a password reset.

### **Assessments and Grading**

Assessments will take a variety of forms in this course. Traditional assessments such as tests, quizzes, and homework will be used in addition to performance-based assessments such as projects, presentations, and group work. This variety of assessment will allow you to demonstrate your strengths while working toward academic success. Grades will be based on a percentage system using the traditional scale:

100 - 90%	A
89 - 80%	B
79 - 70%	C
69 - 60%	D
59% and below	F

Assessments may also be graded on a proficiency scale, and you may see these proficiency scale score codes in StudentVue or ParentVue.

### Proficiency Level

Proficiency Level	Code	Percentage	Letter Grade
Exceeded Expectations	EE	100%	A
Almost Perfect	AP	99-90%	A
Proficient	P	89-80%	B
Nearing Proficient	NP	79-70%	C
Beginning Steps	BS	69-60%	D
Incomplete	I	59% or lower	F
Absent	AB	0% unless otherwise noted	F
Missing	M	0% unless otherwise noted	F
Excused	Ex	Does not affect the final grade.	N/A

In addition to class assessments, you will also be required to take state and district mandated assessments. More information about the assessments will be provided as the year progresses.

### Course Agenda and Description

\*Please note that this is a tentative outline of this course and may be changed as deemed necessary by the instructor\*

#### *Grading Period: 1- 6 Weeks*

We will begin the year with a heavy focus on writing and research, beginning with a review of the conventions of Standard English and an introduction to rhetoric. Through the use of mentor texts such as Martin Luther King's "I Have a Dream" speech and Franklin D. Roosevelt's Address to the Nation after the attack on Pearl Harbor, you will learn the art of persuasion. The six weeks will conclude with a persuasive speech on a topic of your choice.

### *Grading Period: 2. 6 Weeks*

The bulk of this grading period will revolve around *The Jungle* by Upton Sinclair. Using the novel as a jumping-off point, we will analyze the power of satire while also comparing and contrasting the idea of the American Dream with the experiences immigrants faced in the early twentieth century.

### *Grading Period: 3. 6 Weeks*

We will conclude the first semester of your junior year with an argumentative research paper on one of the major issues explored in *The Jungle*. Specifically, you will explore whether or not your chosen issue has been resolved in the century since the book was written. Your paper must include evidence from *The Jungle* as well as evidence from your research.

### *Grading Period: 4. 6 Weeks*

The fourth six weeks will begin with *A Raisin in the Sun* by Lorraine Hansberry and a study of literature from the Harlem Renaissance. Through the play, we will continue to analyze the debate around the American Dream as experienced by black Americans from the 1920s to the 1960s.

### *Grading Period: 5. 6 Weeks*

The bulk of testing will occur during this grading period, so expect the bell schedule to be heavily modified. If time allows, we will begin reading *Ceremony* by Leslie Marmon Silko along with other works written by Native American women. Our focus will shift away from the American Dream to the idea of cultural identity and preservation.

### *Grading Period: 6. 6 Weeks*

We will wrap up the year with a persuasive creative writing project in which you will compose creative work that promotes some sort of social change. In addition to the creative text, you will create an informative documentary justifying the need for social change.

## **Resources**

Manzano School Website: <http://manzano.aps.edu>

Mrs. Dutro's Class Website: <http://mrsdutro.org>

The Purdue Owl Online Writing Lab: <https://owl.english.purdue.edu/owl>

Information about the PARCC assessment: <http://www.parcconline.org/parcc-assessment>

The Common Core State Standards: [www.corestandards.org/read-the-standards](http://www.corestandards.org/read-the-standards)

## **Course Expectations, Policies, and Procedures**

### **Respect Yourself**

- Honor your learning experience by always being prepared, on time, focused, and confident.
- Maintain a growth mindset and don't fall into the trap of a fixed mindset. If something is difficult, remember that it will get easier with dedication and perseverance.

### **Respect Your Environment**

- Keep the classroom clean and organized by always picking up after yourself. Don't write on desks, and put your supplies away where they belong.

### **Respect Your Peers**

- Everyone learns differently. Always honor their need to learn by being quiet when it is time to be quiet, stay on task during group assignments, and contribute your ideas to group discussions.

### **Respect Your Teacher**

- Remember that your teacher is on your side. All assignments and activities have been designed to prepare you for whatever life throws at you. Don't interrupt lessons, and remember that your teacher will always try to do what is best for the whole group.

### **Attendance/Tardy Policy**

When the final bell for class rings, you must be in the classroom. I strictly follow the published MHS attendance policy. If you reach the maximum number of unexcused absences/tardies under the policy, I will notify administrative personnel for a parent conference or WF from my class.

### **Missed Assignments/Exam Procedure**

Whenever you are absent, send me a quick email letting me know that you will not make it to class. Usually, I can send you the makeup work on the same day of your absence so you do not fall behind. If you will be absent from school for two or more days, your parent or guardian should notify the school so that other assignments may be collected and sent to you at home. It is your responsibility to inform your teachers that you will be absent and to request any and all make-up work.

Once you have returned to class, all make-up and alternative assignments must be completed within the number of school days equal to or less than the number of school days you have been absent.

### **Class Participation**

All students are expected to take an active part in the learning environment of the classroom. This means coming to class on time, being prepared to learn, and working cooperatively with your peers. The more you participate, the more you will learn!

### **Academic Dishonesty**

Academic dishonesty will not be tolerated. Any attempts to plagiarize or cheat will result in the automatic loss of credit for all students involved. Additionally, parent contact and a referral to the administration are options that will be used at the teacher's discretion.

### **Communication**

The best way to contact me is by email, however you may also call me at the school at (505) 559-2200 ext. 23413 and leave a voicemail. In an effort to increase communication between you, your parents/guardians, and myself, I will also use the Remind program to send text message reminders directly to your phone. Please note that former students have reported

that the app is much more effective than SMS alerts. To sign up to receive the Remind messages, follow these directions:

Students, please text the code @kduto2 to 81010 or (505) 349-8152 to sign up for Remind messages. Parents may sign up as well using the code @eng11guard. If you would prefer to receive your remind messages through the app rather than through SMS, simply search for Remind in your app store.

The expectations I have for you are the same as the expectations you will find throughout the APS system, in colleges, other post-secondary educational institutions, social environments, and the workplace. Our goal is to help you acquire skills you can use for a lifetime.

You may contact me by email at [kelly.dutro@aps.edu](mailto:kelly.dutro@aps.edu). Please let me know if you have any questions or concerns.

Thank you,  
Kelly Duto

This syllabus is a tentative outline of this course and may be changed as deemed necessary by the instructor.

Mrs. Dutro, English 11  
Class Guidelines and Expectations  
2017-2018

Dear Parent/Guardian:

It is imperative that students attend class every day, and it is especially important for parents and guardians to be aware the effect absences can have on a student's ability to receive credit for this class. Some absences are unavoidable because of illness or an emergency, so if your child misses class for any reason, please encourage him/her to get the work that was missed and turn it in the next day. All assignments for the week are posted in the classroom. If the work is not turned in on the day it is due (or within the appropriate amount of time outlined within the absence policy), it will be considered late work and will not be accepted in accordance with the late work policy stated previously.

Students, please sign, detach, and return the signature page no later than Friday, August 18, 2017.

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Student Name (Please Print)	Period	ID Number
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Student Signature	Date
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Parent Name (Please Print)	Email Address	Phone Number
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Parent Signature	Date
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