Lake Forest Academy / English Department

\*\*\*Character, Citizenship, Scholarship, and Responsibility\*\*\*

English 11: Global Literacies

2016-2017

Ms. Olivia Poska

Office: Reid Hall 5 (English Department Office)

[oposka@lfanet.org](mailto:oposka@lfanet.org)

**Course Description**

*English 11: Global Literacies* refines students’ capacities for critical thinking, writing, speaking, listening, viewing, performing, and doing and builds awareness of how meaning is constructed through global literacies. The course emphasizes literacies from around the globe including but not limited to Asia, Europe, Africa, North and South America, and Oceania. The main goals of the course are to study the ways in which authors, playwrights, filmmakers, and visionaries have captured and shaped identities around the world; to nurture students’ enjoyment and comprehension of literature and media; and to provide them with the skills they need to be confident, empowered readers, writers, thinkers, and makers of meaning ready to work at the university level. Students develop their written voices in a variety of genres, and instructors emphasize writing as a process. Aspects of argumentation are reinforced and advanced through public speech while research and study skills are tightened.

**Course Objectives**

Upon the completion of the first term of English 11: Global Literacies, students should be able to:

* analyze and interpret the rhetorical strategies (tone, syntax, diction, etc.) that an author uses to achieve a purpose
* distinguish between persuasive and argumentative modes of writing and speaking, and understand how each can be used effectively
* compose and deliver a persuasive speech
* find, evaluate, synthesize, and properly cite sources to create and sustain an original argument
* pinpoint the demands that different kinds of writing tasks present, and respond accordingly with an independently designed and executed essay
* offer constructive self-critique of their own writing and design their own plans for revision

**Course Expectations**

**Students are expected:**

\* **to keep a three-ring binder.** In these binders students store and organize all handouts they receive (including cycle sheets, text excerpts, outlines, etc). Dividers are optional, but may be useful for organization purposes (i.e. Cycle One, Cycle Two; or *Americanah, Outliers,* etc).

\* **to take longhand notes in class at every class meeting** (see below TECHNOLOGY POLICY). Students may write their notes either on looseleaf paper that they keep in their binders or on a separate block of paper. Special accommodations will be granted in particular cases (see below ACCOMMODATIONS).

\* **to have printed copies of the EXACT text.** Titles and editions are specified on the reading list (see LFA website). When in doubt, please check ISBN numbers or ask me.

\* **to arrive in class ON TIME with ALL relevant course materials**. These materials include three-ring binders and/or notebooks; the day’s assigned text(s); LFA planners; pens, pencils, and three highlighters of different colors; and iPads charged. All materials should be OUT and ready for use at the beginning of class. If materials are missing, you will not be allowed to go retrieve them.

\* **to participate in class mindfully** **and respectfully.** Students should ask questions and make contributions to the class discussion. Yet participation is not only speaking up. It also entails self-regulation. Please listen attentively to your classmates, and be respectful, considerate, and kind. No smirking, rolling eyes, fidgeting with pencils, muttering under your breath, whispering to a friend and giggling, etc. Repeat offenders will have to meet with the DOS.

\* **to use the restroom or get a drink of water as needed**. Students should get up and take care of the matter as quickly as possible without disruption. If you are not back in a reasonable amount of time (5-7 minutes), however, you may earn an unexcused absence.

\* **to go to the nurse if they feel sick or light-headed**. If that is the case, students should interrupt me to let me know where they are going.

\* **to read all assigned texts actively and critically, pencil in hand.** A major part of this course is learning to be a very discerning, critical and active reader. In order to succeed you must be in dialogue with the text as you read. Please keep a record of that “conversation”—that inner monologue full of thoughts, questions, objections, etc. that takes place in your head as you read actively. Some students may prefer marginal annotation. For others (me included), the margins will seem too small. Those may prefer to take notes on a separate sheet of paper. Whatever record is kept of the reading process, it should be enough so that you can write a strong summary of the reading from the night before.

As students read, they should use the following questions to guide them:

* Who is the speaker/writer of the text you are reading? What occasioned the speaker/writer to compose the text?
* Who is the speaker/writer’s audience?
* What stake does the speaker/writer have in the subject on which s/he is speaking/writing? What are his/her biases?
* What is/are the chief claim/s that the speaker/writer is making?
* What is the nature of the speaker/writer’s appeal? In other words, **how** does the speaker/writer go about making the claim? How is the speaker/writer manipulating evidence and language, among others, to make the claim?

On occasion I will offer additional or alternative guiding questions, but in general, these questions will frame the discussion of most texts we read.

**\* to keep a writing portfolio**. A writing portfolio is a good way to track the progress that you make over the course of the semester. Most pieces of writing that you complete (including brainstorming, outlines, etc.) in this class will go into this portfolio (I will tell you which ones you will keep—and when in doubt, save).

Each student must maintain two versions of his/her portfolio: electronic and hard copy. Hard copy versions of the portfolio will be kept in the English classroom (Reid 2), while electronic versions will be kept as shared documents on Google drive. Please create a folder for your writing on your Google drive and be sure to share the documents with me.

All writing assignments should be PRINTED out and ready to hand in at the beginning of class on the specified due date. Papers, large or small, cannot be emailed or shared with me as a Google doc unless requested. On occasion, students will also be asked to submit papers on *turnitin.com*, but that does not eliminate the expectation that they will also submit a hard copy. In most cases, students will be submitting the entire writing process including rough drafts and peer responses with final submissions.

**Required Texts and Apps**

**NOTE: All titles should be purchased in printed versions. Please be attentive to the ISBN numbers as you will be expected to use its corresponding publication.**

Adichie, Chimamanda Ngozi. *Americanah.* Anchor Books, 2013. (978-0-307-96212-6)

Fitzgerald, F. Scott. *The Great Gatsby.* Scribner, 2004. (978-0743273565)

Gladwell, Malcolm. *Outliers.* Little, Brown and Company, 2008. (978-0-316-01793-0)

Hoff, Benjamin. *The Tao of Pooh.* Penguin, 1983. (978-0140067477)

Kaufman, Moises. *The Laramie Project & The Laramie Project: 10 Years Later.*

Vintage, 2014. (978-0804170390)

Moore, Wes. *The Other Wes Moore: One Name, Two Fates.* Spiegel & Grau, 2001.

(978-0385528207)

*Additional texts (mostly in excerpt) will be provided to you electronically and/or print.*

**Required Apps:**

Students must download the following FREE applications on their iPads within the first week of school, if they do not have them already:

Meriam Webster’s English Dictionary

Google Docs

Google Slides

YouTube

Instagram

Notability

**Course Policies**

***Accommodations***

I recognize that students have different needs as learners, and I intend to work with each student to optimize experience in the course. If students have any established accommodations that they require—such as extended time or note-taking aids, for example— please notify me during the first cycle or as soon as possible. If extended time is stipulated and a student would like to use it, that students should remind me that at least 24 hours in advance to insure that I can make arrangements.

***Late Work / Absence Policy***

If a student is “**excused absent**” from class(es) and misses graded work (quiz, test, presentation, in-class activity), he/she has X + 1 days to make up all required missed work for full credit. If work is completed after the X + 1 time period, the work is to be accepted and the grade penalized 1/3 for each school day beyond the X + 1 period. When the work is three or more school days late, the work is no longer acceptable for full credit. Partial day absences, athletic activity, and field trips are included in this policy because they have been previously announced.

If a student has an excused, full-day absence on the day a long-term assignment (assigned one cycle or more prior to the due date) is due, the assignment is due the day the student returns to class. If this expectation is met, the work is to be accepted for full credit. If it is not, the late work guidelines apply as outlined above.

For unexcused absences, graded work is to be accepted for partial credit the day the student returns. There is no “X + 1” policy.

On a point scale, the lowest score acceptable is a “50%” (not a “O”).

If a student is present in class but simply fails to submit requested work, the teacher has the autonomy to accept 50% credit toward the assignment if the work is turned in at the following class meeting or no credit if the assignment is submitted beyond one class date.

In all cases, it is the student’s responsibility to consult with the teacher regarding missed work. Failure to do so does not alter any of the above guidelines. The teacher, likewise, has an obligation to respond to the student when this information is requested.

Individual teachers have the autonomy for discretion in consultation with the Department Chair, if deemed appropriate/necessary. Daily homework is at the discretion of the individual teacher; the teacher will have no expectation/obligation to give credit for late homework.

Late work connected to academic honesty/integrity will be considered in consultation with the Department Head.

***Academic Honesty and Integrity***

Samuel Johnson once said, "Integrity without knowledge is weak and useless, and knowledge without integrity is dangerous and dreadful."

Academic integrity is more than just obeying the rules. How you conduct yourself at LFA says a lot about the type of person you are; which speaks to your personal integrity and moral courage. At Lake Forest Academy, academic integrity refers to your acknowledgment of and respect for the academic principles and behaviors that support the school's mission. This includes:

* Completing your own work;
* Documenting your research (citing the work of others);
* ​Acting ethically and with integrity as you pursue your academic studies;
* ​Being responsible and taking responsibility for your actions;
* Learning from your mistakes; and
* Setting the example (being a good academic citizen).

Students enrolled in this course are expected to maintain school policies on academic honesty and integrity. All work that you turn in should be yours. Proper credit must be given to the ideas and work borrowed from or influenced by others. Failure to do so may result in disciplinary actions according to school policy. Review MLA style and the expectations for a Works Cited and Works Consulted listing. You will review examples of what is and is not academic honesty and integrity at the beginning of each semester.

All students are required to act ethically and with integrity in academic matters and demonstrate behaviors that support academic values. These behaviors may include, but are not limited to:

* Completing one’s own original work;
* ​Knowing and following the appropriate citation method in regards to the use

of quotation marks and paraphrasing;

* ​Collaborating appropriately (unless teamwork is permitted, it is prohibited);
* ​Acknowledging the contribution of others (giving credit);
* ​Ensuring that others do not use a student’s work inappropriately;
* ​Acting ethically and with integrity while conducting research and in the
* reporting of research results; and
* ​Following published examination rules and protocols.

More on academic integrity, honesty, and plagiarism will be discussed in class. Some written work may be required to be submitted through the cloud-based service *Turnitin*, which manages the submission, tracking, and evaluation of student work and originality.

If a student has become involved with an act of academic dishonesty, the teacher will speak with the offending student and notify the Department Chair. Then, the student will be referred to the Dean of Student’s Office who will advise as to whether or not notification to the student’s advisor will be made. The DOS and Advisor should not be spoken with until the teacher speaks with the student whose integrity is being challenged. The DOS and the Discipline Committee will determine the institutional consequence for an academic honesty violation.

The individual teacher should consult with the Department Head who will verify the academic consequence involved which will be based on the Department’s overall philosophy:

* ​A paper requires a new topic assignment and must be rewritten (or will

receive a 0%).

* ​​Freshmen and sophomores can earn up to 70% credit for the rewrite
* ​​Juniors and seniors will earn a maximum of 50% credit.
* ​​Tests, quizzes, and homework connected to Academic Dishonesty do not

have to earn any credit.

(Adapted from Brock University)

***Retakes/Rewrites/Revisions***

The English Department has a revision process philosophy that is not tied to your final paper grade. Test retakes and in-class timed essay rewrites are not given.

At the time a significant writing assignment is given, the teacher will highlight the writing process (brainstorming, drafting, revising, and final copy) along with accompanying deadlines (e.g., B3 for brainstorming, D4 for 1st draft, A1 for final copy). During the writing process, you may seek support in-class, over cycle meetings with your teacher, with peer reviewers, and/or with the writing center. Students may use an external reviewer but should be mindful of the school’s position on academic honesty and integrity. Classroom teachers may provide guidance and direction (e.g., review a paragraph for input and support) but will not be expected to provide “full paper” review until the time of submission. The essence of the process is designed to allow demonstration ofcapabilities.

Teachers may provide feedback on writing during the writing assignment’s process, may provide some revision suggestions and examples, and may provide an assessment tool for “needs improvement” (such as a checklist or rubric). However, students are exempt from revisions after the final due date and will not be permitted to revise further. A teacher’s grade will correlate with teacher comments and feedback at the time writing is assessed.

This philosophy is to encourage the process of writing—not the writing for a particular grade. Use brainstorming, drafting, and revising process time to get the necessary feedback to shape and improve writing skills. Students should submit their entire writing process (word maps, percolating, brainstorming, drafting, and revising) as part of their final submission. Students should have evidence of their writing process and not indicate they revised “as they wrote.” MLA expectations are held in grades 9-12, which means including “Works Cited” and “Works Consulted” pages. Further, students will also have in-class timed writings (revisions not permitted) to refine other types of writing skills.

Papers connected to a final exam may constitute an exception and will be discussed with individual teachers.

If merited, rewritten/revision work may be done on a case-by-case, exceptional basis. This will be a rare occurrence due to extenuating circumstances. The Department Chair will be consulted with individual questions and concerns.

***Technology Usage***

The use of mobile phones during class is prohibited. Students must “park” their phones in their assigned spaces as soon as they arrive in the classroom.

Students may not use iPads or laptops in class unless they have been instructed to do so. These devices must remain packed away until I have permitted their use. If you have reason to use your ipad or laptop for note-taking purposes due to unusual circumstances, please see me (see also ACCOMMODATIONS).

**Grading**

Grades will be calculated using the following weighted system:

Quizzes, homework, and participation ~ 15%

Composition (timed, take-home) ~ 35%

Speech (persuasive, etc.) ~ 10%

Research Paper ~ 20%

Final Exam ~ 20%

Final letter grades will be determined roughly on the following scale:

100 – 98 A+

94 – 97 A

90 – 93 A-

87 – 89 B+

83 – 86 B

80 – 82 B-

77 – 79 C+

73 – 76 C

70 – 72 C-

67 – 69 D+

63 – 66 D

60 – 62 D-

59 and below F

**General Overview of Topics: Semester One *America and The American Dream***

Cycle One and Two: Formulating Our Essential Questions / *Outliers* by Malcolm Gladwell / *Americanah* by Chimamanda Ngozi Adichie

Cycle Three, Four, and Five: Shaping American Dreams: Leaders and Their Words / The Nature of Appeals: Ethos, Pathos, and Logos in American Rhetoric / Delivering a Persuasive Speech / Research Paper

Cycle Six and Seven: American Dreams, Deferred: *The Great Gatsby* / Rhetorical Analysis and Critical Reading

Cycle Eight, Nine, and Ten: Whose American Dream? *Other Wes Moore* and The Laramie Project and the Laramie Project Revisited

FINAL EXAM: Friday, December 9, 2016, 8:30 a.m.

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This syllabus is a breathing document, and the teacher has autonomy to make changes.

Any changes will be communicated to the students as they happen.

I, , have read and understand the policies, procedures, and

expectations outlined in this syllabus for English 11, and I agree to follow them during the 2016-2017

academic year.

Signed:

Date: