Junior English Syllabus

Mrs. Ingalls

2015-2016 School Year

**Introduction:**

The goals of a good English class are: 1. To teach you how to think critically, 2. To teach you academic argumentation to defend your critical thoughts, and 3. To use literature and writing as a catalyst for 1 and 2. This class is meant to challenge how you think about what you read and write. By the end of the course, it is my hope that you are able to engage in a sustained, critical argument in conversation with established literary scholars. And, of course, it would be much to my enjoyment if you also learned how to appreciate the aesthetic qualities of the written word--the beauty of language when constructed by artists.

**The basic requirements for success in this course are as follows:**

* Participation/engagement in weekly questions through both the Weebly and in-class discussion. Each week, I will pose a critical question to the class Weebly that asks you to write approximately 200-300 words in response to the readings from the week. You must also respond, substantively, to your peers through the Weebly.
* Completion of all assignments on time.
* Passing grades on all tests and assessments.

**Extra Credit**Extra credit is often available to you in the form of additional (optional) test questions or written reviews of theatrical productions or literary readings. I only allow extra credit for students who complete all assignments. **If you have any missing assignments, you cannot receive extra credit.** All extra credit work must be submitted ten (10) days before the end of each semester.  
  
  
**Texts and Materials**We have been incredibly lucky this year to receive the textbook I requested. It is a combination of three infinitely valuable resources: a rhetoric (which we will use to learn about writing expository essays for both our high school class and the college class, English 101), an annotated reader (Junior English in Idaho is reserved for the discussion of American literature and non-fiction), and an MLA handbook (ergo my intolerance for any mistakes in your paper formatting). You will supply the other materials: a pencil, paper, and a portfolio (I have all of these available if you need them). Never come to class without your text and materials.  
  
**General Expectations**  
My rules are fairly simple inasmuch as they parallel school rules (no electronic devices except when specifically approved, no academic dishonesty, dress code, etc.). Be respectful and respectable, and we shall have a great year. If we get to where we need to have rules posted somewhere in the classroom, we can do that, but I'd prefer you act in a mature manner so that this does not have to occur. If you are taking this class for college credit, you are additionally held to the University of Idaho Code of Conduct, which I will supply to you upon successful enrollment.

**Academic Expectations**  
This is a rigorous class with high expectations. I understand that extra-curricular expectations make being a student tough. I've been there myself! However, being a student is your priority, so late practices or other such impositions are not an excuse for late or missing assignments. For the most part, your work is due on the date it is due whether you are at school or not. In other words, if I assign a paper that is due on November 20th (for example), and you happen to be sick that day, your paper is still due that day--meaning you need to email it to me or have someone bring it to school for you. For each day an assignment is late, your grade for the assignment will be docked 10%. So, if you turn in a "C" quality paper a day late, it reverts to a "D" in the gradebook. Exceptions to this MUST be worked out in advance of an absence. *Nota Bene*: a prearranged absence is assurance that you will turn work in on the day it is due; it is not an excuse to turn in a late assignment.

**Projected Major Assignments:**

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| **Major Assignment** | **Associated Unit (s)** |
| **Expository Essay #1:** Your Learning History | **Analyzing a Visual Image:**  This unit asks you to consider the rhetorical value of an object or visual image. It asks that you relate intimate description to implicit meaning. |
| **Literary Response #1** | **A Meeting of Old and New Worlds: Beginnings to 1750**  Chapter 5 in our text deals with the earliest American writings and the cultures that clashed in creating them. |
| **Expository Essay #2:**  Analysis of a Person’s Social Network | **Rhetorical Analysis:**  This paper will ask you to write an rhetorical analysis that reflects an examination of rhetorical intent of a particular social network (such as Facebook). |
| **Literary Response #2** | **A New Republic: 1750-1830**  As America established her roots, so did she also establish her voice. Most of the writings in this collection compose the foundation of American democracy. Generally, they are primary sources that will help us understand the ethos of our nation. |
| **Literary Response #3** | **America in Conflict: 1830-1865**  The Civil War divided the nation inextricably. The wounds often feel fresh even today. However, it is also during this period that America wrote some of her most beautiful poetry, a juxtaposition to the ugliness raging within our borders. |

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| **Expository Essay #3:**  Responding to an Argument | **Response to an Argument:**  Building on your skills in analysis, you will now practice critiquing and responding to controversy. |
| **Literary Response #4** | **Reconstructing America: 1865-1913**  In a divided nation, healing seemed more divisive than the War itself. Promises were broken, people subjugated, but at the same time, America emerged as considerable power. |
| **Expository Essay #4:**  Joining the Conversation | **Synthesis Essay:**  In order to become a part of a critical conversation, you must consider multiple perspectives. In doing so, you often realize that compromise is not weakness as is, in fact, noble. |
| **Literary Response #5** | **America in the Modern World: 1913-1945**  As race continues to motivate conversations in the US, we also see the rise of the American Negro in culture. We also have to reckon with the advancement of the American woman. |
| **Final Portfolio Letter & Submission** | **TBA**  (If you are not taking the class for college credit, you will have an alternate assignment as yet to be determined) |
| **Literary Response #6** | **Redefining America: 1945-Present**  Post-modernity has defined itself by being undefinable. The richness of modern voices are owed to a past of suffering, yet we still don’t have a clear sense of who we are. What does it mean to be an American? |

**Expository Essays & Literary Responses:**

The Expository Essays are each 1,000-2,500 word essays, prescribed by the University of Idaho in accordance with English 101 standards. Even if you are not taking the class for Dual Credit, you will write the essays. You are allowed to revise each essay until you are pleased with your final grade.

The Literary Responses are shorter, but thorough, extended responses to specific questions. Each will look a little different, but you will generally be asked to expand a response to a question from the Weebly associated with the unit of study. These are less formal assignments but are not revisable.

**Additional 101 Requirement:**

The most significant different between taking this course for college credit as well as high school credit and taking it only for high school credit is in your submission of a **Final Portfolio** (as indicated in the projected assignments section, above)**.** In addition to the four core essays due throughout the year, you will have to present a final portfolio along with a letter explaining to the University’s Writing Committee why you should be allowed to pass on into the next level of college writing. We will work on this together throughout the course of the class, and I will do everything in my power to assure your success. A separate, University-generated, syllabus will be handed out when we begin to enroll students.