**ADVANCED ENGLISH 11**

Mrs.DeFelice

2018-2019 Info Handout

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Class Website: www.mrsdsenglishclass.weebly.com

**Remind101**: Text @adeng11 to 81010

You have been recommended for the 2018-2019 Advanced English 11 class. As you have met the qualifications to be suggested for this course, it is clear that your teachers, peers and parents believe you have the skills to succeed in a college level class.

Due to the fact that the Advanced English 11 class is equivalent to a college-level freshman literature and composition class, students will experience not only the rigor of a college course, but also the class expectations and structure of one as well. Advanced English 11 is designed to be the bridge that takes you from high school literature and composition to a college standard. That being said, you will be challenged but in the end, will be a stronger student for it.

What are the benefits of taking an advanced course?

* Students can earn six credit hours from the University of Minnesota- Crookston
* COMP 1011: Composition I (3 credits)
* ENGL 1016: American Literature (3 credits)
* Students will develop college-level academic skills
* According to a study conducted by College Board, there is “strong evidence of benefits to students who participate in both [advanced] courses and AP exams in terms of higher GPAs, credit hours earned and four-year graduation rates." (Washington Post)

*Remember, we have now leveled the playing field- you should be prepared to drop at least a letter grade from your “usual” until you get the “hang” of the class.*

**My Expectations:**

* Be prepared for homework (plan for about **5 hours per week** on English alone). As stated by the AP English Language and Composition Handbook:

*As this is a college-level course, performance expectations are appropriately high, and the workload is challenging. Students are expected to commit to a minimum of five hours of course work per week outside of class. Often, this work involves long-term writing and reading assignments, so effective time management is important. Because of the demanding curriculum, students must bring to the course sufficient command of mechanical conventions and an ability to read and discuss prose.*

* If I assign a reading, read, annotate, analyze and come to class ready to discuss the work (you will know if you are doing this correctly when you start anticipating the questions and discussions I bring up in class).
* Honesty is a must- many assignments are based on a completed/uncompleted basis or ungraded altogether. I assign the homework to make you a stronger student, not to just give you a grade.
* Do not memorize and forget- this class is designed to prepare you for college; therefore, we will constantly be building on knowledge acquired. What we do at the beginning of the year will be utilized until the very end. Learn it and keep using it.
* Take good notes- even when I don’t ask. Many test questions will come from notes taken during class. As this class is based on a college course, discussion will take up much of our time, so take the initiative and write down ideas you think are important. This is a skill that is imperative for your success in college.
* Late assignments will receive a zero- there are no excuses. However, you must still turn in the assignment in order to pass the quarter and not be given an “incomplete.”
* Assignments and missed tests (due to unexcused absences) are your responsibility. It is also your responsibility to come to me to set up a time or due date within three days of your absence. Being in class each day is an important part of learning. Even if excused, multiple absences will result in a review of your spot in the class.
* No extra credit work will be given- I believe that time spent on extra credit would be better spent on regular assignments

\*\*\* I am truly excited to be working with you all this year! I know that each and every one of you deserves to be in this class and can (and will?) put your best in all we do. I am looking forward to some good talks and great writing, even though, at times, it will be challenging--but that just makes us better, right?

**I HOPE TO SEE YOU IN ADVANCED ENGLISH IN FALL!**

SUMMER ASSIGNMENTS

1. Check out the class website and download the following articles:
* “How to Mark a Book” by Mortimer J. Adler
* “I’ll Have Mine Annotated, Please” by Matthew D. Brown
* Complete a 300-word reflection on the two articles by addressing the prompt: *How do the articles you read change your perception of reading, writing and thinking? What do these stories, suggestions and experiences offer in terms of new ideas and approaches to reading, writing and thinking this year? Do you agree with them? Why or why not? What are your goals in terms of reading, writing, thinking, and annotating for the coming year?*

*\*\*\**This reflection will not be graded for mechanics or formatting but rather on content- that being said, do the best you can!

* Complete articles and reflection by the last day in June (Tuesday, 30th) and email to me

\*\*\* Please let me know if you will have trouble accessing a computer over summer

1. Read one nonfiction text of your choosing. Nonfiction is defined as writing that is based on facts, real events, and real people, such as biography or history. Annotate as you read using the dialectical journal (if you own the book- feel free to mark it up!). A few suggestions for nonfiction (but not limited to):
	* A Whole New Mind: Why Right-Brainers Will Rule the Future by Daniel Pink
	* The Immortal Life of Henrietta Lacks by Rebecca Skloot
	* The Overachievers by Alexandra Robbins
	* Fast Food Nation by Eric Schlosser
	* Wild: From Lost to Found on the Pacific Coast Trail Cheryl Strayed
	* Am Malala by Malala Yousafzai and Christina Lamb
	* Profiles in Courage for Our Time by Caroline Kennedy
2. Read one American classic from the list below (or check with me if you have another in mind!) and annotate as you read using the dialectical journal (if you own the book- feel free to mark it up! This will help with your dialectical journal)

\*\*\* Novels and journals are due first day of class

**\*\*\*Failure to complete any of the assignments by the given due date will result in your removal from this class. \*\*\***

**\*\*\*\* Remember: assignments can be turned in any time before the due date**

Books are available at both the WHS library and the Warroad Public Library, but keep in mind there may not be multiple copies of each- so go soon or else reserve them! I would also recommend purchasing the book for yourself. They can be purchased new or used on Amazon for usually only a few dollars. With your own copy you can fold pages, make notes inside, underline, etc. – it’s yours to keep forever (and an excellent help if you study the same novel in college)!

**Fiction (American Classics)**

*Moby Dick* by Herman Melville

*For Whom the Bell Tolls* by Ernest Hemingway

*Catch 22* by Joseph Heller

*Slaughterhouse-Five* by Kurt Vonnegut

*Gone With the Wind* by Margaret Mitchell

*The Grapes of Wrath* by John Steinbeck

*The Good Earth* by Pearl S. Buck

*The Sound and the Fury* by William Faulkner

*Uncle Tom’s Cabin* by Harriet Beecher Stowe

*One Flew Over the Cuckoo’s Nest* by Ken Kesey

*Tender is the Night* by F. Scott Fitzgerald

*My Antonia* by Willa Cather

*The Color Purple* by Alice Walker

*The Red Badge of Courage* by Stephen Crane

*The Jungle* by Upton Sinclair

*As I Lay Dying* by William Faulkner

*The Last of the Mohicans* by James Fenimore Cooper

*The Sea Wolf* by Jack London

*The Sun Also Rises* by Ernest Hemingway

*Their Eyes Were Watching God* by Zora Neale Hurston

\* Remember that these as well as the books listed previously are college level books. Be sure to preview the content and make certain you are comfortable with the material before selecting your choice.

DIALECTICAL JOURNAL

A dialectical journal is another name for a double-entry journal or a reader-response journal. A dialectical journal is a journal that records a dialogue, or conversation, between the ideas in the text (the words that you are reading) and the ideas of the reading (the person doing the reading). In essence, a dialectical journal is a conversation with yourself about the novel. Write down your thoughts, questions, insights, and ideas while you read. Use quotes from the work as springboards for your thoughts, ideas and reflection. You should have at least 30 (20+10) quotes and responses that will be due for points the day you return to class.

To help, find key quotes that…

* Include literary elements
* Express key ideas or concepts
* Reveal something about a character

In your own words, provide a clear response to the quote. Why is it important? What does it mean? How does it relate to key themes and literary elements in the book? Do NOT summarize but rather explain the importance of the quote. For both works, the dialectical journal MUST COVER THE ENTIRE SCOPE OF THE BOOK- not just the beginning and end chapters. Aim for *approximately* one thought per 15 pages.

The left hand column of a double entry journal is the space in which you record key quotes, and the right hand column is the space in which you put your response. An analogy for this is to see the left hand column functioning as a highlighter pen and the right hand column as the notes scribbled in the margin.

Example:

*The Lord of the Flies* by William Golding

Now we come to the most important thing. I've been thinking...We want to have fun. And we want to be rescued.

-Pg.37

This quote symbolizes how Ralph is stuck between two courses of action. He wants to be a kid, to be carefree; but he also wants to be responsible, and to lead the younger kids to safety. He is stuck between the adult world, represented by Piggy, and the world of childish wants, represented by Jack. I wonder which route he will eventually follow...

**Your first timed writing will be to write about an aspect of the novels, so be sure to annotate and read closely. Bring your journal entries to the first day of class in September. Have fun!**