

English 11/12 CC
Gamble Montessori High School
2025-2026

Mr. Kane – Room 3010

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Help Night: 4:00 pm – 5:00 pm (available per request)

Course Description

This course allows students to integrate interactive reading and writing processes and use a rhetorical approach to texts that fosters critical thinking. Materials and themes in the curriculum engage student interest and provide a foundation for principled debate and argument. You will participate in classroom activities that are designed to model and foster successful practices of fluent readers and writers. The course requires you to share ideas and work collaboratively in small groups and during whole-class discussions. It is designed to help students develop the skills, content, and knowledge of procedures that will prepare you to write clearly, argue effectively, and think creatively.

Course Outline

The instructional cycles occur every two weeks and are organized by semester theme. Most cycles include multiple text pieces on a topic, often representing different ideas, skills, or learning targets. Course texts include contemporary essays, newspaper and magazine articles, editorials, reports, biographies, memos, assorted public documents, and other fiction and non-fiction texts. Cycles include instruction in critical reading, analysis of rhetorical strategies, vocabulary, research methods, documentation conventions, and analytical writing based on information learned from and in response to the assigned texts. *In other words, the bulk of the reading of this course will focus on how an author structures an argument and what makes the argument effective.*

Course Objectives

You will:

- create sophisticated written compositions including a personal statement/letter of introduction, short analyses of news articles, persuasive speeches, argumentative papers, analytical essays, and research/synthesis essays.
- demonstrate that you can identify and utilize grammatical concepts and grade-level appropriate vocabulary in writing.
- learn the methods of SOAPSTone(R) – providing textual evidence for each:
 - S** = to recognize the *subject* of articles and writing
 - O** = to identify the *occasion* of the reading and writing
 - A** = to determine the *audience* of the reading and/or writing
 - P** = to ascertain the *purpose* of the reading and writing
 - S** = to establish the validity and credibility of the *speaker* in reading and writing.
 - Tone** = to discover the emotion or mood meant for the audience

(R) = Rhetorical Devices – pathos, logos, ethos (emotion, reason, and credibility).

You will also learn:

- To generate summaries, paraphrases, comparisons, analyses, and/or arguments.
- To produce Analytical and Argumentative essays incorporating elements of readings, research, and rhetorical appeals.

Texts and Supplemental Materials

A variety of texts will be issued to you. Details are forthcoming, but you should be prepared to read articles, short stories, plays, novellas, and other media. I will make copies of online documents and materials by request.

You are **required** to bring the following:

- A 1” binder with two interior pockets
- 1 package of insertable tabs/dividers
- 1 package of college-ruled lined paper
- 1 package of blue and/or black pens

Modules

Our Place in the Universe (Semester 1 Theme)

- The Science of Language
- The Limits of Perspective

Our Stories: Justice, Hope and Strength (Semester 2 Theme)

- Postmodernism
- Arguing the World

Assignments and Grading

All your assignments will fall under one of two categories: **formative** assessments and **summative** assessments. Although only summative assessments will earn a grade, all formative assessments must be completed each week before you may complete the summative assignment. The formative assessments measure your progress toward the stated standard(s), and summative assessments are your opportunity to demonstrate that you have completed the standard(s). For each standard, you will earn one of the following:

- 4. Exceeded Expectations:** You have met every aspect of the standard AND found a way to go beyond what is asked of you.
- 3. Meeting Expectations:** You have met every aspect of the standard.
- 2. Approaching Expectations:** You have met most aspects of the standard.
- 1. Below Expectations:** You have met less than half of the standard.

0. No Attempt: You have not attempted to meet the standard.

In order to move on from the formative assessments to attempt the summative assessment, you must have earned a 3 or a 4 on all the formative pieces listed on the checklist.

Possible *formative* assessments:

- o Journal Reflections
- o Quick Writes
- o Vocabulary Activities
- o In-class conversations
- o Analysis Activities
- o Claim, Evidence, Commentary Activities
- o Text Annotations
- o Analyzing Rhetorical Appeals
- o And more!

Possible *summative* assessments:

- o Quizzes
- o Tests
- o Essays
- o Extended Response Journals
- o Seminars

Bi-Weekly Checklist

Every two weeks, you will receive a checklist with the work that must be completed and the skills you must demonstrate. At the end of each two weeks, you will complete a summative assessment, for which you will receive a grade. *Although you must complete every item on the checklist, only the summative assessment will earn a letter grade.* **Please note:** You MUST keep and utilize your checklist. It should be placed in the front pocket of your binder each cycle. **If you lose your checklist, you will have to redo the formative assignments!** You will only qualify for the summative assessment once EVERY item on the checklist has been signed off.

Late Work Policy: NO LATE WORK ACCEPTED

All work is due by the end of the two weeks. Formative assessments may be completed in any order (unless otherwise noted), but all must be completed before the summative assessment may be attempted. If you speak to me prior to your planned absence or email me when you are out sick, I will make accommodations for you.

Restroom Policy

Although you must wait until 10 minutes after the bell has started, you no longer need to ask me if you may use the restroom. Until we begin the eHallpass system, you may take the lanyard from its hook by the door and wear it to the restroom. You may not leave the class during instruction. If you are gone for more than ten minutes, your attendance will be changed to absent. When you return, simply hang the hall pass back on the hook.

Food and Drink Policy

- You may have fresh fruit, vegetables, a light snack, and a bottle of water in my class.
- Any other food or drink items will be confiscated until the end of the class period.

Miscellaneous

All policies herein are subject to change as necessary and at my discretion. If you have any questions, please don't hesitate to speak to me directly. I'm looking forward to an enjoyable and productive school year!

Materials

- 3 Ring Binder
- Spiral Notebook
- Pack of Pencils, Pens, and Highlighters
- Box of tissues
- Hand Sanitizer

Return this completed portion along with your school supplies to Mr. Kane by Thursday, Sept.1, 2025.

I have read and understood the rules, procedures, and expectations for Mr. Ogilby's class and have shared them with my parents. I agree to abide by the policies and procedures, and I understand that my failure to respect the learning environment may result in removal from the class.

Student's name: _____ Period: _____

Student's signature: _____

Parent/Guardian's name: _____

Parent/Guardian's E-mail: _____