

Senior English Literature Syllabus

Course Description: This course is aligned with the English Literature Standards within the Nevada Educator Performance Framework, aimed towards the promotion of mastery within the Core Learning Goals set by the State of Nevada.

Course Objectives: Our goals as a class will be to become proficient in the areas of reading, writing, speaking, and listening. As a result of the learning within this quarter, students will be able to:

- ❑ Demonstrate the ability to respond to a text by using personal experiences and critical analysis.
- ❑ Return to a unit's essential question and how it frames learning goals
- ❑ Pinpoint theme and author's intent within a text
- ❑ Generate their own questions pertaining to theme and author's point of view
- ❑ Write an essay which answers the unit's essential question
- ❑ Synthesize information across multiple texts
- ❑ Write a strong, clear thesis statement
- ❑ Cite evidence from a text to support claims

Class Responsibilities and Expectations:

1. It is of the utmost importance to me that as a class, we respect each other; that first and foremost, I respect you all as my students. Just as crucially, that you respect me as your teacher. Perhaps most important: **THAT YOU RESPECT EACH OTHER!** In my class, I will never stand for you putting each other down in any way. If you disagree with something one of your classmates says, I will teach you how to vocalize your disagreement with respect and dignity. This is important, because this is absolutely what will be expected of you in "the real world." There will be contracts I will ask you to sign which will finalize your understanding and agreement of these terms, which are non-negotiable.

2. You will also be expected to be on-time, to be present, and to be productive. I want you to also respect both myself and your classmates by assuming that even if it's not to you, **time is valuable**. You only get so much time to be a student, and wasted time, even if it means nothing to you, might mean the world to your classmates. So again, **be on time, be present, and be productive**. If you can do these three things, I can almost guarantee that you will not fail my class, and beyond that, you may even become a much more confident reader, writer, and thinker.

A breakdown on these three expectations:

BEING ON-TIME:

We are in a very small space here within our school, and thus there is almost never a reason to be tardy. I want you in your seat, ready to learn by the time we are supposed to start. If there are *compelling* reasons as to why you could not be on time, I will listen to them. Otherwise, plan on your participation grade suffering if you cannot follow this basic request.

BEING PRESENT:

As far as in-class time, we are a no cell-phone school. In my class, as well as every other class in this school, unsanctioned cell-phone use **WILL NOT BE TOLERATED**. To be if I give you permission to use it for a good reason, you may. But if I have not given you that permission and I see you using it anyway, I will ask for you to give me your phone.

Refusal to give it to me will result in further consequences. (See hierarchy of consequences pyramid below.)

Beyond cell-phone usage, being present in my class means you are engaged and participating. For instance, while you may be physically sitting in your seat, in spirit you may be miles and miles away. In this case, while I would of course mark you as present on my attendance sheet, if you are being a distraction both to me and to your classmates, this will be reflected in your participation grade for the day.

BEING PRODUCTIVE:

When it comes to your classwork, the expectation is for you to make the most of your time. You will be given many, many opportunities in my class to boost your grade by engaging in assignments which our class time will allow you to complete that same day.

Generally, if you are on-time, present, and most of all, *productive*, there is really no excuse for not being able to get your work done in class. For instance, if you simply refuse to do your classwork on a certain day, your classwork grade AND your participation grade for the day will reflect your lack of effort.

Hierarchy of Consequences Pyramid

Below a sequence of what you as a student should expect to happen if you choose to break my classroom rules:

- 1. Verbal Warning:** I will always give a verbal warning to you as a student before taking further action; I do this to give you the opportunity to correct your own behavior. If you fail to make the correction on your own, however, we'll go to:
- 2. Time-Out From Class:** You will be asked to leave my class, and go check-in with a school counselor (Dana or Alissa). After a five-ten minute discussion and cool-down period, they will assess whether you are capable of returning to class. If you do return to class, but the behavior does not change, we'll go to:
- 3. Administrative Referral:** You will be referred to a school administrator (Kristen or Toby) to figure out the problem. From here, it can go anywhere, so I strongly, strongly urge you not to let it get to this point. It's certainly never what I want, and I doubt it's what you want, either.

Grading Policy

Below is a breakdown of how grades will be calculated:

*Includes=involving but not limited to**

Participation	Includes: “Do Nows”, various journal-writing exercises, digital note taking, small group work, exit tickets, ATTENDANCE, etc.	30% weight
Classwork	Includes: Reading response questions, graphic organizers, in-class timed writes, group projects, ACT prep work, etc.	30% weight
Assessments	Includes: Quizzes, Tests, essays, and papers	40% weight