



# Casa Grande Union High School 2017-2018

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Course	English 12

*Please keep above information accessible for contacting me.*

Welcome to English 12. The focus of this course is to refine your higher order thinking skills, and prepare you for college and/or career. Coursework will develop and refine writing skills (usage and grammar, vocabulary, thesis and paragraph development, essay writing, etc.). Through our thematic survey of world literature, you will develop and refine reading, research, and analytical skills by using annotations, argument structures, and a variety of other modes. To develop speaking and listening skills, all students will be regularly required to speak in front of peers via presentations and Socratic Seminars.

## SUPPLY LIST

Students will be **required** to obtain\* and bring the following materials for this class:

- **Fully charged laptop EVERY DAY**
- **UTENSILS: (1) blue/black pen, (1) pencil, (4) differently colored highlighters;**
- **(1) 1" 3-ring binder, with the following;**
  - **(2) hole-punched pocket folders (to separate sections in binder)**
  - **(2) reams/packets of 8-1/2" x 11" loose-leaf paper, college ruled; (NOTE: you may use a notebook, but be aware I do not accept assignments with "fringe".)**
- ***Any teacher-approved material that would contribute to your success in the class***
- **OPTIONAL: college-ruled notebook; (1) Box of tissues (Kleenex or otherwise)**

\*NOTE: If you are unable to afford any of these supplies, please ask your parents to let me know, and we'll arrange to get you prepared.

### Topics / skills covered in English 12 include:

<b>Analysis of:</b> <ul style="list-style-type: none"> <li>✓ Literature / Fiction: poetry and prose</li> <li>✓ Non-fiction: expository &amp; functional text;</li> <li>✓ Persuasive text and argument;</li> <li>✓ Author's purpose, style, and effectiveness;</li> <li>✓ Figurative language and literary terms</li> <li>✓ Rhetorical devices and appeals in non-fiction</li> <li>✓ Universal meanings in World Literature;</li> <li>✓ Media and visual text;</li> </ul>	<b>Mastery of:</b> <ul style="list-style-type: none"> <li>✓ Effective academic communication skills;</li> <li>✓ Writing Process in a variety of modes in MLA;</li> <li>✓ Reading/Research Process;</li> <li>✓ Close Reading and Annotations;</li> <li>✓ Text-based evidence to support claims and defending a position;</li> <li>✓ Academic Leadership: managing time and resources to meet goals;</li> <li>✓ Rhetorical Triangle;</li> </ul>
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**Required short and long readings:**

<b>Semester 1</b> <b><u>1<sup>st</sup> Quarter: Perception is Everything</u></b> <ul style="list-style-type: none"><li>➤ <b>NOVEL: <i>Picture of Dorian Gray</i></b></li><li>➤ British Literature: <i>Beowulf, Canterbury, Green Knight</i></li><li>➤ Poetry</li><li>➤ Nonfiction seminal texts – Magna Carta, etc.</li></ul> <b><u>2<sup>nd</sup> Quarter: The Collective Perspective</u></b> <ul style="list-style-type: none"><li>➤ <b>NOVEL: <i>The Handmaid’s Tale</i></b></li><li>➤ Short stories – <i>Rose for Emily, Story of an Hour, The Chaser</i></li><li>➤ Excerpts from Milton’s <i>Paradise Lost</i></li><li>➤ Folk Tales &amp; Children’s Stories</li><li>➤ Film – <i>Rear Window</i>, by Hitchcock</li></ul>	<b>Semester 2</b> <b><u>3<sup>rd</sup> Quarter: Evolving Perspectives</u></b> <ul style="list-style-type: none"><li>➤ <b>DRAMA: <i>Othello</i></b></li><li>➤ <b>NOVEL: <i>Frankenstein</i></b></li><li>➤ Songs, poetry</li><li>➤ Nonfiction – essays</li><li>➤ Excerpts from <i>Macbeth, Hamlet</i></li><li>➤ Film: <i>Frankenstein</i></li></ul> <b><u>4<sup>th</sup> Quarter: Creating Perspectives</u></b> <ul style="list-style-type: none"><li>➤ <b>DOCUMENTARY FILM: “News War”</b></li><li>➤ Clips: “Newsroom – America Speech”, “Shut Up &amp; Sing”</li><li>➤ Relevant articles</li></ul>
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**Required Writings/Presentations:**

<b>Semester 1</b> <b><u>1<sup>st</sup> Quarter</u></b> <ul style="list-style-type: none"><li>➤ College &amp; Career Portfolio</li><li>➤ Interpretive responses</li><li>➤ Rhetorical analysis</li><li>➤ Outlining an argument / visual argument</li><li>➤ Writing Anchor: Argument essay</li></ul> <b><u>2<sup>nd</sup> Quarter</u></b> <ul style="list-style-type: none"><li>➤ Writing Anchor: Analytical essay</li><li>➤ Interpretive responses</li><li>➤ Persuasive letter</li><li>➤ Literary analysis</li></ul>	<b>Semester 2</b> <b><u>3<sup>rd</sup> Quarter</u></b> <ul style="list-style-type: none"><li>➤ Writing Anchor: Argumentative essay</li><li>➤ Interpretive responses</li><li>➤ Comparative analysis</li><li>➤ Argument development (using rhetorical appeals)</li><li>➤ Research incorporation</li></ul> <b><u>4<sup>th</sup> Quarter</u></b> <ul style="list-style-type: none"><li>➤ Writing Anchor: Argumentative Research essay</li><li>➤ Interpretive responses</li><li>➤ Research proposal</li></ul>
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**Course Objectives:**

- Develop and apply reading skills and strategies across genres to read and understand texts;
- Extend initial impressions of a text to develop a more complete understanding of what is read. This includes linking information across a text as well as focusing on specific information;
- Connect the text with self, other texts and/or world events (3 Levels of Reading);
- Analyze the text objectively using a range of skills such as evaluation, compare/contrast, rhetorical analysis, and synthesis;
- Understanding the impact of features in a text, such as: irony, organization, setting, characterization, symbolism, rhetorical situation, etc.;
- Establish a focused purpose to communicate with an audience;
- Create a topic to present an idea or theme and strengthen it using characteristics of the writing form, applying a suitable tone, and allowing voice to emerge when possible;
- Support main ideas and deepen audience understanding by developing justified explanations, relevant elaboration, and related connections or ideas;
- Support ideas/topic by incorporating appropriate documentation of information from outside sources (e.g. citing authors, listing sources, etc.) whenever necessary; APA and MLA formatting;

- Create unity and coherence which helps the purpose and supports the topic;
- Communicate clearly and create effective sentences by using correct grammatical structure, punctuation and spelling;
- Apply the writing process of prewriting, revising, proofreading, and publishing; synthesize it with the 6+1 Traits of Good Writing
- Identify and understand how rhetorical devices and appeals can affect a reader's response to a piece of non-fiction; basic knowledge of Rhetorical Triangle

### **GENERAL RULES**

I expect my students to **be leaders** in their own learning. What **you get out** of this class depends on what **you put into** it. I cannot "make you" learn anything. All CGUHSD Student Handbook policies including dress code will be enforced and followed. Remember the "5 B's":

- **Be here and on time.** "On time" means in the classroom when the bell rings (your backpack is not a placeholder). Remember, absences and tardies jeopardize your graduation potential. I adhere to the school policies on both absences and tardies; on the 10<sup>th</sup> absence, you lose credit. After 3 tardies, you will be assigned Saturday School according to the number of tardies accrued.
- **Be respectful.** This is our #1 rule: Respect yourself and others. Listen actively and respond politely. Use appropriate body language and tone. Respect the room we are using, and clean up after yourself. The teacher dismisses the class, not the bell; students may only pack up when the teacher gives permission.
- **Be responsible and control your outcome.** Regularly check the Blackboard calendar and Announcements. Turn in your work on time and take responsibility for fixing mistakes. Turn in work that *you* are proud to turn in. Only neat and complete work will be accepted (this includes digital *and* handwritten assignments). Sloppy work will be returned to be redone for credit.
- **Be prepared for class!** Bring your writing utensils, binder, required work/materials and laptop every day. The assignments and due dates for the week will be listed on Blackboard. If you are absent, it is YOUR responsibility to get the work you have missed within a reasonable timeframe (2 weeks later, or the last day of the quarter is not "reasonable").
- **Be safe.** This is self-explanatory – do no harm and stay out of harm's way! This includes **verbal and physical** inappropriateness, in real or digital form.

### **ACADEMIC SUCCESS**

Students in Senior English are expected to take the lead in their academic success. If a student falls below passing, the following procedures will be followed to get back on track:

- 1) Conference between teacher and student, with an agreement to remit missing work or retake tests;
- 2) Parent/Guardian contact and Academic Contract, including a Mandatory Tutoring clause, in which student will be required to attend tutoring until the missing work is remitted and the grade has increased to passing. (NOTE: This agreement is binding until student is earning at least a 70% or better.)
- 3) If the contract is not followed, further administrative action (discipline) may take place.

### **DISCIPLINE PROCEDURES (all subject to severity of offense):**

All students are required to be **respectful** to self and others. If student breaks this rule, he/she can expect the following "3-strike" system, depending on the severity of the offense:

- **1<sup>st</sup> offense: Redirection, reprimand**
- **2<sup>nd</sup> offense: Parent contact and/or Behavior contract**
- **3<sup>rd</sup> offense: Referral**

The following rules/guidelines directly quote that CGUHSD Student Handbook, and thus apply in this class:

### CELL PHONE USE

Cell phones will be used **ONLY** when the teacher gives permission for academic purposes. You **MAY NOT** text, make phone calls, or play games on your devices **at any time**. If a student continues to use their phones for things other than academic purposes, it may be taken away, and will need to be picked up in the office at the end of the day. If the student has more than **two** of these incidences, they will then lose their privileges and the phone will need to be kept in their backpack while in class.

### FOOD/DRINK POLICY

**Only** CLEAR water in a CLEAR plastic bottle is allowed in the classroom. See teacher for special exceptions.

### DRESS CODE

My philosophy on clothing is as follows: You are free to express who you are, as long as it does not go against the rules of **respecting yourself and others**, and it adheres to school policy (below). This year is your “practice run” for the real world. Dress rhetorically for success.

*From the Handbook:*

“Students may **not** wear clothing that causes annoyance, disrupts, agitates, interrupts, or interferes with others who are on the school premises for the lawful purpose of pursuing or providing a public-school education. We believe that Casa Grande Union High School District students should dress modestly and appropriately for school.”

Please consult the handbook for specific “allowed / not allowed” items to adhere to the school Dress Code.

### STUDENT IDs

Students **must** wear their IDs at all times. IDs must be worn on a lanyard, visible, and readable. Failure to do so is a violation of the Dress Code Policy and may result in disciplinary action.

### USE OF LAPTOPS/TECHNOLOGICAL DEVICES

During registration, students and parents sign the **Responsible Use Agreement** which states the following student responsibilities:

- I acknowledge that the district is not responsible for the technology that I bring with me to school including both district and personal devices. Disfigurement, damage, loss, or theft of a district device will result in the student owing a \$100 deductible for the device to be repaired or replaced. Removal of the District Asset Tag will result in a \$10 fee.
- I am responsible to return District devices in acceptable condition at the end of each school year or upon withdrawal. Failure to do so may result in the police being contacted.
- I am aware that my activities on the CGUHSD network (including Guestnet), on personal or district devices, are not private and can be accessed by district personnel at any time. I have no expectation of privacy when on a district device at any time or on a personal device while using the district network.
- I have the responsibility to use the CGUHSD network (including Guestnet), whether on a personal or district device, appropriately.

Appropriate Technology use includes:

- Not sharing my password with other people and not using another person's password to access the network.
- Not sharing personal information about myself or others online.\*\*
- Not looking up material that contains violence, hate speech, profanity, sex, drugs, alcohol, or other inappropriate material as determined by school staff.\*\*
- Not engaging in cyberbullying, as defined in the CGUHSD Student Handbook.
- Not installing or downloading any harmful, illegal, or inappropriate programs or applications on any district device.
- Not circumventing or attempting to circumvent district security measures including, but not limited to; network security, web filters, virus protection, or any other security measures employed by the district. **NO PSIPHON!**
- Not engaging in audiotaping, videotaping or photographing others.\*\*
- Not stealing intellectual property from other people by plagiarizing, cheating or violating copyright rules.
- During class time, I am responsible to use my personal or district device for classwork only at the direction of my teacher.
- I have the responsibility to report inappropriate use by others in accordance with the guidelines listed above.
- I have the responsibility to tell a teacher or staff member immediately, if I enter an inappropriate site accidentally

*\*\*Unless related to a school project and directed to do so by a district staff member.*

GRADING SCALE									
A	100-90%	B	89-80%	C	79-70%	D	69-60%	F	59-0%

#### DAILY WORK EXPECTATIONS

- Work must be **neat and complete**, whether written or typed. Active participation in class is **mandatory**.

#### CLASSROOM EXPECTATIONS AND OBJECTIVES

Our classroom will be a forum in which you should feel comfortable expressing yourself, and in which you will treat the other members of the classroom **respectfully**. You are expected to regularly participate and engage in class discussions. Consequently, you must do the assigned readings and be prepared to discuss interesting points, objections, or questions you might have. The 5 "Bs" support our classroom culture and progress.

#### ASSESSMENT / EVALUATION

- **Daily Work** – including bell work, readings, timed writings, vocabulary/grammar, discussions, presentations
  - **Writing Anchor** – at least once per quarter, students will be assigned a prompt to which they must respond within a certain time frame. (rubric provided)
  - **Annotations** – students will be evaluated on the quality of thought produced in their close reading activities.

- **Tests & Quizzes:** Notes and materials distributed during the unit will be study material for all quizzes and exams. Vocabulary and grammar will be regularly assessed via quizzes or writing. There will be a Mid-Term and a Final Exam (multiple choice and writing) at the end of the course (Semester 1 and 2).
- **Group Work:** This work will be assessed with 2 grades - individual and group, unless otherwise specified.

### ABSENCES / MAKE-UP / RETAKE POLICY

- If you need to miss class, be sure to consult Blackboard, contact your fellow students, or email the teacher for specific directions on missed work. To make up missed instruction, test, or a presentation, you must **schedule an appointment**.

For all **excused** (documented) absences, the student has the *same amount of time missed from class in which to make up work* (e.g. 1 day missed = 1 day to turn in work, retake tests, etc.).

- Tests **MUST** be made up within **2 weeks** of excused absence, or they will **not** be allowed to be retaken. Up to 2 tests may be retaken for an average of the old and new scores.
- Each late assignment will lose a full grade from the earned for each day it is late, with no more than a 50% loss of credit. **Timed essays and homework checks will not be accepted late for credit.**
- **Parent contact is required for any individual cases requesting exceptions. If something is going on at home, please let me know so I can work with you. I'm here to help!**

### ENRICHMENT (extra credit)

Extra credit will occasionally be available. **Students who are failing due to missing work may NOT do extra credit until all late work is caught up.** Some ways to earn extra credit are:

- **Participation (above and beyond regular requirements of the class);**
- **Exploration / research / outside contributions to course work;**
- **Early submissions;**

### COMMUNICATION

### CHECKING PROGRESS

- If you are failing the course, a **Mandatory Tutoring Academic Contract** will be sent home for a parent signature. A conference may be held dependent on the situation.
- Grades will *usually* be posted within a week following the assignment turn-in date unless the assignment is a major essay/project.
- Parents *and* students should regularly check PowerSchool for current grades. It is **YOUR** responsibility to check your grades and ask questions as they arise.

### KEEPING IN TOUCH

Take a moment the first few weeks to make a "study buddy" in your class: exchange email addresses and/or phone numbers. If something we cover in class is unclear or needs further explanation, I also encourage you to let me know that, either in person or via email, so that we can dedicate more time to it in the next class session, or talk privately in an office hours appointment. I usually respond within 24 hours to email.

### REMIND101

I use the app REMIND101 to communicate important deadlines or changes in classroom location (such as meeting in the library). You may text me via this app with questions or to notify me of emergencies. Parents are also highly encouraged to sign up to keep updated with high point-value assignments.

## Plagiarism Policy

### Definition

Plagiarism is defined as claiming or using another's work as your own without proper attribution (credit). This act includes the **copying of information word-for-word from any source**, changing a few or some of the words by inserting synonyms, and/or representing an idea as your own without citing the source. Acts of plagiarism do not always have to be complete essays, reports, or projects, but a sentence, phrase, or two that are taken from another's work and not properly cited. Plagiarism is also presenting someone else's writing, ideas, music, or photography as one's own without crediting sources.

### Two Types of Plagiarism

1. **Intentional:** This form of plagiarism on an assignment will receive an **automatic zero**, a note in their academic record, and disciplinary action to be determined by the administrative team.

*Examples include, but are not limited to:*

- ✓ Copying a friend's work
- ✓ Buying or borrowing papers
- ✓ Cutting and pasting blocks of text from sources without documenting (copy and pasting etc.)
- ✓ Media "borrowing" without documentation
- ✓ Using direct quotes, but not placing them in quotations
- ✓ Using information from a source, but not crediting the original source

2. **Unintentional:** This form of plagiarism on an assignment will receive an **automatic zero**, a possible note in their academic file and possible disciplinary action if deemed a serious offense by the teacher of record.

*Examples include, but are not limited to:*

- ✓ Careless paraphrasing: where most of the words are those of the student.
- ✓ Poor documentation
- ✓ Quoting excessively
- ✓ Failure to use your own "voice"

### From the CGUHSD Student Handbook:

Cheating/ Plagiarism	Definition:	1 <sup>st</sup> offense:	2 <sup>nd</sup> offense:	3 <sup>rd</sup> offense:
*Additional consequences may apply according to teacher policy.	Copying the work of others and submitting it as your own, obtaining unauthorized and undocumented material from the Internet, or securing teacher materials or work in a dishonest or unauthorized way.	Conference and grade of zero on assignment or test.	Up to 3 days off campus suspension.	Up to 5 days off campus suspension and possible disciplinary hearing, or DWLC referral.

### PERMISSION TO VIEW VIDEO CLIPS AND/OR MOVIES RELATED TO CLASS STUDY:

*Occasionally, we will view movies and video clips to support our curriculum. Parent signature is required for students under 18 to view PG-13 movie features and all video clips longer than 10 minutes. Please be assured that the teacher will use professional discretion in the choice of these video materials, and if you have any questions, please feel free to inquire via phone or email. Lack of signature indicates lack of permission, and alternate arrangements will be made. (PLEASE NOTE: No video rated higher than PG-13 will be shown in the classroom without individual notification and request for permission.)* **I have read this paragraph and consent to my student viewing PG-13 level video clips and/or movies in the classroom. [Electronic Signature via Blackboard.]**

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Parent / Guardian Signature

Date