|  |
| --- |
| **English 12: A Survey of British and Multicultural Literature**  ***2014-2015***  **Abigail Connolly**  [**aconnolly@polson.k12.mt.us**](mailto:aconnolly@polson.k12.mt.us)  **Room 212** |

|  |
| --- |
| **Course Inquiry:**   * How do we as cognitive, creative, and intelligent individuals fit into the grander scheme of society? |

|  |
| --- |
| **Course Description**  This course focuses on developing critical reading, writing, and speaking skills that meet 12th-grade-level Language Arts Standards and prepare 21st Century students for immediate entry into college and careers. Throughout the course of this year, students will be exposed to a diverse selection of multicultural literature and nonfiction texts, and will complete a wide variety of assignments that assess their progress towards meeting the literacy needs of a college-ready, career-focused individual. |

|  |
| --- |
| **Objectives**   * We will improve our close reading and critical thinking/analysis skills. * We will develop specific writing strategies that target particular audiences, styles, and communication needs. * We will develop our interpersonal and small group communication skills as we participate in small group and class discussions, and work in groups on collaborative projects. * We will advance our public speaking skills and strategies through a variety of formal and informal presentations. * We will create a thriving learning environment and compassionate literacy community within this classroom that values literature, writing, and speaking for the role(s) these skills play in our society. |

|  |
| --- |
| **Materials and Literature**  Our study of literature in this course will focus primarily on the text selections found in the Holt McDougal British Literature textbook, but will also feature novels, plays, and supplementary materials from a variety of outside sources (e.g., Shakespeare’s *Hamlet*, Huxley’s *A Brave New World*, Krakauer’s *Into the Wild*, etc.). Each unit will be organized around a specific theme related to the overarching course inquiry, and will include several text selections (of various genres) as well as writing and/or speaking assessments. |

|  |
| --- |
| **Grades**   * I use a standard A-F scale. A 60% (D-) is required to pass (and this is a class you are REQUIRED to pass in order to graduate!). Please see the student handbook for any further clarification. Students who participate in class, do their work diligently and proficiently, communicate with me regarding content/skill deficiencies, and turn in their best work on time should have no problem passing this class. * Quarter grades will be split into seven categories: Daily Assignments/Homework (10%), Weekly Quizzes (10%), Writing Assessments (20%), Projects/Presentations/Speeches (20%), Unit Exams (15%), Major Quarterly Writing Assessment (20%), Community Event (5%). * At the end of each semester, we will take a semester test, and your semester grade will be affected by that test. The semester grade is calculated this way: Quarter 1 (42.5%), Quarter 2 (42.5%), and Semester Final (15%). These percentages are precise. |

|  |
| --- |
| **Community Event Assignment**  As this course’s inquiry explores how we as individuals fit into the grander scheme of society, I think it is important that students are actively involved in their community in order to see how they fit into their society. Thus, all students are required to obtain a minimum of **2 HOURS** of community event participation this quarter. Community events may involve conducting research in a field of study that particularly interests them, attending lectures, field trips, work days, participating community service events (e.g., serving for three hours at a food kitchen, cleaning an elderly neighbor’s lawn, etc.), completing a formal job shadow with a local professional, etc . The sky is literally the limit here! I want students to use this assignment to be involved in their community, live out their passions, and learn more about college and career options. After the event, students will be required to write a minimum 1-page paper including (a) a synopsis and (b) your reflections of the event is required for each event. Each event must be ***pre-approved*** by the teacher. Events will be announced throughout the semester. You are also welcome to suggest events for pre-approval.   * **ASSIGNMENT:** 2 hours of community event participation   + *Required for EACH EVENT:*     - * 1-page report         + ½ page summary of what you did         + ½ page reflection of what you thought about it       * Evidence of participation         + *ideas:* photo documentation, brochure or pamphlet |

|  |
| --- |
| **Make-up Work**   * If your absence is excused, you may complete missed work for full credit following the school’s policy for making up work (check your handbook). This includes tests. * If your absence is unexcused, we will follow the school handbook’s policy (including tests and other major assessments). * You are responsible for collecting and completing your own make-up work. You need to see me for the work; you need to schedule a time to come in outside of class as necessary. The beginning of class IS NOT an appropriate time to ask for make-up work. * Regarding school-related absences: Make sure you turn in your work on time. I fully support extracurricular activities, but it is the privilege and responsibility of the student-activities-participant to stay up with their school work. You will be much more successful in my class if you turn in assignments before you leave for school-related activities and if you get the assignment(s) you will miss before you depart. Go Pirates! |

|  |
| --- |
| **Late Work Policies**  **Daily Assignments/Homework, Writing Assessments:**   * For work that is assessed in these categories, students will NOT receive full credit if work is turned in after the due date. * If work is turned in within one week of its original due date, students will receive a 25% deduction from what they would have scored originally (i.e., an essay that received an 85%, would receive a 60%). * After one week has passed, students can still turn in their work until the end of the semester, but will receive a 50% deduction from what they would have originally scored (i.e., an essay that received an 85%, would receive a 35%).   **Projects/Presentations/Speeches, Major Quarterly Writing Assessment:**   * For work that is assessed in these categories, students will NOT receive full credit if work is turned in after the due date.   Every day past the due date that these major assessments are not turned in, students will receive an additional 15% deduction from their original grade (1 day late= 15% off, 2 days late= 30% off, 3 days late= 45% off, 4 days late= 60% off, 5 days late= 75% off), and any of these assessments turned in later than five days will receive no credit. |

|  |
| --- |
| **Language**  In this class, we will almost always use Standard, academic English. What does that mean? Avoid profanities; to the best of your ability, use correct grammar when speaking and writing; choose your words wisely, carefully, and appropriately. If you swear in my class (and trust me, I have a very strict standard on what constitutes a curse word), you will be doing push-ups and/or doing detention depending on the severity of the offense. |

|  |
| --- |
| **Electronic Devices**  When the bell rings for class to start, put away your phones/electronic devices. There may be special circumstances when I ask you to take them out to participate in the class activity, but other than that, if I see them I will take them and turn them into the main office. Following school policy, parents/guardians must pick up confiscated devices in the office. |

|  |
| --- |
| **Hall Pass**   * Use the hall pass, found in your planner, during individual work time only. * Make the most of class time: no hall pass use during the last ten minutes of the period. * You will be responsible for any instruction you miss when you are using your hall pass. * Misuse of the pass will cost you your hall pass privileges. |

|  |
| --- |
| **Other Behavioral Expectations**   * Everyone will follow the rules outlined in the high school handbook. * You may bring water and “quiet” snacks into class, but please be prepared to clean up any messes and do not disrupt your peers’ learning with any loud eating, bag rustling, etc. * You will receive one warning for in-class rule infractions. After your second offense, you will receive an after-school detention and I will contact parents/guardians. After your third offense, you will receive a formal disciplinary referral. The only exceptions are cheating, plagiarism, or some major violation, which automatically result in a formal disciplinary referral. * The key to this class is respect; respect your peers, respect yourself, respect me, respect the equipment/classroom, and respect the learning process of yourself and others. |

|  |
| --- |
| **Any Questions?**  If you need to speak with me about anything regarding this class (or anything else), I will be at school from 7:45 AM to 3:45 PM every day (usually later and earlier as well). Please, Please, PLEASE communicate with me if you are having any difficulties in class as I want to ensure that this is a positive and productive learning environment.  My prep period is \_6th \_. Parents and guardians: please feel free to call me at that time or before/after school if you have questions or concerns. You are always welcome to stop by school and visit with me, as well.  The best way to contact me is by email: aconnolly@polson.k12.mt.us. If I don’t respond to your emails, please call me because my email may have spammed you. |

Please sign below to indicate that you and your parent or guardian have read this syllabus. Return this portion of the syllabus to me no later than \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Keep the remainder of your syllabus with your English materials.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature Student Signature (Please print your name below, too.)

**Parents and Guardians:**

I am very excited to begin this year with your student! Communication is key to success in any situation, so please feel free to contact me with any questions, comments, and/or concerns you might have regarding this class or your student’s progress. Also, I recognize the fact that your students are rounded, multifaceted human beings, so if there is anything that you think I need to know to make this the most successful learning experience for your student, please let me know. For now, please write any of your comments or questions for me below. I appreciate any feedback that you have and look forward to seeing you at conferences and other school events.

Sincerely,

**Abigail Connolly**