Everett High School

*EvCC English Composition/English 401/402 2019-20*

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*Office hours: 7am – 7:25am, 2pm – 230pm daily*

*Or by appointment*

**Course Description**

The College in the High School program allows you to simultaneously earn high school and college credits for work done in a high school course. This is a year-long English Composition course that focuses on close reading and writing well- developed expository, persuasive, and critical essays. We will develop skills in order to design and edit documents to meet grammatical clarity. We will learn to understand the rhetorical strategies writers use to achieve their purposes. In this course, we will focus on understanding, utilizing, and analyzing different perspectives as applied to literature and life in general. We will become adept at using literary theory including Marxist, Feminist, Cultural, Reader Response, and Archetypal literary theories. In this way, we will understand that all experience is filtered through bias and perspective in the interpretation and presentation of our world. Students will continue to build literary terminology recognition and usage, become capable critical thinkers, and have meaningful discussions about the literature and ideas explored.

**Course Materials**

* Textbook (required):

*Springboard English Language Arts Grade 12 Common Core edition 2018*

* *Everything’s an Argument* (Lunsford, Ruszkiewicz, Walters)
* *Readings for Writers* (McCuen-Metherell and Winkler)
* *Ways of Reading* (Petrosky and Bartholomae)
* Tablet/laptop: bring daily fully charged
* Springboard online access located at: <https://everettwa.springboardonline.org/ebook/login>
* Composition book or notebook
* Writing materials: pen or pencil
* *Othello,* William Shakespeare
* *Pygmalion,* George Bernard Shaw

**Course Objectives**

This course aligns with the Common Core Standards in the areas of reading literature, reading informational text, writing, speaking and listening, and language. The complete standards can be found online: <http://www.corestandards.org/ELA-Literacy>

This course aligns with EvCC Composition Learning Objectives:

1. Develop appropriate content to support claims in expository, persuasive, and critical writing.
2. Arrange content in appropriate patterns—spatial, chronological, relational, logical—to develop ideas persuasively.
3. Edit to meet reader expectations for clarity and grammatical correctness.
4. Analyze and evaluate the choices writers make to achieve rhetorical and aesthetic purposes.
5. Locate appropriate primary and secondary sources efficiently in conducting literary research.
6. Quote primary and secondary sources correctly and document research correctly and ethically.
7. Understand the use and role of technology in the writing process.

**Course Topics**

* **Perception Is Everything -** How does perspective influence perception? What does it mean to be a stranger in the village?
* **The Collective Perspective** - How does applying a critical perspective affect understanding of and engagement with a text? How does power affect people’s interactions and relationships?
* **Evolving Perspectives** - What role does literature play in the examination of recurring social issues? How can a dramatic performance reflect a critical perspective?
* **Multiple Perspectives** - How can an examination of text through multiple perspectives affect understanding? How do media production elements shape a message?

**Classroom Expectations/Management Plan**

The purpose of the Behavior Management Guidelines is to foster a safe, positive environment for learning by teaching the practice of self-discipline, citizenship skills, and social skills.

***Be present, be kind, and be productive.***

***Put your phones away: no charging, no texting***

**Cellphones have become increasingly distracting for students and teachers. You are here to learn. Your phone does not help you accomplish this goal. Put them away: pocket, backpack, etc. REP!**

**Everett Public Schools policy:**

The use of cell phones and personal electronic devices (PED) in the classroom can distract students from instruction, yet can be important to have accessible in case of emergency. With this in mind, the district has adopted a new personal electronic device [policy 3246](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdocushare.everett.k12.wa.us%2Fdocushare%2Fdsweb%2FGet%2FDocument-46801%2F3246%2520Use%2520of%2520Personal%2520Electronic%2520Devices.pdf&data=02%7C01%7CJMelum%40everettsd.org%7Cff86832999db4fc792cb08d7308ba93e%7Ca6158ef04f854b0da599925097f77b3d%7C0%7C0%7C637031248729223910&sdata=GKUNv3YSKuGuGOA5BIflgDhsQz9qH9%2BfUj7itH9z3Co%3D&reserved=0) and [procedure 3246P](https://nam01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fdocushare.everett.k12.wa.us%2Fdocushare%2Fdsweb%2FGet%2FDocument-46802%2F3246P%2520Personal%2520Electronic%2520Devices.pdf&data=02%7C01%7CJMelum%40everettsd.org%7Cff86832999db4fc792cb08d7308ba93e%7Ca6158ef04f854b0da599925097f77b3d%7C0%7C0%7C637031248729233909&sdata=iG6XsmIOjqzJTkVPatdIByciB2RPHPcbkHNx8gtuqBQ%3D&reserved=0) which prohibit cell phone use in the classroom while still providing access for students in case of emergency.

High school students who choose to bring cell phones and other PEDs to school may only use them during transition periods, at lunch, and before/after the school day. Students are expected to silence and put away their cell phones and other PEDs before entering a classroom.

There is an exception for students having an IEP, 504 Plan, or Individual Health Care Plan (IHP) that includes specific accommodations for assistive technology, following the process outlined in the student’s IEP, 504 Plan, or IHP.

At Everett High School, we will spend the first week and half introducing the new expectations to teach students how to manage their PEDs. Students will be reminded up to three times during class to Respect, Engage, and Prepare (REP) their PEDs (see chart below).

|  |  |
| --- | --- |
| **Respect**  | ·       I control my phone. ·       I use cell phones and other Personal Electronic Devices (PED) during   lunch and passing time.   |
| **Engage**  | ·       I use my school device in class.  ·       Save my battery! I leave my phone off or silenced in my pocket or bag.  |
| **Prepare**  | ·       I let people know I am at school and will not be available until lunch or passing period.  ·       Nobody knows I have a phone while I am in class.   |

**Grading**

The EHS purpose for grading is to communicate information about student proficiency on content standards. Students and parents can access grades online through the LMS system. Grades should be checked weekly for most current class status. For information or to log in, go to <http://lmsinfo.everettsd.org>

|  |  |  |  |
| --- | --- | --- | --- |
| **DESCRIPTION** | **%** | **POINT****VALUE** | **GRADE** |
| High degree of Excellence of Achievement | 93-100 | 4.0 | **A** |
|  | 90-92 | 3.7 | **A-** |
|  | 87-89 | 3.3 | **B+** |
| Better than Average Achievement | 83-86 | 3.0 | **B** |
|  | 80-82 | 2.7 | **B-** |
|  | 77-79 | 2.3 | **C+** |
| Average Achievement | 73-76 | 2.0 | **C** |
|  | 70-72 | 1.7 | **C-** |
| Low Standard of Achievement | 67-69 | 1.3 | **D+** |
|  | 60-66 | 1.0 | **D** |
| Failure to Complete Minimum Requirements | 0-59 | 0 | **F** |
| Incomplete. Given when a student has satisfactorily completed most of the requirements for a course but, for an unavoidable reason, has been unable to complete a specific course requirement or take the final exam. The grade is given only if previous arrangements have been made with the instructor to complete the course requirements. A written copy of these arrangements will be filed in the program director’s office.Requirements must be completed within one year of the date the “I” grade is received. Incomplete grades not made up within one year will revert to an E grade on the student transcript. Students may repeat the course tochange the grade |  |  | **I** |
| Instructor Withdrawal. Given at the option of the instructor when a student stops attending class and fails to officially withdraw. Generally given when a student withdraws at the high school at semester break. A V grade doesnot factor into the student’s GPA. |  |  | **V** |

***Weighting***

*70%* Summative: Tests, quizzes, Embedded Assessments, and projects

*25%* Formative 1: Class assignments, homework, and group work

5% Formative 2: Class notebook entries, participation

In order to earn credit for English 101 at EVCC you must have a passing grade for both semesters—your grades will be averaged for a final grade at EVCC. In addition, this class cannot be taken for an S or U grade and still earn EVCC credit. You will be given a copy of the EVCC grading policy in class

Summative essays will be assessed based on four criteria: argument, analysis/evidence, style, and use of language as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| Argument(30%) | The argument is insightful and complex, based clearly in a claim that emerges from and explores an original line of inquiry.The argument involves insightful and thorough analysis, in support of a larger set of ideas.The argument is extremely convincing, taking into consideration counterclaims and multiple points of view. | The argument is complex, based in a claim that emerges from and explores a line of inquiry.The argument involves analysis, in support of a larger set of ideas.The argument is persuasive, taking into consideration counterclaims and multiple points of view. | Thesis and/or argument may be unclear, argument is based in a claim that explores a line of inquiry.The argument involves analysis, in support of a larger set of ideas, but may do so infrequently.The argument may not be persuasive, may not take into consideration counterclaims and/or multiple points of view or does so insufficiently. | Thesis is unclear or writing does not have an argumentIdeas and/or claims may not be supported or connected to the line of inquiryArgument is not persuasive or credible, does not include multiple perspectives or counterclaims |
| Analysis/Use of Evidence(30%) | The writing demonstrates a thorough understanding of the readings and/or evidence as necessary for the medium.Readings/evidence are used in strategic, focused ways (summarized, cited, applied, challenged) to support the argument.Analysis connects evidence to claim and thoroughly explains readings/evidence in context. | The writing demonstrates an understanding of the readings and/or evidence as necessary for the medium.Readings/evidence are used in strategic, focused ways (summarized, cited, applied, challenged) to support the argument.Analysis connects evidence to claim and explains readings/evidence in context. | The writing does not always demonstrate understanding of readings or evidence used, may be used out of contextReadings/evidence may be used in an unfocused manner that may not help support claims or does so insufficiently.Analysis does not connect claims to evidence, may summarize evidence, or be illogical | Evidence is missing or completely used out of contextReadings/evidence used is not focused, does not support claims, or may be missingAnalysis is illogical or is missing |
| Style(20%) | Writing insightfully and skillfully employs strategies appropriate to the demands of the genre, medium and/or mode.Writing shows a clear understanding of its academic audience. | Writing employs strategies appropriate to the demands of the genre, medium and/or mode.Writing shows a clear understanding of its academic audience. | Writing employs strategies for the genre, medium, and/or mode, but does so inconsistently.Writing may be inconsistent in style appropriate for an academic audience. | Writing is not appropriate for the genre, medium, and/or modeWriting does not have a clear style, may be very inconsistent, or inappropriate. |
| Use of Language(20%) | Uses language clearly to enhance communication and convey an appropriate academic voiceDemonstrates mastery and strong control of standard writing conventions; may contain minor errors that do not interfere with meaningThe writing demonstrates responsible use of the [MLA](http://www.dianahacker.com/resdoc/p04_c08_s2.html) system of documenting sources | Uses language clearly to communicate and demonstrate an appropriate academic voiceDemonstrates control of standard writing conventions; may contain minor errors that do not interfere with meaningThe writing demonstrates responsible use of the [MLA](http://www.dianahacker.com/resdoc/p04_c08_s2.html) system of documenting sources | Uses language to communicate and demonstrate an academic voice but may do so inconsistently. Control of writing conventions is inconsistent;contains frequent errors that may interfere with meaning. Writing attempts to use MLA or another system of citation but is not accurate or is inconsistent. | Language used does not enhance or attempt to convey an academic voice.Control of standard writing conventions is poor; errors severely interfere with intended meaning.MLA or responsible citation practices are not attempted. |

**Late work policy**

It is the student’s responsibility to submit daily assignments, homework, and summative writing assignments to the instructor in a timely manner in accordance with classroom expectations. These are clearly communicated.

However, I understand that life can throw us a curveball from time to time. For that reason, I will accept late work up to a certain threshold.

Late work will be accepted under following circumstances:

* It is an assignment that can be recreated or continues to be valuable in terms of the learning that can be gained or showcased as a result of that assignment. Some grades (an in-class discussion) by their nature are not possible to recreate.
* We are still within that same Unit, meaning the Embedded Assessment or final Summative Assessment that assignment is in preparation for has not yet occurred.
* It is understood by the student and their parent/guardian that late work, because it is late, will be graded AFTER work that has been submitted on time.
	+ *To be clear: Late work goes to the bottom of the pile.*I will grade the current/most recently collected work before getting to your late assignment. Be patient with me--I am allowing you the chance to submit something after the due date. I need you to allow me to grade the assignment we're currently on before going back to grade yours.

**Formative assessments:** 5% deducted per day with a maximum of 15%. Formative assessments need to be submitted ***before the unit summative assessment (or embedded assessment)*** for the unit in which they were assigned. They will not be accepted after the unit assessment under normal circumstances.

**Summative assessments:** 5% deducted per day with a maximum of 15%. I ***will*** accept these until the end of the semester in which they were assigned.

***A pattern of late work will include, but not be limited to, student, parent, counselor, and/or administrative interventions.***

*Additional support is always available after school or by individual appointment*

**Everett High School Reassessment Policy**

* All students will have the opportunity to retake summative assessments. Formative assessments and assignments may be redone at the discretion of the teacher.
* Retakes may not apply to long-term, multi-step assessments such as research papers, projects or presentation. In many of these cases, students receive feedback on each step of the process and have multiple opportunities to redo portions of the paper or project before final submission.
* Prior to a reassessment, students must provide evidence that relearning has occurred by completing a reassessment plan including the required formative and corrective work as determined by the teacher.
* Students must complete reassessments within a reasonable amount of time allowing for reteaching/relearning to take place. Reassessment plans (departmentally developed) should be complete within 7 school days of the original assessment and prior to the last two weeks of the current term.
* Students may be reassessed on a portion of the summative assessment, the entire summative assessment, or in a completely different format as determined by the teacher.
* The higher of the two grades will be recorded.
* All laws, statutes and policies pertaining to IEP or 504 accommodation plans remain in place and must be followed.

***English Language Arts:***

Embedded Assessments/Summative essays can be revised and resubmitted for a new score so long as the revision/resubmission takes place **within two weeks** after the essays have been given back/the grade has been received by the student. When the student chooses this option, he/she needs to:

1. Turn in both the original (and the rubric) and the new-and-improved essay.
2. All changes on the revised essay need to be HIGHLIGHTED
3. Include a paragraph that explains your thinking and rationale for why you made the changes you did, and how and why it made your essay stronger than it was before.

**Absence/Make-up Policy**

School rules regarding absences and excessive absences will be enforced.

*No skipping or else!*

**Tardies:** Students are expected to be engaged in instruction when the bell rings. Students who miss five or more minutes of class will be marked absent. Students who show a pattern of tardiness will need to make up missed class time after school in detention.

If a student is absent, he or she will have the same number days he or she was absent to make up the work after the deadline. It is the student’s responsibility to contact the instructor during non-instructional time for any missing work or class notes. Most notes and assignments are available in the OneNote Class Notebook and will be regularly updated.

**Academic Honesty**

At Everett High School we value honesty and integrity of work. Cheating on tests and homework by copying other people's work is not acceptable. Making copies of someone's files is also considered cheating. When you cheat, you will receive a failing grade for that learning activity. Cheating also includes the aiding and abetting of cheating by others.

Plagiarism, the act of borrowing another author’s work without crediting that author and thereby implying that it is one’s own, is academically dishonest and a form of cheating. Students caught cheating or plagiarizing will be referred to school administration.

**Extra Help**It is important to me that you are successful in this class. Please let me know if you are having difficulties, have concerns about the course, or are falling behind.

***Course Schedule* (subject to change)**

**­­­­­­­­­­­­­­­­­­­­­UNIT 1: Perception is everything**

This unit invites students to examine the relationship between perspective and critical theory in both visual and written texts; analyze and apply critical theories to various texts studied and created; control and manipulate textual elements in writing to clearly and effectively convey a controlling idea or thesis; use syntax and style to create meaning and effect in writing. In this unit, the thematic concept of a critical lens is introduced. Students will explore Reader Response Criticism, Cultural Criticism, and Post-Imperialist Criticism in critically reading and analyzing works by Orwell, Berger, Plato, Baldwin, and others.

**Essential Questions:** What does it mean to be a stranger in the village? How does perspective influence perception?

**Approximate Length**: 8 weeks

**Summative Assessments:** Embedded Assessment #1 (Rhetorical analysis/Line of Reasoning), Embedded Assessment #2 (Close Reading Expository essay)

**UNIT 2: The Collective Perspective**

In this unit, students will enhance their critical thinking by studying Archetypal, Marxist, and Feminist critical perspectives; apply multiple critical perspectives to drama, nonfiction, and non-print texts; and use a variety of organizational and rhetorical strategies for different modes of writing. Students will read works by Shaw, Atwood, Ovid, Hurston, and others.

**Essential Questions:** How does applying a critical perspective affect understanding of and engagement with a text? How does power affect people’s interactions and relationships?

**Approximate Length**: 8 weeks

**Summative Assessments:** Embedded Assessment #2 (Applying a Critical Perspective essay)

**Unit 3: Evolving Perspectives**

Students will analyze multiple interpretations of a Shakespearean tragedy; examine critical perspectives as they apply to the drama; plan and perform dramatic interpretations of selected scenes; analyze the ways in which historical contexts have influenced performances of the play; and analyze the use of meter and rhythm in poetry and in the play. Students will read Shakespeare’s *Othello* and other works by Donne, D’Amico, and others.

**Essential Questions:** What role does literature play in the examination of recurring social issues? How can a dramatic performance reflect a critical perspective?

**Approximate Length:** 8 weeks

**Summative Assessments:** Embedded Assessment #1 (Synthesis Essay) Embedded Assessment #2 (Literary analysis/Critical analysis essay)

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**Unit 4: Multiple Perspectives**

Students will trace a reading through a critical perspective over the course of an extended text; analyze two literary works through multiple critical perspectives; analyze and then use text features of a graphic novel; create a presentation using a performance-based or visual medium; and identify parataxis and use it for effect. Students will read and analyze works by Tan, Lazarus, Hughes, as well as a Literature Circle choice.

**Essential Questions:** How can an examination of text through multiple perspectives affect understanding? How do media production elements shape a message?

**Approximate Length:** 8 weeks

**Summative Assessments:** Embedded Assessment #1 (Presenting a Literary Work through Multiple Critical Perspectives)

**Course Specific Information**

All written summative assignments are to be submitted via **turnitin.com** by the given deadline.

Class notes, readings, assignments, calendar, and all other important communication is available through the OneNote Class Notebook for EvCC English 4

**EvCC English Composition/English 401/402**

**Joshua Melum**

**Signature Page**

Parent/Guardian, we look forward to partnering with you in the education of your child. The above information is being provided to you in an effort to increase our communication with you about what is happening in school. It is important to us that you be well informed and therefore an active participant in the educational experience of your son or daughter. Our mission is to graduate all of our students ready for college, career and citizenship, but we cannot do this work alone. Thank you for reading this course syllabus. After reading the syllabus, please sign below and return this page to the teacher.

Student Name (please print):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Academic Video Permission Form**There may be a time in class where I will show educational videos and clips that may contain foul language and/or violence. The language and violence will always be in the context of the topic, which we are studying. The videos will not be used as entertainment or to simply fill class time; they will only be used as supplemental learning tools utilized to enhance student learning.

Students who do not turn in the signed form will be given alternative assignments to cover any learning related to the video clips. It is my sincere belief that students not allowed to view the material will miss out on valuable learning opportunities and class discussions.

Please contact me if you have any questions or concerns: jmelum@everettsd.org

Please check**one** of the following boxes and sign and date.

My student is allowed to watch any videos and clips shown in class.

My student is not allowed to watch videos and clips shown in class, please give them an alternate assignment.

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_