**C:\Program Files (x86)\Microsoft Office\MEDIA\CAGCAT10\j0217698.wmfC:\Users\Fielder\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\3C2NXWSW\MC900239011[1].wmfClass Procedures/Syllabus**

**English 12**

**Mr. Fielder**

**2014-2015**

Welcome! I am excited about the opportunity to work with you over the course of this school year. Before we embark on our journey to become literate and thoughtful individuals, it is imperative that I share some procedures that will make the class run smoothly while keeping both teacher and student highly organized.

**EXPECTATIONS**:

1. Bring all of your class materials every day. This includes paper, writing utensils, your homework, a book to read, and all other necessary class materials.

2. Treat others with kindness and dignity. Respect everyone.

This includes teachers, guest speakers, other staff and other students. Just about any school behavior rule will fall under this category. Think before you act and speak. The school handbook and rules will be strictly followed and enforced.

We cannot have open and honest class discussions without respect for one another as learners and as people.

3. Participate in all class activities. This means individual, as well as partner, group, and whole-class activities.

**OPENERS:** Every day when you enter class there will be a set of instructions posted on the board. This is an integral part of the class structure, so opener production and efficiency will be strictly monitored and enforced. Sometimes there will be readings, scrap pieces of paper or other materials for you to pick up on your way in. Read the directions carefully and get right to work. THERE IS A TIME LIMIT FOR MOST OPENERS, AND MANY ARE GRADED, SO YOU’LL NEED TO WORK QUICKLY!

**IN-CLASS ASSIGNMENTS:** Part of learning to be a citizen in our country includes the ability to work with others toward a common goal. Therefore, you will be asked to work in groups from time to time. Depending upon the assignment, you will be graded on participation or for the written assignment itself.

**HOMEWORK AND CLASS READINGS:** The amount of homework you will have will depend on the unit, but expect to have homework every time we meet. This may or may not happen, and more often than not we will have an assignment every two to three days. It is extremely important for you to complete every homework assignment in a neat and timely fashion. They are designed to help you practice, review, or extend upon what we are learning in class. Not only will a lack of homework completion negatively affect your final grade, it will also restrict your learning, which is the ultimate objective of this course. Also, you are expected to thoroughly complete each and every assigned reading. Unannounced quizzes will be used to test comprehension of reading selections throughout this course.

**TESTS AND PROJECTS:** We will take a test or complete a large project at the end of each unit. Tests and projects are opportunities for you to demonstrate that you learned what you were supposed to. If you complete your homework regularly and study, you will find these tests to be easy. Study guides may be given for each test. If completed, the study guides can add 5% extra credit toward your final test grade. We will utilize the CPS data collection system for most quizzes and tests.

**MC900212061[1]RE-TESTING/MAKE-UP PROJECTS:** Students will be allowed to re-take some tests, and they will also be allowed to re-submit large projects after they have been graded. In these instances, the student will be given a certain time/date by which the re-test must be taken, or by which the project must be re-submitted. In these events, the score of the original test/project will be averaged with the score of the re-test/new project in order to formulate a final grade for the two.

**LATE WORK:** I will accept late work. However, if you do not turn your assignments in on time, you will receive half credit for the late work. The only exceptions will be made for cases in which the student actively seeks out the teacher before the due date and provides circumstances which would warrant an extension. A logical explanation must be made and presented, and additional tasks may be assigned by the teacher at the time. Late assignments may still be submitted up to the test date at the end of the unit. However, more points may be reduced depending upon the quality of the work.

**EXTRA CREDIT:** After not completing or organizing your notes, not participating in class, not completing your openers, not doing your homework and not studying for quizzes or tests, do not expect me to offer extra credit to help boost your grade. Other than study guides, I will rarely give extra credit assignments.

**GRADING:** Your report card grades will be determined by a combination of your learning log entries, homework completion, participation and completion of in-class assignments, quizzes and tests.

**GRADING CATEGORIES:**

*Grades per nine-week periods will be calculated as follows:*

15% = Homework

10% = Classwork/Participation

25% = Quizzes

50% = Tests/Projects

***A semester grade will be calculated in the following manner:***

1st nine weeks = 40%

2nd nine weeks = 40%

Semester exam = 20%

***In compliance with Clinton High School policy, the grading scale is as follows:***

97-100% A+ 74-76% C

94-96% A 70-73% C-

90-93% A- 67-69% D+

87-89% B+ 64-66% D

84-86% B 60-63% D-

80-83% B- Below 59%-0 E

77-79% C+

**EXTRA HELP:** If you do not understand something, if you are falling behind, if you want to work on homework/projects with assistance, or if you have been absent for an extended period of time, you need to see me before or after school to set up a time for you to come into the classroom for help. Be proactive; do not let yourself fall behind!

**ABSENCES:** When you return from an absence, you should *check the absent folder for your hour.* Any notes or assignments that you missed will be in that folder with your name on it. You have two class days to turn in make-up work. If you are absent on a test day, you will make the test up AS SOON AS YOU RETURN TO SCHOOL! If you miss school, you are still responsible for any notes or work that you missed. Check my website to stay current on all class notes/assignments.

MC900436077[1]**CELL PHONES:** All cell phones must be off and in lockers. The cell phone policy located in the school handbook will be strictly enforced.

j0292982**HELP ON HOMEWORK AFTER SCHOOL HOURS:** Please access my website at <http://mrfielderclinton.weebly.com> for weekly lesson plans, helpful documents, and other resources.

**Back packs/bags of any kind are prohibited in Mr. Fielder’s classes!!**

**Syllabus**

Please note that the particular assignments/readings on this overview are *subject to change with teacher’s discretion*. Also, specific dates are not provided because the pacing will be modified to account for student progress toward learning objectives; more/less days may be necessary to learn/practice skills.

**Unit I: Scholarly Investigation – The Michael Brown shooting and subsequent unrest in Ferguson, Mo.**

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| **Unit theme:** **Introduction to College Research and Writing** |
| **Skills:**   * Conduct a research investigation to identify the causes and effects (both local and nation-wide) of the Michael Brown shooting in Ferguson, Mo. * Theorize what the event means in regards to race relations as a whole in the United States * Practice active reading strategies and annotating texts (interacting with a text) * Construct bibliography and source note cards * Plan, draft, revise, edit and publish a correctly-formatted APA research paper, complete with works cited page * Use reliable internet sites and scholarly databases to locate relevant expository articles/essays |
| **Major Assessments:**   * Quiz on APA formatting * Note cards of information and source cards (from historical documents) * Rough draft of APA paper * Final APA paper |

**Unit II: Political Ideology as a Weapon: George Orwell’s 1984**

**Time Frame: Mid-September through Early November**

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| **Unit theme: Students will compare and contrast the political and social elements of George Orwell’s 1984 with the political and social elements of his time, and with modern times.** |
| **Major tasks:**   * Describe the historical context of 1984 * Define the term “dystopia” and describe elements of 1984 that make the setting a dystopia * Analyze the literary elements employed by Orwell (imagery, symbolism, allusions, foreshadowing) * Identify and interpret figurative language used by Orwell (similes, metaphors, etc.) * Explore issues of privacy and government surveillance as they apply to 1984 and our world * Compare and contrast political theories in 1984 with Marxist and Communist political theories * Compare and contrast our society with that of Orwell’s in 1984 * Connect totalitarianism in 1984 with past totalitarian regimes * Analyze the plot structure of the novel |
| **Major Assessments:**   * “Deep thoughts” personal essay * Chapter quizzes * Section tests (three tests) * Argumentative/expository essays (one per section) * “Mapping the world of 1984” assignment * Song analysis – connect lyrics from two songs to themes present in 1984 |

**Unit III: College Research – Formulating a Review of Literature**

**Time Frame Early-late November**

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| **Unit Theme:** Students will use scholarly databases to research articles on censorship, and will formulate a review of literature on the topic of censorship. |
| **Major tasks:**   * Plan, draft, revise, edit, and publish a research-based review of literature (using appropriate APA format) * Construct bibliography and note cards with compiled research information * Construct a properly-formatted APA bibliography * Locate appropriate source materials using scholarly data-bases * Construct a working thesis statement * Construct an outline of and APA review of literature |
| **Major assessments:**   * Source note cards * Informational note cards (20) * Rough draft of Research paper * Final paper, including works cited * Quiz and test on differences between APA and MLA formatting styles |

**Unit IV: The Dangers of Censorship – Fahrenheit 451**

**Time Frame: November 12-Winter Break**

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| **Unit Theme:** Utilize the novel Fahrenheit 451 to explore the dangers of censorship in our world |
| **Major Tasks:**   * Analyze Ray Bradbury’s purpose for writing Fahrenheit 451 * Explore specific cases of censorship, and why books have been censored * Describe the symbolic significance of book-burnings * Compare and contrast Bradbury’s world of Fahrenheit 451 with Orwell’s world of 1984 * Describe figurative language used by Bradbury * Identify major themes evident in Fahrenheit 451; compare themes with those of 1984 * Analyze the plot structure of the novel |
| **Major assessments:**   * Chapter quizzes * Section tests * Argumentative/Expository essays – one per section * Comparison/Contrast essay |

**How Parents should contact Mr. Fielder with questions/concerns:**

1. **E-mail:** [Jeremy.fielder@clinton.k12.mi.us](mailto:Jeremy.fielder@clinton.k12.mi.us)

2. **Call** the school and leave a message: (517) 456-6511

3. Visit the class **website** for weekly class schedules, lesson plans, homework assignments, power point presentations, and class notes: <http://mrfielderclinton.weebly.com> **4. Parents:** If you’d like my cell number, please e-mail me and I will share it. All I ask is that it is NOT distributed/made known to students!

5. **Planning hour: 4th hour (10:48-11:37)** Please e-mail me or call the school to schedule an appointment. If you’d like to stop in you are more than welcome, but I will have meeting/obligations from time to time.

6. **Sit-in on a class:** Have you ever wondered “what does my son/daughter do in his/her class?” If so, you’re probably not alone. I’m more than happy to welcome you into my class so you can see what an hour in my classroom is like for your student. Please just e-mail or call so I am prepared to welcome you!

7. **Before-school meetings/appointments:** I’m also available before school on most weekdays. Please call/e-mail to set up an appointment!

**Parents:** I know how important your child’s education is to you. Please don’t hesitate to contact me with any question you may have. Even if it is a simple question regarding a homework assignment/due-date: no question is a bad one. Students do have a tendency to “forget” important details from time to time ☺.

**How Students should contact Mr. Fielder with questions/concerns:**

**1. E-mail:** [**Jeremy.fielder@clinton.k12.mi.us**](mailto:Jeremy.fielder@clinton.k12.mi.us)

**2.** **Website:** <http://mrfielderclinton.weebly.com>