

English 12 Syllabus

Ms. Evans

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Welcome seniors! I look forward to meeting you soon - through ZOOM, your writing, and other virtual events.

The course: English 12 is a course designed to prepare you for college and career, so our classroom activities are intended to help you become better writers, readers and thinkers. Literature is an art form that can teach us empathy and critical thinking; when we read we are immersed in other worlds and other perspectives - that's the magic of it. Your learning will include reading, formal and informal writing, projects and cooperative learning tasks. We will analyze texts, discuss the ideas therein, make connections, and cite claims with evidence. You will use your reading to improve your thinking and your writing, and it is my hope that you'll develop a deeper appreciation for literature. Class discussions, through ZOOM or Turnitin, will give you an opportunity to build a community as you work through these texts and ideas.

Arizona's English Language Arts Standards: Use the link below to see the PDF that covers the standards for Grades 11-12.

<https://cms.azed.gov/home/GetDocumentFile?id=585aab3aaadebe12481b8459>

<u>First Semester</u>	<u>Second Semester</u>
<i>Beowulf</i>	Senior Project
<i>Grendel: selected chapters</i>	<i>Frankenstein or Brave New World</i>
Selections from <i>The Canterbury Tales</i>	<i>The Importance of Being Earnest or</i>
<i>Macbeth or Hamlet</i>	<i>Pygmalion</i>
	<i>The Catcher in the Rye</i>

(Optional) Supplies for Remote Learning:

I too have taken classes online, so I'm familiar with the challenges. Depending on your learning style, you might still benefit from having a binder with notebook paper, post-it notes, and some type of planner or calendar. There are plenty of apps for notes and reminders, but sometimes the act of writing things is very helpful - it helps us remember and absorb details.

If you do not like to read online, you may want to print some reading materials. Please let me know if you are experiencing technical difficulties or other challenges.

Behavioral Expectations

1. Be kind, and offer assistance and support to others. For example, You will work on building relationships with new people in our classroom by responding to their posts or collaborating with them (through ZOOM, Turnitin, or Google Classroom).
2. Be courteous and tolerant of others' opinions, use positive language. Listen and think before you respond. It's more challenging to know how our words affect others when we

can't see them in real-time, so we all need to be mindful about *how* we share our opinions.

3. **Be on time** (logged-in) and ready to learn.* Establish a routine. Eliminate distractions as you can - I know this can be difficult but life requires it.
4. Listen to your teacher - follow directions and ask questions. Please ask questions during class meetings, and post questions to the class stream - interact with your peers and with me. Take risks that will facilitate your personal growth.

If I have any concerns about your progress in this class, I'll communicate with you first. If you continue to have difficulty meeting expectations, I will call home so that we can problem-solve the situation with your folks.

Attendance will be taken every day through our ZOOM meeting or Google Classroom. This will happen in the first ten minutes of class, during **your class period. Absences must be excused and you should email me with any questions if you miss class.*

When we return to the classroom, the expectations are the same and expanded to include restroom passes and cell phone rules.

Grading Procedures

1. You will be provided with detailed prompts for assignments; I use rubrics and checklists that describe expectations and standards. For many writing assignments, and some graded discussions you'll use Turnitin.com.
2. Some work will be graded for completion, and I will not apply a late penalty if you turn in the assignment within the week. After a week, you will not receive full credit. Please communicate with me if there are circumstances impacting your ability to complete work.
3. Some assignments will be evaluated with a rubric or other checklist. Some formative writing assignments and all summative writing assignments are evaluated with *The Six Traits of Writing*.

I enter grades weekly and will post some assignments and summative assignments to the portal **prior to the due date**. These get marked in (Classic) Tyler with a red exclamation point (!) which only means the assignment is assigned but not yet graded: *don't panic*

Students with accommodations: please self-advocate. Communicate with me in a timely manner so that I can make adjustments and provide appropriate accommodations.

Grading for Lengthy Writing Assignments

More lengthy writing assignments require more time to grade, and comments on student work will not be exhaustive but will be instructive. If you want more feedback on an essay, I will happily provide that feedback in a conference through ZOOM. You may also revise any writing assignment if your grade is a C or lower, but you **must** meet (virtually) with me prior to completing your revision. **All summative writing assignments are submitted to Turnitin.com.**

The Schedule:

Monday	Tuesday	Wednesday	Thursday	Friday
Odds: First Lesson	Odds: Apply Lesson	Conference, planning, tutorial - supported work time.	Odds: Second Lesson	Odds: Apply Second Lesson
Evens: Apply Second Lesson	Evens: First Lesson		Evens: Apply Lesson	Evens: Second Lesson

Use the “Remote Learning” schedule for times, and then use the above to understand the daily and weekly flow. **Attendance is required**, but the process is different.

- The **lessons** will be **live** through ZOOM - attendance will be taken via ZOOM.
- On the days you’re *applying* the lesson (completing the work) you still need to check-in for attendance via Google Classroom (this will be a brief - a Google Form to complete)
- Wednesday: Brief ZOOM meeting - a check-in. Attendance will be taken via Google Classroom - Google Form or ZOOM. Wednesdays will evolve as we see what works best. We might use this time for small group meetings via ZOOM, or one-to-one conferences. I’ll be here to provide support.

Resources

1. **Google Classroom:** Accessed this way: StudentID#@student.amphi.com. Email me if you can’t access Google Classroom: pevans@amphi.com
2. **Teacher Web page:** How to link to stuff - announcements are here but more for parents/community. <https://www.amphi.com/Domain/2345>
3. **Turnitin.com:** Drafts of summative writing assignments will be turned in electronically to Turnitin.com. This site is a plagiarism check and an amazing resource for students; **You will receive instruction on “Academic Integrity” soon.** You need to use a **personal email** for your Turnitin account - more on this soon. You will receive instruction, a class code and enrollment key in Google Classroom. We’ll use Turnitin for online discussions too. For more information, link to the student user guide below:

https://guides.turnitin.com/01_Manuals_and_Guides/Student_Guides/01_Quick_Start_Guide

4. **ZOOM:** For the first couple of days, see the stream in Google Classroom (or find the ZOOM document in the “Weekly Schedule”) for ZOOM link and password information. Wednesday Early-out times are under “Course Information/Procedures” in the Classwork tab.

I’m sure you’ll have questions, and I’m sure there will be some mishaps along the way. Breathe. We’ll figure all of this out together. The first two weeks are designed to help us all establish routines and a community, so you’ll have time to get organized before we get into the reading.