

CCHS
English 12A: Contemporary Literature
Jim Churchill-Dicks
Periods 2, 5 and 7
Prep: 6th Period
jim.churchill-dicks@crookcounty.k12.or.us
Phone: 541.416.6900 ext 3124

Semester 1

Course Description:

In this course, students are to study key elements of contemporary literature including world building, characterization, general plot structure, and specific scene construction. Literature selections strive to be at the intersection between both students' personal interests and literary merit.

Course Goals and STANDARDS:

On successful completion of this course, students will be able to demonstrate proficiency with all Common Core Standards for English 12 found at the following link: <http://www.corestandards.org/ELA-Literacy/WHST/11-12/>

Grading:

Grading is weighted as 90% Assessments and 10% Guided Practice/Workplace Skills.

Classwork (10% of grade) Each unit will include:

Metacognitive Process Letter

-approximately one-page reflection on the insights or obstacles faced in completing the unit of study.

Self-Made Unit Quiz

-A Google Form with 10 questions regarding the unit with answers attached.

Daily Workshops

-Participation in Practice Activities, Collaborative Study Groups and Socratic Discussions

ASSESSMENTS- (90% of Grade)

Each Unit will include the following assessments:

- Information Text Reading Assessment
- Literary Text Reading Assessment
- Timed In Class Reflection Essay on unit theme
- Creative Multimodal Project

Prompts/Exemplars for these assessments will be given TBA

GRADING POLICY

A 90-100%
B 80-89%
C 70-79%
D 60-69%
F below 60%

Late Work:

STUDENTS HAVE TWO WEEKS TO MAKE UP LATE ASSESSMENTS WITHOUT PENALTY. After which, they will receive a maximum of 70% credit for passing proficient work.

Assessment Retakes:

STUDENTS WILL HAVE AT LEAST 3 SEPARATE OPPORTUNITIES TO MEET STANDARDS THROUGH ASSESSMENTS. THEIR LOWEST ASSESSMENT SCORE FOR EACH AREA WILL BE DROPPED FROM THE OVERALL GRADE CALCULATION IN ORDER TO REWARD PROFICIENCY AND MASTERY.

Cheating:

Cheating or plagiarism of any kind (accidental or intentional) is a major referral and will be disciplined accordingly.

Notification of the Right to Object to the Use of Materials

Any resident of the district may raise objection to instructional materials used in the district's educational program despite the fact that the individuals selecting such materials were duly qualified to make the selection and followed the proper procedure and observed the criteria for selecting such material.

The first step in expressing objection is consultation with the classroom teacher or library staff and providing a brief written complaint. The staff member receiving a complaint regarding instructional materials shall try to resolve the issue informally through the discussion of the original assignment or the opportunity for an alternative assignment.

If not satisfied with the initial explanation or an alternative assignment, the person raising the questions will meet with a building administrator who, if unable to resolve the complaint, will provide a Request for Reconsideration

form which will be given to the superintendent for action.

Feedback on your work

As you can guess, responding to and grading writing takes time and careful thought. I will provide feedback on things you are doing well in your writing as well as those areas in which you can make some improvements. In any given writing assessment, students will receive one+ of three kinds of feedback: a completed rubric that indicates your score on various aspects of your writing, a summary comment—usually a brief paragraph indicating strengths and areas for improvement—or a few marginal comments about specific paragraphs, sentences, or words in your papers. I invite you to come and see me during ELO if you would like more feedback on a paper or clarification of any comments I've written, because I really want you to learn and grow with every assignment you do for this class.

I do not mark all sentence-level errors in your paper (that would be an editor's job). Instead, I might mark one or two patterns of error and provide you with some suggestions about where to turn for additional help with this. Please take time to read my comments and use them to help you produce even better work on your next essay.

With all assignments, my goal is to respond to and return your work in approximately one week. Sometimes I will return papers sooner than that, sometimes later (depending on workload) but please plan on approximately one week being a standard response time.

Behavior for Success (Procedures):

Come prepared to learn and to contribute to a positive classroom environment.

Take responsibility for your own learning. Show respect for the learning environment, yourself, other students, and the teachers and staff members. Follow the rules and guidelines for behavior in the student handbook. Show up on time.

Behavior Issues and Intervention:

I attempt to adhere to a relational approach to discipline that keeps the context of the student's situation in mind, while also upholding school-wide policies for behavior. At the same time, I am vigorously protective of the physical, emotional and academic safety in the classroom. Our classroom is a community, and as such, we need to contribute to the well-being of the community. I utilize the referral system only when I feel like it is a last resort. Sometimes that happens quickly, depending on the severity of the disruption. My classroom intervention philosophy is designed to do what is both best for the class and best for the individual student who is struggling behaviorally at the time. Sometimes, that means giving students a chance to cool off outside my classroom door for a couple of minutes. Other, more rare times, they will need to be in a more contained environment. I will intervene at my discretion in order to help the student redirect their behavior and ensure the safety of our academic community.

Cell Phone Policy:

No cell phone use in class. Period. That is the new school-wide policy. That means the only time you are able to use your phone (including even having your phone out) is during passing periods, lunchtime, and before/after school. THIS INCLUDES COMMUNICATION WITH YOUR PARENTS/GUARDIANS. IF YOUR FAMILY NEEDS TO GET AHOLD OF YOU, THEY MUST CONTACT YOU VIA THE FRONT OFFICE.

How this will be enforced in my classroom: In order to avoid interrupting class with a power struggle, I will simply fill out a referral form if you are using your phone and submit it to an administrator soon after. I will most likely not notify you about the referral beforehand. This is to help ensure compliance without making it personal between student and teacher.

Have your parents read over this syllabus as well, digitally sign it AND RETURN TO MR. C-D via this google classroom assignment

I have read MR. C-D'S **English 12A: Speculative Fiction and Game Design** syllabus above, and understand I am bound by this course agreement.

Student Name _____ Date _____

Parent/Guardian Name _____ Date _____

Preferred Parent/Guardian Email Contact:
