

College Prep English 11

“Anyone who has begun to think places some portion of the world in jeopardy.”
-- John Dewey

2019-2020

Classroom - B-205

Ms. Chapleau

Available before school 7:45-8:00

**Available after school 3-3:30 p.m., or
by appointment**

School phone: Ext. 1205

Email: schapleau@bishophnoll.org

Course Goals:

There are certain objectives that all my classes have in common. Students are expected to improve their writing, to improve their ability to speak and write Standard English, to learn how to understand complicated texts—and to back up their understanding with reference to the text, to improve their vocabulary, to participate in discussions of literature, and to understand various literary terms and techniques. Each unit will begin with an historical overview, so that students can place the writing in the context of the era. Throughout the semester, students’ homework will consist of reading both inside and outside of class, reading questions and reflections, journals, and writing several formal and in-class essays (1+ per quarter). Writing will include summaries, narratives, literary analysis, and persuasive-argumentative essays. One research paper will be completed junior year.

Course Description:

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- Students will survey major American authors by reading an array of texts and proceeding chronologically through the various periods in American literature from Native American to Modern literature. Students will gain an understanding of the movement and shifts that occurred in America’s literary history and will be able to identify defining features and authors of each movement. Students will also read from a variety of multicultural texts.
 - Students will be expected and encouraged to understand and apply writing as a process, and be able to show examples and revisions of their work during all stages of development.
 - Students will analyze themes central to American literature throughout each unit as well as rhetorical and literary devices used to craft the texts. Students will center their understanding around a defining question for each unit and will connect themes to the idea of the American Dream and the American Voice.

The main text for the course is *The American Experience*, Pearson/Prentice Hall 2007 (Indiana version). I will distribute these as well as the vocabulary book (digital resource) in class. Various stories, articles, poems, and chapters from other sources will be included in the instruction in order to offer students an array of texts by multiple authors, both in and beyond the traditional canon of American literature. My hope is that students leave this course as more effective and diverse readers as well as better writers with an awareness of the progression and changes that have occurred during the course of America's rich and ever changing literary history.

A tentative curriculum map is attached.

Writing Assignments:

Each student will write several "short" critical papers explicating poetry, prose, and drama. These critical essays are based on a close textual analysis of structure, style, and social/historical values. **Writing will be of five main types: summary, narrative, persuasive-argumentative, rhetorical/literary analysis, and research-synthesis.** Students will craft a research paper. All essays will be completed in a workshop format. Students will be expected to write a rough draft in which your peers and/or I will give you constructive criticism to help you improve upon the next draft. In-class writings will also consist of occasional essay tests.

All major papers must be submitted by their due dates and times to BOTH Google Classroom as well as Turnitin. Papers not submitted to Google Classroom/Turnitin by their due dates and times will be considered late.

Writing Lab: Students will be encouraged to visit the Writing Lab at least once per major paper (so 1+ times per quarter). Students can schedule an appointment at the writing lab by visiting: <http://bniwritingcenter.weebly.com/>

I will NOT grade final drafts of papers without first seeing a completed rough draft.

SEMESTER 1

August-September

UNIT 1: SUMMER READING

Gaines, Ernest J., *A Lesson Before Dying*

- On Monday, August 19, students will take their summer reading test. Students should have a thorough understanding of the major events, characters, and themes of the book. This will be an ESSAY TEST to be completed on iPads via Google Forms.

UNIT 2: To 1750

- Introduction to American Literature + Themes
- Native-American Literature
 - Poetry
 - Creation Stories
 - Silko, "The Man to Send Rain Clouds" + **Literary Analysis Essay**

September-October

- Exploration Narratives + **Narrative RAFT Project**
 - Cabeza de Vaca, “A Journey Through Texas”
 - Cárdenas/Castañeda, “Boulders Taller Than the Great Tower of Seville”
 - Columbus, from *Journal of the First Voyage to America* (60-62)
 - Smith, from “The General History of Virginia” (70-75)
 - Bradford, from “Of Plymouth Plantation” (76-83)
- Puritan Literature
 - Poetry of Anne Bradstreet
 - Taylor, “Huswifery” (92)
 - Edwards, “Sinners in the Hands of an Angry God”

October-December

UNIT 3: DRAMA -- Miller, *THE CRUCIBLE* + Mini-Research Paper

If time, begin Unit 4: To 1800

SEMESTER 2

January-February

UNIT 4: To 1800

- Autobiographies + **Summary Assignment**
 - Franklin, from *The Autobiography* (140-7)
 - Equiano, from *The Interesting Narrative of the Life of Olaudah Equiano* (156-65)
- Proverbs and Aphorisms + **Aphorism Project**
 - Franklin, from *Poor Richard's Almanack* 148-51)
 - African Proverbs (194-6)
- Rhetoric, Persuasion, Audience, & Charged Words + **Comparative Rhetorical Analysis Essay**
 - a. Jefferson, “The Declaration of Independence” by Thomas Jefferson (168-73)
 - b. Paine, from *The Crisis, Number 1* (174-77)
 - c. Hamilton, Jay, and Madison, from *The Federalist Papers* (#10, 51, and 78) (handouts)
 - d. Rhetoric in *Hamilton* by Lin-Manuel Miranda (music + handouts)

March

UNIT 5: To 1870

- American Romanticism
 - Irving, “The Devil and Tom Walker” (258-68)
 - Poe, “The Raven”
 - Poe, selected short stories + **Short Story Project**
- Transcendentalism + **Transcendentalist Journal Project**
 - Emerson, from “Nature” and “Self-Reliance”
 - Thoreau, from *Walden* (407-15) and “Civil Disobedience” (416-7)

April-May

Unit 6: To 1914

Unit 7: To 1930

Unit 8: Fitzgerald, *THE GREAT GATSBY* (novel)

SELF-SELECTED READING PROJECT

Students will be required to complete two hours of outside reading each week on a novel of their choice. Hours must be logged and signed off on by parents each week. Also, students will complete one book talk project each semester (TBD).

We will have 30 minutes of SSR (sustained silent reading) each week in class, which also can be logged as part of their 2 hour total.

Vocabulary: Students will complete vocabulary homework weekly and can expect a test over the week's words every Friday. After three weeks, students will have a test over three lessons, as well. Students are expected to continue expanding vocabulary through analyzing context clues. On occasion, I may assign "difficult" words connected to texts that we read. Students will be quizzed on these words. This year, vocabulary will be in a digital format (no book).

Grammar: There will be sessions on grammar and writing style/format as needed.

Technology: Students will be required to make a PowerPoint/Google Slides presentation. If a student is unfamiliar with using PowerPoint/Google Slides, please make arrangements with the teacher.

Extra Credit: Occasionally, I will assign extra credit work. Extra credit may ONLY be completed if all other homework and assignments have been turned in.

This is the only extra credit I will offer beyond the occasional call for classroom supplies (i.e. Kleenex, hand sanitizer, pens, pencils, paper).

Ms. Chapleau's Technology Policy

Bishop Noll Institute incorporates a 1 to 1 iPad experience in the classroom. The iPad is a tool used in the classroom to increase collaboration and drive 21st century learning. While in Chapleau's classroom, students will be instructed when it is appropriate to have their iPads open and active. If they are caught on their iPads when it is not appropriate, their iPad privileges will be stripped away for a period of time defined by Ms. Chapleau. Below is also a list of prohibited activities also incorporated into this policy:

- Airplay at inappropriate times or bumping other individuals off Apple TV.
- Airdropping documents when it is not appropriate or instructed by the teacher.
- Using iMessage or other messaging apps
- Using social media
- Taking photos, videos, or audio recordings of the teacher or other students without permission.
- Being off in-class tasks or responsibilities
- Any other technological activity deemed inappropriate by Ms. Chapleau

Student iPad activity will be monitored by Apple Classroom. If at any time Ms. Chapleau cannot view/access a student's screen, the student will receive a detention and lose iPad privileges for a period of time defined by Ms. Chapleau. **Remember, the iPads are property of Bishop Noll Institute. Therefore, teachers may search the devices at any time.**

Classroom Policies/Procedures:

Students are expected to:

- 1) **Be on time.**
- 2) **Be attentive.**
- 3) **Be respectful.**
- 4) **Be prepared.**

The reading developmental process utilizes individual, small group, and whole-class instruction. Students must be able to work cooperatively in collaborative learning environments.

We will follow ALL Bishop Noll Institute rules found in your handbook and discussed at orientation.

Assignments are due at the end of class or the beginning of the next class unless otherwise indicated. **NO Late homework will be accepted.** Major papers and projects will be accepted late for a reduction in one letter grade per day.

Grading Scale	Recommended Materials
<p>A+ 100 – 97 A 96 - 94 A- 93 – 90</p> <p>B+ 89 – 87 B 86 – 84 B- 83- 80</p> <p>C+ 79 – 77 C 76 – 74 C- 73 - 70</p> <p>Assignment categories will be weighted as follows: Tests/Essays: 25% HW/Quizzes: 20% Participation: 10%</p> <p>D+ 69 - 67 D 66 - 64 D- 63 - 60</p> <p>F 59 and below</p>	<p><i>Note: No notebooks and binders will be required as MOST of the work for class will be completed digitally via the Notability app and submitted via Google Classroom.</i></p> <p>Recommended Supplies:</p> <ol style="list-style-type: none"> 1. At least one blue or black pen 2. At least one colored (red) pen 3. Pack of college-ruled loose-leaf paper 4. 1 highlighter 5. 1+ package of large post-it notes (not tabs) 6. Folder for English class 7. stylus/pen for iPad 8. Dictionary app <p><u>Semester 1:</u></p> <ol style="list-style-type: none"> 1. Gaines, Ernest J., <i>A Lesson Before Dying</i> 2. Course Text: <i>The American Experience</i>, Pearson/Prentice Hall 2007 (Indiana version) -- ESSENTIAL TEXT -- We will use this the entire year <p><u>Semester 2:</u></p> <ol style="list-style-type: none"> 1. Fitzgerald, F. Scott, <i>The Great Gatsby</i> (to be provided) <p>Students must acquire their own summer reading text. Other texts will be supplied in class.</p>

Classroom Procedures¹: What to Do Every Day

Ms. Chapleau
Department of English
Bishop Noll Institute
Ext. 1205
schapleau@bishopnoll.org

Starting the Day Out Right: What to Do Before the Bell Rings

What to Do As Soon As You Enter the Room

As soon as a student enters the room, he or she should go to his or her desk and immediately write down -- in an assignment notebook any assignments listed on the board/overhead for the day as well as write down the Agenda for the lesson of the day in the Notability app (to be demonstrated in class). Students may also choose to use the Google Calendar Feature.

Any pencil sharpening/hole punching **MUST** be done **BEFORE** the bell rings. The pencil sharpener/stapler/hole punch **MAY NOT** be used **AT ANY TIME** during class. However, students **WILL** have access to these materials if they arrive to class **EARLY**. The stapler, hole punch, and other materials are located on the student supply table for students to use. Students need not ask the teacher to use these materials. They may just come up to the table (before or after the bell) and use them. Students are highly encouraged to bring in materials (pens, paper, Kleenex, hand sanitizer) to help supply the table for the class and also return reusable items like pens and pencils. Extra credit will be offered (up to 10 points max., 2 points per 5 items). The teacher will supply the first round, but when materials run out, it will be up to students to help restock. Students may not touch any items on the teacher's desk, overhead cart, or classroom decorations unless given permission by the teacher.

After taking care of these activities, students should immediately sit and begin working on the Bellwork (in Notability, Google Classroom, or DayOne app as per teacher's instructions).

¹ Many of the procedures described here are adapted from the procedure handout of Mr. John Schmidt, teacher of History at Homewood-Flossmoor High School, and the ideas of Harry K. and Rosemary T. Wong as found in *How to Be an Effective Teacher the First Days of School*, Mountain View, CA: Wong, 1998.

Next in Line: What to Do As Soon As the Bell Rings

Bellwork

By the time the bell rings, students should already be sitting down and working **silently** on the Bellwork activity. The Bellwork activities/instructions will be written on the board or projected onto the screen at the front of the room. These activities are to be completed either in one's Notability notes, Google Classroom, or the DayOne app as per teacher instructions. "Bellwork" may include journal reflections relating to class reading, reflections relating to contemporary events or thought-provoking issues, or grammar/vocabulary review exercises. Sometimes, Bellwork may be a worksheet pdf instead. Students will have the first 5-10 minutes of class to work on the bell-ringer activity. Bellwork activities are mandatory, and digital notebooks may be collected at the discretion of the teacher (usually once per quarter). However, Bellwork entries/notes must be dated and those that are not clearly dated and labeled will not receive credit.

By the beginning of class each day, students should already have uploaded the previous night's homework to Google Class. The teacher will collect homework and distribute handouts (often digitally) for class/graded work at this time. Then, we will pray as a class.

What Bell? We Have a Bell?

What to Do If You Arrive Late

If a student arrives late, he or she must:

1. Enter quietly and not disturb the class.
2. Present a pass to the teacher. A physical pass is required.
3. Write down assignments and the Agenda.
4. Sit down and begin working on the Bellwork activity or whatever the class is working on at the time.
5. At an appropriate time, raise his or her hand to get any needed handouts (digital or otherwise).

*Late students are required to make up any Bellwork they miss.

What to Do If You Are Absent

Raise your hand and say, “Ms. Chapleau, I am not here today.” :-)

Students are responsible for any work they miss while they are gone (or in the building but not present for class). All homework and daily activities will be posted on Google Classroom, and students are expected to check the website three times daily.

Use the following class codes to join your class page.

- Period 2 (College Prep English 11): 7j1wkv
- Period 5 (College Prep English 11): tvar8o
- Period 6 (College Prep English 11): a31uuo5
- Period 7 (College Prep English 11): q2l1p0

Students may ask others in class and the teacher to clarify missed assignments. Checking for missed assignments must occur before the bell rings, after class, or before/after school.

Any missed homework/classwork (including Bellwork), must be completed within one day. Students have one week (5 in-class days) to make up tests and quizzes. Missed work from absences will be entered in the gradebook with a score of 1 until made up. Then the teacher will change the grade. If a student does not make up homework within one day, the grade will revert to a zero. If a student does not make up a test or quiz within one week (5 in-class days), the grade on the test/quiz will revert to a zero.

When turning in make-up work, students should **NOT** give the work directly to the teacher. Rather, students should submit/upload the work to the appropriate assignment on Google Classroom and/or Turnitin.

Dismissal From Class

Remember, the bell does not dismiss you -- I do. Do **NOT** start packing up early. Please remain seated until I say it is alright to leave. If we finish a lesson early, do not get up and stand by the door.

OTHER Stuff: Miscellaneous Information Students Will Need to Get Through Class Smoothly

Late Work

NO daily homework assignments will be accepted late. This includes work left in lockers. Large projects and essays (worth 50 points or more) will be accepted late for a reduction of one letter grade per day the assignment is not turned in (so an A becomes a B, a B becomes a C, etc.).

Bathroom Procedures/Leaving Class for Any Reason

Students are expected to use the restroom as well as have all homework/necessary materials ready **BEFORE** class begins. The teacher will allow students to leave the classroom **ONLY five times per quarter** for a combination of the following reasons: to use the bathroom, to get a drink of water, or to go to a locker. Each student will receive one paper pass per quarter with space for five trips outside the room. Any unused bathroom trips may not be saved up to use in the next quarter, last week of school, etc. Students may not sell unused bathroom trips to fellow classmates or on Ebay, either. Unused passes may be turned in at the end of the quarter for extra credit (one point per unused trip). If a student needs to use the restroom or leave the room for any reason, he or she should raise his or her hand at an appropriate time to ask the teacher. I will then sign the pass and dismiss the student to take the rubber pass from the student supply table. (PROCEDURE MAY CHANGE)

Coming to Attention

THE TEACHER WILL NOT YELL TO GET STUDENTS TO PAY ATTENTION. The teacher enjoys singing and needs to keep her voice in shape for when she is discovered by a talent agent. If the class is becoming too noisy, the teacher will raise her hand in silence and stare very uncomfortably at the rest of the class. When the students see the teacher raise her hand, they should do the following.

1. Freeze.
2. Turn and face the teacher. Pay attention and keep their eyes on her.
3. Be ready for instruction. Something's coming!

Contributing to Class Discussions

During large group discussions, students should raise their hands to contribute a response or answer a question. Certain circumstances may appear when the teacher will indicate that hand-raising is not necessary,

Extra Materials

Most materials will be available digitally on the Google Classroom page. Only if a student has looked thoroughly on Google Classroom and still cannot find a handout should he or she ask the teacher. Extra pens/pencils, paper, scissors, white-out, paper clips, etc. will be found on the table, as well. Students may use any of the materials on the table and do not have to ask the teacher. The teacher does ask that students return reusable materials to the table when finished using them.

Calm Corner + Affirmations

COMING SOON -- To the back right of the room, students will find a table with things such as guided reflections, prayers, stress balls, fidget spinners, essential oil diffuser, and other items to help them “chill” and focus. Items may be used at any time so long as they are returned at the end of class. Some students may choose to bring things to their desks. Others may choose to sit in the calm corner for a few minutes. On occasion, we will discuss stress management in class.

To the back left of the room, students will see a wall of “quotable quotes” or affirmations. Students are encouraged to add inspirational quotes to the wall.

Questions

If a student has a question during class about any assignment or concept he or she does not understand, he or she should raise his or her hand at the **appropriate** time. Decisions by the teacher to issue a detention or dean’s referral will not be discussed. If students need to discuss anything else with the teacher in depth, he or she also can come to class early, stay after class, or come before/after school. Before/after school, the teacher will be in room B-205. The door is open! Questions/concerns may also be emailed to the instructor at the email address listed on the syllabus/policies/procedures sheets.

Notes from the Teacher: I am here for you if you have any concerns or questions regarding subject content. I also am here if you need to talk about anything at all. However, remember that teachers and other school personnel are obligated by law to report suspected or confessed cases of abuse or if the teacher suspects a student is a danger to himself/herself or other students.

Also, I do understand that uncontrollable things happen. I understand that extenuating circumstances may cause adherence to a particular procedure impossible. I realize that students have concerns, obligations, stress, and lives outside the classroom. However, I am confident that you are people who will act with honesty and integrity and try to the best of your abilities to adhere to the policies and procedures outlined above.

Classroom Policies²: Baseball, Sir Isaac Newton, and the Laws of Motion

Ms. Chapleau
Department of English
Bishop Noll Institute
Ext. 1205
schapleau@bishopnoll.org

You are probably asking yourself what baseball, Sir Isaac Newton, and physics have to do with a high school English class. Plenty. What happens when the manager of a baseball team yells at an umpire or tells the pitcher to intentionally hit a batter? That manager most likely will be fined and suspended. The actions of the manager have clear consequences that anyone who is familiar with baseball can expect. Isaac Newton argued that for every action there is an equal and opposite reaction. The same is true in baseball and . . . in the classroom. If the manager or a player is guilty of misconduct, he or she is fined and suspended. Similarly, if a student chooses to break a rule, a particular consequence also will ensue. It is not the teacher being mean or picking on a student. Each behavior has a consequence, good or bad, visible or invisible. Follow the policies described below, and the consequences will be good. I know all of you will do great and have nothing to worry about!

All policies in the Bishop Noll Student Handbook will be followed.

Sequence of Events

Certain consequences can be expected if one of the classroom policies listed below is violated. When a rule is broken, the following will occur:

1st Violation: Warning

2nd Violation: Detention and call to parents/guardians

3rd Violation: Detention, parent call, and potential Restorative Justice Circle (as a class, we will discuss the following: 1) What hurt was committed? 2) Who does the hurt impact? 3) How can the hurt be fixed/made up for, and who is responsible for doing so?)

4th Violation: Referral, removal from class, and parent call

² Policies adapted from the policy handout of Mr. John Schmidt, teacher of History at Homewood-Flossmoor High School, and the ideas of Harry K. and Rosemary T. Wong as found in *How to Be an Effective Teacher the First Days of School*, Mountain View, CA: Wong, 1998.

This policy handout is not meant to cover all classroom disciplinary situations, and the format/order of disciplinary action is subject to change depending on the severity of the infraction and discretion of the teacher. This sequence of events is meant only to inform students ahead of time what will happen should they **CHOOSE** to break a rule. More serious behaviors, including but not limited to gross insubordination, swearing at the teacher, sexual harassment, violent behavior, and threats, will merit immediate referral to administration and will bypass the other steps. Minor infractions may merit only a warning.

Any consequences, other than those listed above, for specific infractions will be discussed under individual policies.

Specific Policies

Absences/Make-Up Work

Students themselves are responsible for finding out what they missed when they were absent. Absent work can be found in the labeled bins in the classroom (if physical) as well as on our Google classroom page.

Use the following class codes to join your class page.

- Period 2 (College Prep English 11): 7j1wkv
- Period 5 (College Prep English 11): tvar8o
- Period 6 (College Prep English 11): a31uuo5
- Period 7 (College Prep English 11): q2l1p0

Any missed homework/classwork (including Bellwork), must be completed within one day. Students have one week (5 in-class days) to make up tests and quizzes. Missed work from absences will be entered in the gradebook with a score of 1 until made up. Then the teacher will change the grade. If a student does not make up homework within one day, the grade will revert to a zero. If a student does not make up a test or quiz within one week (5 in-class days), the grade on the test/quiz will revert to a zero.

Late homework will NOT be accepted. Late = not turned in to Google Classroom/Turnitin by the indicated time (listed for each assignment on Google Classroom).

Google Docs, Google Slides, and Notability all have the ability to be used when offline. Students are responsible for make sure they have the offline functionality set up before they leave school each day if they do not have access to the internet at home. As these apps can be used offline, students have no excuse for not completing homework due to a lack of internet access. They simply will have to upload assignments in the morning before school/in homeroom. If for some reason Google

Classroom or Turnitin is being finicky, students are expected to email the assignment to the teacher on time.

Academic Honesty

Integrity in all things is essential. Students are expected to turn in honest work that is their own. The fifth edition of the *MLA Handbook for Writers of Research Papers* by Joseph Gibaldi cites Alexander Lindey as stating that plagiarism is “the false assumption of authorship: the wrongful act of taking the product of another person’s mind, and presenting it as one’s own” (30). The *MLA Handbook* refers to plagiarism as “intellectual theft” (30). In papers, all exact quotes, paraphrases, and ideas/concepts that do not originate with the student himself or herself must be cited (Gibaldi 33).

Plagiarism also refers to turning in a paper written in one class for another class (“self-plagiarism”). Any work from other classes that the student wishes to use in this class must be cleared with the teacher and reworked (Gibaldi 33). When in doubt, CITE! **All homework, tests, and papers must be the student’s own work. Googling the answer or “working with” another student is still cheating**, unless the teacher says to Google or work with someone else. Students who plagiarize will receive a zero for the assignment/quizz/test, a phone call home, and a referral. Additional disciplinary action is subject to teacher discretion.

Students GIVING work to another so that he or she may cheat will face the same penalties as the student accepting the work.

Plagiarized papers will receive a zero, and all major writing assignments must be submitted through the anti-plagiarism software Turnitin.

Detentions

Detentions must be served on the days and times outlined by the Bishop Noll Student Handbook.

Dress Code

Dress code violations will receive an immediate detention. Policies for dress code are outlined in the Bishop Noll Student Handbook.

You must wear ideas so that they are visible at all times.

Food in the Classroom

Food and drinks (other than water in a clear bottle while you are in summer dress code) are not allowed in the classroom.

Food in the classroom will result in a detention.

Cell phones/Electronic Devices

Cell phones MUST be turned off and put away during class time unless requested by the teacher to be used for a particular class activity. Violation of this policy will result in disciplinary action (confiscation of phone and detention). Students with cell phones, ear buds, etc. visible will receive an immediate detention.

Refusal to turn over a phone when asked will result in compounded disciplinary action.

Students will have plenty of access to communication technology via the iPads. However, they must abide by the RUP agreement in terms of access to such things as messaging and social media (see tech policy above).

Late Work

Students are expected to submit all homework and papers on time. One of the biggest components of the class will be learning how to manage one's time and set schedules for completing tasks by the due date. Late homework assignments (NOT absent work) will not be accepted. Papers and projects will be accepted late for a deduction of one letter grade for every day it is late after the paper/project is due (i.e. if the paper was A quality work but one day late, it will receive a B). Work becomes a zero beyond one week (five in-class days).

Virtual Day Homework MUST be submitted by the time indicated on Google Classroom, or it will not be accepted.

Profanity

Swearing in the classroom will not be tolerated. Consequences will ensue depending on the "degree" of profanity used. Swearing in anger in response to what the teacher says will result in a detention. Swearing AT the teacher will result in an immediate referral.

Respectful Actions/Speech

This classroom will be a safe environment where people of all races, ethnicities, nationalities, genders, religions, creeds, appearances, and abilities are respected. Any comments insulting or disrespecting the diversity and uniqueness of another person or persons will be strictly punished. Any sort of hateful speech or actions will result in at least a detention.

Physical Contact

Students are not permitted to touch one another or the teacher at any time. This includes hugging (sorry!). Students *may* shake hands. Any sort of violent physical contact will result in an immediate referral.

Substance Abuse

Students suspected of being under the influence of drugs or alcohol will be immediately escorted to the office.

Threats

Threatening language or behavior towards the teacher or another student will result in an immediate referral.

Tardies and Late Arrivals

Students who are not in class by the time the bell has stopped ringing will be considered late or tardy. If the student arrives after the bell stops ringing and does not have a pass, he or she will be considered tardy and receive a detention.

What It All Boils Down To

Ms. Chapleau's Seven:

1. Say, "Yes!"
2. Stage Picture
3. Come to class prepared.
4. Turn in all work on time and completed to the best of your ability.
5. Follow directions.
6. Stay in your seats (and do not pack up) until I dismiss you.
7. Respect your peers and the learning space.

Every student has the right to learn and learn in a safe, supportive environment. These procedures and policies are designed to ensure such an atmosphere of supportive learning. However, we must all work together to maintain the environment and the respect of one another.

Parent(s) or Guardian(s): Please sign and return this bottom portion of the CP English 11 syllabus by **Friday, August 23**, to Google Classroom (signed via Notability app), so I know you've had a chance to look over the course description, guidelines, policies, and procedures. **Students will receive 5 points** for returning the signed portion of the syllabus. I am looking forward to a positive year for your child.

Student Name (printed): _____

Students: I have read the classroom policies, procedures, and syllabus and understand them. I will honor the rules while in class.

Student Signature: _____ Date: _____

Parent Name (printed): _____

Parents: My student has discussed the classroom policies, procedures, and syllabus with me. I understand these items and will support them.

Parent Signature: _____ Date: _____

Preferred Contact (check preferred method but please provide both)

_____ Email _____

_____ Phone Number _____

Does your child have any **allergies or medical conditions** I should be aware of? If so, please list: