

Junior English (College Prep and Foundations)

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

2017-2018

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@bishopnoll.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, completing critical reading/rhetorical analysis journals, and writing several formal and in-class essays (1+ per quarter). One research paper will be completed junior year.

Course Description:

- 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. Student writing will become part of their writing portfolio.
- 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 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 three main types: persuasive-argumentative, rhetorical/literary analysis, and research-synthesis.** Students will craft a research paper. All essays will be completed in a workshop format. You 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.

Writing Lab: This year, Bishop Noll will be opening a Writing Lab with peer tutors. I highly encourage students to make use of the lab to improve their writing outside of class. More information will be forthcoming.

SEMESTER 1

August-September

UNIT 1: SUMMER READING

Skloot, Rebecca, *The Immortal Life of Henrietta Lacks*

On **Thursday, August 17**, students will take a short-answer exam on the book to assess understanding. Students should have a thorough understanding of the major events, characters, and themes of the book. I will also collect reading journal notebooks this day.

Unit 2: TO 1750

September-October

Unit 3: TO 1800

October-December

Unit 4: DRAMA -- *THE CRUCIBLE*

SEMESTER 2

Unit 5: TO 1870

Unit 6: TO 1914

March-May

Unit 7: TO 1930

Unit 8: *THE GREAT GATSBY (Both) and THEIR EYES WERE WATCHING GOD (CP only)*

Unit 9: Indiana Essential Course of Study (Poetry and Essays)

Unit 10: DRAMA -- *TWELVE ANGRY MEN*

SELF-SELECTED READING PROJECT -- Extra Credit

Students will be allowed to select another novel or play from one of the studied time periods. I will provide a list of optional texts for each quarter. If students read the text and complete an accompanying project (information forthcoming), they may receive 50 extra credit points.

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.

Short stories and poetry will also be explored throughout the year, and a research paper will be completed.

Vocabulary: 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. Students will also complete assignments in the vocabulary 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.

Classroom Policies/Procedures (more to be discussed in class):

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	Required Materials (Please have in class by Monday, August 21. Students will receive 10 points for bringing the required materials to class that day.)																						
<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">A+ 100 – 97</td> <td style="width: 50%;">D+ 69 - 67</td> </tr> <tr> <td>A 96 - 94</td> <td>D 66 - 64</td> </tr> <tr> <td>A- 93 – 90</td> <td>D- 63 - 60</td> </tr> <tr> <td> </td> <td></td> </tr> <tr> <td>B+ 89 – 87</td> <td>F 59 and below</td> </tr> <tr> <td>B 86 – 84</td> <td></td> </tr> <tr> <td>B- 83- 80</td> <td></td> </tr> <tr> <td> </td> <td></td> </tr> <tr> <td>C+ 79 – 77</td> <td></td> </tr> <tr> <td>C 76 – 74</td> <td></td> </tr> <tr> <td>C- 73 - 70</td> <td></td> </tr> </table> <p>Assignment categories will be weighted as follows:</p> <p>Tests/Essays: 25%</p> <p>HW/Quizzes: 20%</p> <p>Participation: 10%</p>	A+ 100 – 97	D+ 69 - 67	A 96 - 94	D 66 - 64	A- 93 – 90	D- 63 - 60	 		B+ 89 – 87	F 59 and below	B 86 – 84		B- 83- 80		 		C+ 79 – 77		C 76 – 74		C- 73 - 70		<ol style="list-style-type: none"> 1) One three-subject spiral notebook for English only 2) One composition notebook for English only 2) A one or two inch hardcover, three-ring binder for English only 3) 6+ pocket section dividers for the binder 4) At least one blue or black pen 5) At least one colored (red) pen 6) Pack of college-ruled loose-leaf paper 7) 1 highlighter 8) 1+ package of large post-it notes (not tabs) 9) Highly Recommended: a physical dictionary (i.e. Oxford Dictionary of the English Language) <p><u>Semester 1:</u></p> <ul style="list-style-type: none"> ● Summer Reading: Skloot, Rebecca, <i>The Immortal Life of Henrietta Lacks</i> (any edition) ● 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> <ul style="list-style-type: none"> ● Fitzgerald, F. Scott, <i>The Great Gatsby</i> (Scribner) <ul style="list-style-type: none"> ○ ISBN-10: 0743273567 ○ ISBN-13: 978-0743273565 ● <u>For College Prep Level Only</u> Hurston, Zora Neal, <i>Their Eyes Were Watching God</i> (Trade Paperback) <ul style="list-style-type: none"> ○ ASIN: B00N4EEOE2 ● Rose, Reginald, and David Mamet, <i>Twelve Angry Men</i> (Penguin Classics) <ul style="list-style-type: none"> ● ISBN-10: 0143104403 ● ISBN-13: 978-0143104407
A+ 100 – 97	D+ 69 - 67																						
A 96 - 94	D 66 - 64																						
A- 93 – 90	D- 63 - 60																						
B+ 89 – 87	F 59 and below																						
B 86 – 84																							
B- 83- 80																							
C+ 79 – 77																							
C 76 – 74																							
C- 73 - 70																							

	<p>*If extenuating circumstances or financial difficulties make it impossible for students to acquire supplies or texts on time, please contact Ms. Chapleau in order to make alternate arrangements. Due dates for the novels will be discussed in class.</p>
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Parent(s) or Guardian(s): Please sign and return this bottom portion of the English 4 AP syllabus by **Friday, August 18**, so I know you've had a chance to look over the course description and guidelines. **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:

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 spiral notebook used for class (in the section labeled "Bellwork").

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.

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 in one's notebook in the section labeled "Bellwork" and may include journal reflections relating to class reading, reflections relating to contemporary events or thought-provoking issues, or grammar/vocabulary/AP review exercises. Sometimes, Bellwork may be a worksheet instead. Students will have the first 5-10 minutes of class to work on the bell-ringer activity. Bellwork activities are mandatory, and notebooks may be collected at the discretion of the teacher (usually once per quarter). However, entries must be dated and those that are not clearly dated and labeled will not receive credit. The notebook must be for **this class only**. Notebooks used for multiple subjects will not receive credit. Students should bring their notebooks and binders to class every day.

The teacher will collect homework and distribute handouts 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.
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.

*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. When an absent student returns to school, he or she should check the bin for his or her class (on the student supply table).

In these bins are three folders: Absent Assignments (Blue), Make-Up Work Turn In (Red), and Graded (Green). The blue Absent Assignments folder will have any work students missed while they were gone (worksheets/handouts labeled with student names). Assignments also will be available on our Google Classroom page.

Use the following class codes to join your class page.

- Period 1 (Junior Foundations): qa0yef
- Period 2 (Senior English 4AP Literature and Composition): unjyit
- Period 3 (Senior English 4AP Literature and Composition): 177hjkf
- Period 4B (College Prep Junior English): rv6u9m4
- Period 6 (College Prep Junior English): ribl5i
- Period 7 (College Prep Junior English): raurcp0

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 place the work in the red “Make-Up Work Turn In” folder found in the bin for his or her class. If the teacher passed back any graded work, students may retrieve that from the green “Graded” folder.

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.

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.

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

If a student needs any extra handouts or a syllabus, they can be found on the supply table. Do not ask the teacher for handouts. Find them in your class bin. Only if a student has looked thoroughly through the bin (at an appropriate time) 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.

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
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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 as well as on our Google classroom page.

Use the following class codes to join your class page.

- Period 1 (Junior Foundations): qa0yef
- Period 2 (Senior English 4AP Literature and Composition): unjyit
- Period 3 (Senior English 4AP Literature and Composition): 177hjkf
- Period 4B (College Prep Junior English): rv6u9m4
- Period 6 (College Prep Junior English): ribl5i
- Period 7 (College Prep Junior English): raurcp0

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 in class when the bell rings. Leaving an assignment in one's locker constitutes being late and will not be accepted.

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. Students who plagiarize will receive a zero for the assignment/quiz/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.

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 outline in the Bishop Noll Student Handbook.

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.

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).

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.