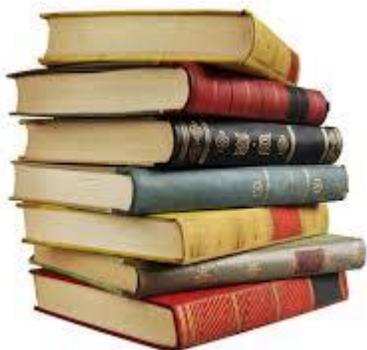


Welcome

to English 3CP!



Ms Dezylwa

Syllabus - 2020-2021

Text: 510-779-2985

Email: kdezylwa@jsusd.org

**Office Hours: Daily After School
(EXCEPT Mondays), and**

***most of the time* between periods**

GRADING CONSISTS OF THE FOLLOWING WEIGHTED CATEGORIES:

-Classwork/Homework	30%
-Quizzes/Final Exams	25%
-Writing/Formal Essays	25%
-Projects/Presentations	20%

LATE WORK:

Late Work Passes can be used on classwork, homework, and projects ONLY. Students get 6 passes per semester that Ms. D keeps track of on a digital spreadsheet. Students are to text Ms. D on Remind when they need her to review their absent and/or late work.

Once these passes are used, Ms. D will NO LONGER ACCEPT late work for the rest of the semester.

GRADING:

Grades reflect student progress and learning towards meeting the state and district standards above measured by student performance. Weightings below are based upon traditional grading scales.

(A traditional grading scale is used: A = Excellent/Superior (89.5-100%); B = Good/Strong (79.5-89.4%); C = Average/Adequate (69.5-79.4%); D = Passing/Weak (59.5-69.4%); F = Inadequate (\leq 59.4%).

Behavior expectations in my classroom are guided by the rules of common courtesy and mutual respect. The key factor in guiding classroom behavior is also based upon the "Schoolwide Learner Outcomes" (SLOs) posted in the classroom and in the Student Planner:

[Socially Responsible Citizens](#)
[Well: Physically and Mentally](#)
[Ethical and Respectful Citizens](#)
[Thoughtful Problem Solvers and Effective Communicators](#)
[Technologically Skilled & Career-Ready for the 21st Cent.](#)

Most importantly: *Degrading racial, ethnic, homophobic, sexist, or religiously and culturally intolerant language or behavior is not acceptable in this class.*

EXPECTATIONS:

High School is designed to help prepare students for future experiences and successes in college and in their careers, and AVID is here to further students' preparation. Plan for 30 to 40 minutes of homework per night. Students should make regular use of the school's website (Aeries), classroom's website (Google Classroom), Google Drive, and applications such as Remind, and others as necessary to pace their work, complete assignments, and succeed in the course. Planners should be a regular practice in order to maintain a regiment and normalcy for students to be academically and mentally successful.

ATTENDANCE:

Daily, on time attendance is critical, especially on days we meet "live" (synchronous). On days that we don't meet "live" (asynchronous), an attendance form or question is assigned and to be completed WITHIN the class period. Ms. D sends her attendance out 5 minutes before class begins, and students have up until the minute after class gets out to fill out the form/question that lets me know they are "present." Any amount of minutes after the allocated time, and students are marked ABSENT.

Students who have EXCUSED absences have ONE WEEK to hand in late work/make-up any missed assignments without penalty. Students are to text Ms. D on Remind when they need her to review their absent and/or late work.

All major assignments (final exams, projects, presentations, in class essays, outlines, etc.) are subject to penalty if not submitted at the designated time. Students who are absent on major assignment days will receive a reduced score, which greatly impacts their grades.

PHILOSOPHY:

English is primarily the study of **communication**. Enhancing communication skills is vital for both academic and postgraduate/career successes. In this course we will apply those skills in the four areas of English: Reading, Writing, Listening, and Speaking with the ultimate goal in mind to meet the JSUSD Vision Statement: “We at John Swett High School envision self-motivated graduates who will be responsible, trustworthy citizens, respectful of cultural diversity and able to communicate effectively, think critically and behave compassionately.” I intend to prepare students for the AP Lang/Lit test, college, and the rest of their futures to the best of my ability.

TEACHING MATERIALS + OVERRIDING THEME:

Curriculum will be structured to address the Common Core State Standards for English Language Arts grades 11-12 and to build students’ critical thinking, reading, writing, and speaking skills. You will chronologically survey the major American writers over the last four centuries so you can recognize influences that have helped shape the society we now live in, discover what these works can teach us about ourselves, and appreciate the rich diversity of America’s literary heritage. Works of literature will include *The Crucible* by Arthur Miller, *The Great Gatsby* by F. Scott Fitzgerald, and *To Kill a Mockingbird* by Harper Lee. In particular our course will explore the following essential questions:

- What is the American Dream? To what extent is it achievable for all Americans?
- How has the American Dream shaped our literature and culture? How has it changed over time?

COURSE DESCRIPTION:

English 3CP is designed to prepare you for college English at the University of California, the California State University, or other four-year schools. It fulfills the “B” requirement at the University of California (see below). You will chronologically survey the major American Writers over the last four centuries so you can recognize influences that have helped shape the society we now live in, discover what these works can teach us about ourselves, and appreciate the rich diversity of America’s literary heritage. Through the study of literature you will learn to become a more respectful, ethical, and intellectually disciplined individual.♥□



AVID-BASED INSTRUCTIONAL TECHNIQUES/ACTIVITIES:

Writing: focused note-taking system, learning logs, quick writes and reflections, process writing, peer evaluation, authentic writing, writing to learn, essay writing (analytical & persuasive), research writing (informational), presenting a formal speech.

Inquiry: skilled questioning techniques, Costa’s levels of thinking, Socratic seminars, tutorials, investigations, questions that guide research.

Collaboration: Socratic seminars, tutorials, philosophical chairs, group activities and projects, peer editing groups, service learning projects.

Organization: binders and organizational tools, calendars, planners, and agendas, graphic organizers, focused note-taking system, tutorials and study groups, project planning and SMART goals.

Reading: deep reading strategies, note-taking, graphic organizers, vocabulary building, summarizing, reciprocal teaching.



