**WEST HIGH SCHOOL SENIOR ENGLISH CLASS EXPECTATIONS FALL SEMESTER INSTRUCTOR: Mrs. Elwood**

I. CONTACT:

1. *ElwoodEducation.com* provides a daily agenda as well as myriad resources. *This site is open to*

*the public; there is no access code and no limit to its use. Please bookmark it.*

2. Email – *elwoodeducation@gmail.com.* Please provide an email address you access daily (not just at

 work) and check email regularly. I may occasionally send out weekend or after school notices.

3. Phone – 310.533.4299 ext. 7742 – Please allow for a one-day response time for voice mail.

II. COURSE DESCRIPTION:

Senior English is a year-long class that adheres to the California Common Core State Standards (CCSS). Seniors will be required to demonstrate independence, maturity, and decorum. Through this course, they will be expected to demonstrate content knowledge, reading and analytical comprehension, a constructive use of evidence, discernment of perspectives, evaluation, research and presentation techniques, and productive use of technology.

III. COURSE CONTENT:

This course is designed to help students become skilled readers and writers through engagement with the following course requirements:

* Reading complex literature and other resources appropriate for college preparation
* Writing an interpretation of literary, academic, journalistic or other pieces based on careful observation of textual details, structure, style, and themes; the social and historical values reflected and embodied; and many elements, for example figurative language, imagery, symbolism, and tone
* Composing arguments based on an understanding of and ability to organize resources
* Composing in several forms (e.g., narrative, argumentative, and explanatory)
* Writing that proceeds through several stages or drafts, with revision aided by teacher and peers
* Writing informally (e.g., response journals, textual annotations, collaborative writing, note taking), which helps students better understand texts and topics
* Revising work to develop

 o A wide-ranging vocabulary used appropriately and effectively;

 o A variety of sentence structures, including appropriate use of subordination and coordination;

 o A logically organized paper, enhanced by techniques such as repetition, transition, and emphasis;

 o A balance of generalization and specific, illustrative detail;

 o And an effective use of rhetoric, including tone, voice, diction, and sentence structure.

EXPECTATIONS AND STRATEGIES FOR SUCCESS:

**Success will depend upon students doing absolutely everything, saving everything given or returned, following directions explicitly, demonstrating competent writing and analytical skills, engaging in prepared and thoughtful group and class discussion, thoroughly and enthusiastically embracing learning, behaving with *impeccable decorum and ethics*.**

IV. REQUIRED CLASS MATERIALS:

1. A three-ring binder with white lined paper (no spiral notebooks) *You don’t need a separate binder for this class.*

2. Some pocket dividers to hold handouts

3. Pens (dark blue or black ink), pencils, erasers, a pencil sharpener, highlighters

4. Sticky/Post-it notes

5. A method for storing and transporting work to class, such as GoogleDocs or email

6. The literature currently being discussed

7. Homework and related handouts

V. HOMEWORK POLICY:

1. Homework *must* be ready for submission before the tardy bell rings on the day it is due. Absent students *must* turn in work the day it is due—via email or Googledocs is fine. A hardcopy must be brought upon return. Acceptance of late work will depend upon special circumstances with a parent note. High point items will be accepted for reduced points.

2. All homework is to be typed unless otherwise specified. **When a *printer* *problem* occurs, students must email the paper to their own email address *and* *mine* (in the email *and* as an attachment) and/or save work in GoogleDocs. Students must print work in the library or other print location before school starts. When a *computer* *problem* arises, students must still create the work (in ink) and bring it on-time with a parent note verifying the problem. One additional day will be allowed to resubmit the work typed.** The occasionalhandwritten piece must be in dark blue or black ink. Pencil or colored ink is used with permission only.

3. Students must staple papers together the night before they are due to prevent lost pages and wasted class time.

VI. MAKE-UP POLICY:

1. Work missed during absences classified as legitimate may be made up. Students will have a number of days equal to

the absences to make up the work.

2. When absent, students must ascertain the missed day’s assignment, which can be done by checking the website *first*

and then asking for handouts, tests/quizzes or clarifications.

VII. GRADING POLICY:

Grades are based on the number of points earned and will be broken down as follows:

 100 - 90% = A 89 – 80% = B 79 - 70% = C 69 - 60% = D 59 - 0% = F

VIII. EXTRA CREDIT:

**There will never be individual extra credit**. Students should apply the utmost effort to all assignments.

IX. CHEATING:

I follow the WHS policy on Academic Honesty. To access this information, follow these clicks on the WHS website: Our School🡪 Discipline Matrix🡪 Scroll down to click on the last link. Cheating will result in a U in citizenship, an Academic Dishonesty referral and a zero grade for that *entire* assignment/packet/project (regardless of type or degree of infraction, number of pieces or total point value). Other consequences may also apply. Cheating includes but is not limited to the following: copying any in-class or homework assignment from another student, providing opportunity for another student to copy, looking at another student’s test/quiz while testing or giving the answers to the test/quiz to another student, conversing during the test/quiz (even while correcting), being in possession of tests/quizzes regardless of intent or format (document or device/cell phone), any degree/type of plagiarism (using words *or ideas* from a book, magazine, newspaper, internet, film, other student, etc. *as one’s own*), cutting and pasting or copying from one’s own previous work, from a previous assignment or class. Special circumstances are left to teacher interpretation.

**ADVICE TO STUDENTS:**

**1. When students ask to see your work because they need help or ideas, don’t do it. Help them on *their* paper. Never rob your friends of learning by giving them the answers.**

**2. If someone texts/sends/hands you answers to a quiz/test, report this to the dean immediately. Erasing what was sent does not solve your problem. It can still be found.** **Real friends don’t put friends at risk.**

X. STUDENT CONDUCT IN CLASS:

1. I enforce the school’s policy on truancy. **Two uncleared truants will result in a U.** **Students must notify teachers of cleared truants.** Tardies impact citizenship as follows: 0-1 tardy can still = an E; 2-5 tardies = an S; 6 or more = an irrevocable U. Tardy 3 = progress report; tardy 5 = detention and progress report; tardy 6 = U; tardy 7 and every subsequent tardy will result in a Saturday School Detention (SS&D); tardy 10will result in a one- or two-day suspension and a parent conference. Behavior and participation also impact citizenship. Students are responsible to fill out tardy slips, progress reports, and detention slips. Noncompliance will result in detentions and a U.

2. Mid-quarter progress reports are online; other reports may be issued occasionally. **Not returning a progress report within the required time frame will result in a detention and a U.**

3. Students may not chew gum, eat or drink (except water). Food and drink must be stored out of view.

4. Cell phones must be turned off. The use of any unauthorized electronic device is prohibited, except with the express permission of the teacher.

**Contact Information and Commitment Form**

1. I agree to all terms and policies as per *Class* *Expectations* (pages 1 and 2). A parent/student discussion has/will occur regarding academic ethics (Section IX) and the tardy/citizenship policy (Section X).

2. I am aware that this class has a website, which will be bookmarked for regular use (Section I-2).

Student signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID #:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Print name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_ Period: \_\_\_\_\_

Parent or guardian signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

 Print name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Please print contact information clearly.***

**MOTHER’S NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Day phone Evening phone Cell phone Email **(*PLEASE* print clearly)**

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**FATHER’S NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Day phone Evening phone Cell phone Email **(*PLEASE* print clearly)**

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**GUARDIAN’S NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Relation to student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Day phone Evening phone Cell phone Email **(*PLEASE* print clearly)**

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**GUARDIAN’S NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Relation to student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Day phone Evening phone Cell phone Email **(*PLEASE* print clearly)**

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