**English 3/4**

**Syllabus**

**2016-17**

Instructor: Andy Kulak, C-1

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*(email is the best way to get in contact with me)*

**Course Objective**

We will work together in this class to develop an appreciation for and understanding of the written word. We will read stories, poems, novels, plays, examine songs, and engage with a variety of multimedia texts. We will engage in the materials in order to develop a better understanding of what we think and feel as well as what other people think and feel.

We will write and read everyday. Come prepared to write. Each quarter we will build two major polished writing pieces through a multi-draft revision process. One will be a creative piece and the other will be an essay. We will work over the course of the year to become great writers, critical thinkers, attentive readers, and engaging presenters.

**Please bring a spiral specifically for English class and a pen/pencil with you everyday.**

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| **Course Books**  (Subject to change based on availability)  *Gem of the Ocean & Radio Golf*, August Wilson  *Antigone,* Sophocles  *Persepolis*, Marjane Sartrapi  Poems  Selected Short Stories  *Citizen: An American Lyric,* Claudia Rankine  Literary Circles: Student Selected Text  *The Woman Warrior: Memoirs of a Girlhood Among Ghosts*, Maxine Hong Kingston  Shakespeare Plays: either *Macbeth, Julius Caesar, RIchard III, or Midsummer Night’s Dream*  *Mexican Whiteboy,* Matt De La Pena  *Evicted: Poverty and Profit in the American City* by Matthew Desmond  *Another Brooklyn*, Jaqueline Woodson |
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**Major Assignments**

We will complete two major multi-draft writing pieces per quarter. The writing will be creative as well as analytical. You will be provided time to work on these during class with the expectation that you will continue the writing process outside of class. The revision process will be discussed and supported throughout the year.

**Google Classroom**

We will use Google Classroom as one of many tools in this course. It will be a place for collaborative dialogue and resources. Some, but not all assignments will be turned in through Google Classroom.

**Grading Policy**

The grading scale for this class is based on the proficiency model.

Everything is scored on a 4-pt. Scale**:** from dailyformativeclassroom assignments to major summative writing pieces. All assignments must be completed in this course to receive credit.

**The grading scale is: Synergy Equivalent**

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| --- | --- |
| 4= Exceeds Standard | 4-3.5= A |
| 3= Meets Standard | 3.4-3= B |
| 2= Approaching Standard | 2.9-2.5= C |
| 1= Lack Evidence of Understanding Standard | \*Minimum Passing Grade is 2.5 |

**Differentiated Classroom Practice:**

We will use the following to make our class time engaging for everyone:

|  |  |  |
| --- | --- | --- |
| **S**ilent **S**tudent **R**eading  Flexible Grouping / Group Work  Student Centered Curriculum  Tiered Assignments  Pre-instruction Assessment | Independent & group Projects/Research  Open-ended Tasks  Questioning Techniques  Students as teachers/producers  Criteria Sheets | Learning Centers/Stations  Role Play/ Tea Party Activities  Protocoled Classroom Discussion  Narrative Writing  Student Self Assessment/Rubrics |

**Classroom Norms**

•Stay focused •Respectfully help others stay focused •Respect airtime •Own it-fix it-and move on •Do not use racist, sexist, homophobic, or derogatory remarks

**Attendance and Lateness**

You are expected to arrive to class on time and ready to participate **every day**. In the event you are late, quietly enter the classroom, and read the posted agenda for the day’s class. If the door is closed, students will wait outside until there is a break in the class when they may enter. Students are to begin working upon entering the class. Excessive lateness will be documented and begin a collaborative disciplinary process.

**Electronic Devices**

We are interested in helping you develop as a digital citizen. In a world filling with technologywe all need to develop the understanding of when the tools available to us are contributing to our success or when they are impeding our progress.

**Bathroom and Hall Passes**

If you must use the bathroom or travel through the halls you need a pass. It can not be during the first 10 minutes or last 10 minutes of class. There is only one hall pass, so be considerate of your classmates.

**Late Work**

You are expected to complete work in a timely manner, in line with the exit criteria, and to turn that work in on or before the due date. Submitting work when it is due is the best way to get timely feedback. However, if you need more time or more support on a piece please communicate with me either in person or via email on or before the due date.

**Diversity Statement**

“Portland Public Schools recognizes the diversity and worth of all individuals and groups and their roles in society. All individuals and groups shall be treated with fairness in all activities, programs and operations, without regard to age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation.” *Portland Public Schools Board of Education Policy 1.80.020-P*

Approved 9/13/2016

Name\_\_\_\_\_\_\_\_\_\_\_Class\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_

**Instructions:** Read and Discuss the *Language Arts Syllabus* with your parents or guardians. Keep the *syllabus* for your records but complete and return the signature sheet.

**I have read and understood the syllabus:**

**Student Parent/Guardian**

**Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent/Guardian Contact Information:**

**Parent/ Guardian**

**Name(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Phone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Best time to be reached:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent/Guardian: Please provide me with any information about you child that will help me best work with you student, such as “my student should sit in the front of the room because they have trouble seeing” etc.**

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