

AMERICAN LITERATURE



Welcome back to school! You are enrolled in American Literature or English II. This class is designed to increase your reading, writing and grammar skills while focusing on the various aspects of American Literature. This course will also focus on critical thinking and literary analysis.

During this year, we will study a variety of literary forms including biographies, autobiographies, historical novels, short stories, poetry, and dramatic literature. You will have numerous opportunities to further your study, research, critical thinking, and writing skills through independent work and group projects.

Class Expectations

English II, like any other class you will take at Laingsburg High, is an important component of your Grade Point Average and your academic success. Class participation and academic readiness are essential to your achievement. In order to create a classroom environment that is safe and productive, I will hold each one of my students to the following expectations:

1. Students will come to class on time, prepared and ready to learn.
2. Students will respect themselves, their teacher, their classmates and their classroom.
3. Students will always do their personal best.

Students who do not meet these expectations will be subjects to a series of consequences including, but not limited to teacher/student conference, parent/guardian phone call, change of seat, referral to the office.

A special note on bullying: Bulling in verbal, written, physical, or electronic form (taking/hiding things from students, making hurtful or inappropriate comments, put downs, etc.) **will not be tolerated in my classroom.** Any student engaged in bullying will be immediately removed from the room and dealt appropriately.

Class Expectations in Regard to iPads

1. iPads will be an essential part of our daily routine. *You must ensure that your iPad is fully charged when you come to school.*
2. Assignments will be given with the expectation that every student has an iPad to complete it. If you are not taking your iPad home at the end of the day, it is entirely your responsibility to make necessary arrangements to complete your assignments otherwise (for example, writing assignments that are expected to be completed on iPads/typed, will not be accepted if handwritten).
3. During class time, you are expected to use your iPad for educational purposes only. If you are doing something other than what you are supposed to be doing (chatting, surfing the net for things other than what is assigned, playing games, using it as a mirror, taking pictures, playing with photobooth, etc.) you will be corrected and redirected **ONCE**. *If you choose to continue to misuse the iPad, you will lose the iPad privilege for the rest of the hour and will be given an alternative assignment.* Further disciplinary steps will be taken for repeated misconduct.

Re-Testing Policy

The English department does not allow any re-testing.

Grading

The following weights will be used in all English classes:

Formative Assessments/Assignments (those completed for practice of a skill):	
• Reading literature/informative	10%
• Writing/language	20%
• Speaking and listening	10%
Summative Assessments (those completed to show mastery of a skill):	
• All summative assessments (writing/test)	60%

The final letter grade is calculated according to the following grading scale: 95-100% A, 90-94% A-, 87-89% B+, 83-86% B, 80-82% B-, 77-79% C+, 73-76% C, 70-72% C-, 67-69% D+, 63-66% D, 60-62% D-, 0-59% E.

* Please be advised that extra credit is not given by the English department.

Some Formative assessments (practice/learning process assignments) may be graded on a $\checkmark+$ / $\checkmark-$ scale to gauge the student's skill at certain point;

$\checkmark+$ = 90%-100% (Exceeding expectations)

\checkmark = 80%-89% (Meeting expectations)

$\checkmark-$ = 70%-79% (Approaching expectations)

INC = Incomplete-Please revise and resubmit your assignment.

Please see the following explanation of the differences between formative and summative assessments/assignments:

Formative Assessment	Summative Assessment
<p>The goal of formative assessment is to gather feedback that can be used by the instructor and the students to guide improvements in the ongoing teaching and learning context.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Completing a work sheet • Submitting an outline for a paper • Writing a practice essay • Quick writes 	<p>The goal of summative assessment is to measure the level of success or proficiency that has been obtained at the end of an instructional unit, by comparing it against some standard or benchmark.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Final exam • Unit test • Research paper • Final essay <p>** Please see the attached copy of the student performance standards for grade expectations**</p>

Minimum Standard of Mastery

To ensure that every student in English class becomes proficient in reading, writing, and critical thinking skills, I require that every sample of student work meets the minimum standard of mastery, or **70 %**. Ultimately, if you can't get a 70, you just don't know the material.

All formative/practice assignments that do not meet the minimum standard of mastery (or 70%) will get an INCOMPLETE (INC.) and will have to be revised and resubmitted within two weeks from the return date of the original assignment.

INCOMPLETE assignments that do not get revised/resubmitted will receive a grade E, or 50%.

Re-Writing Policy

Re-writing of papers is encouraged. Students are limited to *one re-write per writing assignment*. In order to be allowed to re-write students MUST meet the following criteria:

- The original paper must be turned in on the due date. Late papers will not be eligible for a re-write.
- The original paper must be grade-level appropriate and completed with reasonable best effort.
- Students must conference with a teacher one-on-one before re-writing.
- The conference and the re-written paper must be completed and turned in within two weeks from the graded paper being returned.
- The highest grade will be given on the writing.

*accommodations will be made based on IEPs and 504 Plans

Late Work

Assignments may be turned in up to one week after the original due date. These papers will be assessed for correctness and receive a full credit.

After one week, the paper may NOT be turned in for a grade and will be marked as missing. Please note, if the late paper is a writing assignment, a re-write will not be allowed.

Please understand that failing to complete the formative (practice) assignments may negatively impact the final grade.

Staying organized

It appears that the biggest challenge for most high school students is staying organized and keeping their work and materials together. To help my students foster their organizational skills, I require each student to have a three-ring binder which they must bring to every class session. We will set up the binders within the first few days of school.

In Closing...

I am looking forward to a successful academic year. Please feel free to contact me with any issues, concerns, or questions. You can email me at elena.hebert@laingsburg.k12.mi.us (preferred). If you do not receive my response within 24 hours, please call me during my conference hour 1:45-2:43 ext. 2272.

Have a great year!

Sincerely,
Mrs. Elena Hebert

Please consider the following explanation of academic standards that determine a grade

STUDENT PERFORMANCE STANDARDS

ADVANCED (letter grade A, 90%-100%) - **performance that exceeds grade-level expectations**

Students achieving at the advanced level demonstrate superior academic performance. Advanced work indicates an in-depth understanding or exemplary display of the skills included in the Michigan High School Content Expectations.

These students:

- Demonstrate broad in-depth understanding of complex concepts and skills.
- Make abstract, insightful, complex connections among ideas beyond the obvious.
- Provide extensive evidence for inferences and justification of solutions.
- Demonstrate the ability to apply knowledge and skills effectively and independently by applying efficient, sophisticated strategies to solve complex problems.
- Communicate effectively and thoroughly, with sophistication.

PROFICIENT (letter grade B, 80%-89%) - **this is the accepted grade-level performance.**

Students achieving at the proficient level demonstrate satisfactory academic performance. Proficient work indicates a solid understanding or display of the skills included in the Michigan High School Content Expectations.

These students:

- Can extend their understanding by making meaningful, multiple connections among important ideas or concepts and provide supporting evidence for inferences and justification of solutions.
- Apply concepts and skills to solve problems using appropriate strategies.
- Communicate effectively.

BASIC (letter grade C, 70%-79%)—**the minimum standard of mastery.**

Students achieving at the basic level demonstrate marginal academic performance. Basic work indicates a partial understanding or display of the skills included in the Michigan High School Content Expectations. Students achieving at this level are approaching acceptable performance but have not achieved it yet.

These students:

- Demonstrate partial understanding of basic concepts and skills.
- Make simple or basic connections among ideas, providing limited supporting evidence for inferences and solutions.
- Apply concepts and skills to routine problem-solving situations.
- Communicate in limited fashion.

BELOW BASIC (grade level E, 50%)

Students achieving at the below basic level demonstrate unacceptable academic performance. Below basic work indicates a need for additional instructional opportunities to achieve even a basic understanding or display of the skills included in the Michigan High School Content Expectations.

These students:

- Demonstrate minimal understanding of rudimentary concepts and skills.
- Occasionally make obvious connections among ideas, providing minimal evidence or support for inferences and solutions
- Have difficulty applying basic knowledge and skills.
- Communicate in an ineffective manner.

English Syllabus Signature Page

After reviewing the syllabus and classroom rules and procedures for English II (American Literature), please sign below and return this page to Mrs. Hebert.

Student's Name: _____

By initialing below I acknowledge and understand the policies set in place by Laingsburg High School English department.

Parent/ Guardian initials	Student Initials	
		No re-testing
		In order to re-write the paper must be one time, at grade level writing standard and the student's reasonable best effort.
		Before re-writing a paper, the student must conference with the teacher and turn in the re-written paper within 2 weeks.
		Late papers will NOT be taken after one week of the original due date.

I have read the syllabus and discussed this with my student.

Parent/Guardian Signature

Date

I have read the syllabus and discussed it with my parent/guardian. I understand the expectations for this class.

Student Signature

Date