

ENGLISH 30-1: Block A

COURSE OUTLINE

MR. N. CROSBY

SPRING 2015

ELA3105E



ENGLISH 30-1

COURSE OUTLINE

TEACHER: Mr. N. Crosby

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COURSE DESCRIPTION:

English Language Arts 30-1 is the final course in the academic program. English 30-1 is a literature based, academic English class intended for those students who plan to attend university. Students enrolling in this course are expected to possess sound reading and writing ability as well as a genuine interest in literature and the communication process.

COURSE OBJECTIVES:

- To develop an ability to communicate with increasing maturity, logic, and clarity in both written and verbal forms.
- To increase the ability to listen, speak, view, read, write, and represent in a logical, coherent, and clearly defined manner.
- To relate literary (*and other mediums*) to own personal experience and to broaden knowledge of own cultural heritage through the enjoyment of literature; to respond personally to a variety of texts.
- To develop the ability to make informed critical responses to literature (*and other mediums*) through understanding and appreciation of form, structure, and style.
- To use writing and other forms of representation to: explore, clarify, and reflect on thoughts, feelings, experiences, and learning; to use imagination.
- To create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.


LEARNING OUTCOMES:

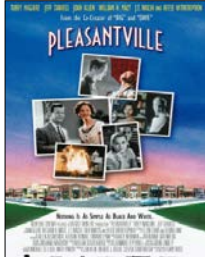
The ELA 30-1 program is based on the *Alberta Program of Studies*. Units will center on a *Thematic Understanding* and skills will be taught through a variety of activities and resources. The time designated to any one unit may vary, depending on the number and type of skills and activities to be integrated into that theme. However, in any one unit, the six essential strands (*reading, writing, speaking, listening, viewing, and representing*) of the Language Arts curriculum will be practiced. Every attempt will be made to teach concepts in an integrated fashion so that interrelationships will be understood and applied by students.

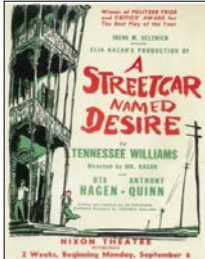
GUIDING THEMATIC UNDERSTANDING FOR ENGLISH 30-1: *THE COLLECTIVE EXPERIENCE*

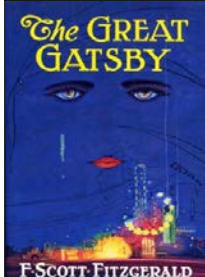
“Through literature, students learn to explore possibilities and consider options for themselves and human kind. They come to find themselves, imagine others, value difference, and search for justice. They gain connectedness and seek vision. They become the literate thinkers we need to shape the decisions of tomorrow.” —Judith Langer


TIMELINE:

UNIT 1: HAMLET		18 DAYS
INTER-CONNECTEDNESS OF THE HUMAN EXPERIENCE	<ul style="list-style-type: none"> — DATES: February 2, 2015—March 5, 2015 — GENRE(S): Poetry / Shakespearean Drama — CURRICULAR OBJECTIVES: Personal Response to Text — TEXTS: <u>Hamlet</u>, various poems 	

UNIT 2: PLEASANTVILLE		14 DAYS
THE RESPONSIBILITY FOR OTHERS	<ul style="list-style-type: none"> — DATES: March 9, 2015—March 27, 2015 — GENRE(S): Film / Non-Fiction / Poetry / Short Story — CURRICULAR OBJECTIVES: Personal Response to Text — TEXTS: <u>Pleasantville</u> (1998), “Identities,” “Horses of the Night,” “How to Write with Style,” “Miss Brill” 	

UNIT 3: MOONLIGHT MILE / A STREETCAR NAMED DESIRE		18 DAYS
INTER-CONNECTEDNES S OF THE HUMAN EXPERIENCE	<ul style="list-style-type: none"> — DATES: March 30, 2015—April 30, 2015 — GENRE(S): Film / Modern Drama — CURRICULAR OBJECTIVES: Essay Set-Up, Critical Analytical Response to Literary Text — TEXTS: <u>Moonlight Mile</u> (2002), <u>A Streetcar Named Desire</u> 	

UNIT 4: THE GREAT GATSBY		15 DAYS
UNDERSTANDING THE CONSEQUENCES OF OUR EXPERIENCES	<ul style="list-style-type: none"> — DATES: May 4, 2015—May 26, 2015 — GENRE(S): Novel / Poetry — CURRICULAR OBJECTIVES: Critical Analytical Response to Literary Text, Personal Response to Text — TEXTS: <u>The Great Gatsby</u> 	

UNIT 5: MYSTIC RIVER		12 DAYS
UNDERSTANDING THE CONSEQUENCES OF OUR EXPERIENCES	<ul style="list-style-type: none"> — DATES: May 27, 2015—June 11, 2015 — GENRE(S): Film / Short Story — CURRICULAR OBJECTIVES: Socratic Seminar, Rants — TEXTS: <u>Mystic River</u> (2003), “On the Rainy River,” “Glass Roses,” “Spaces Between the Stars,” and “A & P” 	

ASSESSMENT AND EVALUATION:

You will be provided with either an exemplar or accompanying rubric (*detailed the criteria for each grade*), however, the relative weighting of each assignment is as follows:

Course Work = 50% **Diploma Exam = 50%**

- Critical / Analytical Response **30%**
- Personal Response to Text **20%**
- Skills & Content **20%**
- Listening and Speaking **15%**
- Viewing and Representing **15%**



BEHAVIORAL EXPECTATIONS:

- I expect that you will attend class every day, prepared to work, with a writing utensil, an organized binder, and any other supplies or textbooks that are being used for the unit being studied.
- I expect that cell phones will be turned off before you enter the classroom; phones that are being used during class or that ring, chime, vibrate, etc. will be confiscated until the end of the lesson. Repeat offenders will receive further disciplinary action at the teacher / administrator level.
- I expect that any food or drink consumed in class is healthy and does not disturb others (*smell, noises, or messes*). The moment eating / drinking becomes detrimental to learning—and / or it is found to be disposed of inside the desks—is the moment it becomes unacceptable.
- I expect that you will treat your teacher and fellow classmates with respect. Everyone has a right to be heard and to learn in a secure environment.
- I expect that you will treat the property of the school and the property of others in a proper manner.
- I expect you to always do your best. This means that you will participate in all activities involved in this class, including listening and viewing activities, and you must hand assignments in, on time and complete. I **expect** you to do well—and I **know** that you will.

ATTENDANCE:

- Attendance is taken daily and SynerVoice—an interactive communication tool that delivers daily attendance and occasional school-wide messages to parents—is in operation at FCHS / AHSFA.
- **IT IS THE STUDENT'S RESPONSIBILITY TO DETERMINE WHETHER ANY EVALUATIVE ACTIVITY HAS BEEN MISSED.**
- If a student is **excusably** absent from class on days during which an assignment, quiz, examination or other evaluation activity occurs, the student shall be given the opportunity to make up the missed work through either the original or replacement work if the following conditions are met:
 - o If a student is absent, a parent must call the school to indicate the reason for the absence.
 - o In the case of a missed test, the student must provide a note from home explaining the absence and a plan should be put into place to ensure the learning objectives are met.
 - o An alternative learning session may be required in order to make up any missed work.

LATES:

- I expect that you will arrive to class on time (*after the bell the door is closed and locked*).
- If you are late for any reason, you will knock on the door and wait outside until it is convenient for me to allow you to enter.
- Repeat lates will result in disciplinary action.

DISCIPLINE CYCLE:

- If a student disrupts learning in the classroom or fails to adhere to school and/or classroom policies, s/he will be verbally warned.
- If the behavior continues s/he will be asked to stay after class or return for an informal break / lunch / after school detention to discuss his / her behavior.
- If the behavior continues, then parents / guardians will be contacted and a formal, after school detention will be set up.
- If the student continues to disrupt learning in the classroom, or fails to attend detention, parents and administration will be contacted to discuss further disciplinary action.

ACADEMIC EXPECTATIONS:EARNED ZERO POLICY:

- Students who demonstrate our core values of *Courage, Commitment, and Integrity* recognize that even though they may not be present at school on the day an assignment is due, the assignment is still expected and typically turn in their work prior to the absence, send it day-of via e-mail, or drop off through a friend / parent. At a minimum, if absent on the *Due Date*, it is expected that the assignment is turned in the day you return to school.
- If absent when the assignment is given, you are still responsible for the *Due Date*—unless away for an extended time, then an extension may be given.
- A note about the terminology of *Due Dates* and *Deadlines*:
 - **Due Date**—refers to the day the assignment is due.
 - **Deadline**—refers to the final date the assignment will be accepted—see below for explanation. For minor (m) assignments, the *Deadline* is one week past the *Due Date*. For major (M) assignments, it is two weeks past the *Due Date*.
- The following assignment policy will apply to the class:
 - **Assignments submitted on the Due Date**—will be marked in as timely a fashion as possible (*typically 2 weeks or less, depending on the size / type of assignment*). These assignments will be given a rubric, and formative feedback.
 - **Assignments submitted within Due Date / Deadline**—will be marked, time permitting, as other assignments allow. Students will receive a rubric but may not receive formative feedback.
 - **Assignments submitted after Deadline**—will be awarded a zero. By this point most students have received their work back and thus the opportunity for *Academic Dishonesty* is greater. Assignment / curricular objectives may be demonstrated using an alternative assignment. These make-up sessions will be held once a month (*typically on the first Friday*).

ACADEMIC DISHONESTY (CHEATING):

- Providing or using unauthorized assistance, such as:
 - Copying another's work (*including plagiarism*) or resending another's ideas as your own
 - Taking notes/aids into a test situation or telling others what is on a test
- Will result in the student(s) being asked to complete an alternative assignment (under strict supervision) and a referral to administration.

PROTOCOL FOR CHALLENGING ASSESSMENT (FCHS / AHSFA ENGLISH DEPARTMENT POLICY):

- If a student receives an assignment back and has concerns with its assessment, they are asked to take 24 hours to process before consulting with teacher.
- After reflecting, student is asked to make an appointment with teacher, at a mutually agreeable time, to discuss their concerns. These must be in writing in order to facilitate the conversation.
- During first meeting, student and teacher discuss the assessment of the assignment and its correlation with the rubric / expectations.
- If the student still has concerns, as a result of the first meeting, the process repeats but now a parent may be brought to the second meeting.

LIFE IN THE 21ST CENTURY CLASSROOM:THIS MORTAL COIL

- Check out thismortalcoil.weebly.com, my website, for class notes, handouts, and resources—including access to the feature films studied in class (through free resource like Learn360).

GOOGLE CLASSROOM

- In moving to a flipped classroom model, one of the pieces of technology that we will be using rather extensively is Google Classroom. I ask that you familiarize yourself with this product ASAP.
- Go to classroom.google.com and sign in using your school Google ID. This should be your first and last name (e.g. first.last@gm.fsd38.ab.ca).
- Click on the + by your username (upper right-hand corner) and enter the class code of _____ and you are ready to get started.

THOUGHTBACK

- Go to thoughtback.com and enter the email address of ela3105e@gm.fsd38.ab.ca and the password of **batman**. Here you will record quotations and ideas from texts studied in class.
- *Thoughtback* is also an app from the App Store and Google Play; it's a great idea for studying!
- Please use the following format to enter your responses:
 1. Enter your quotation in quotation marks (“ ”).
 2. Follow up with ~ Author, # Text Title and (Your Name).
 3. Hit Save Thought (see example below)

“A foolish consistency is the hobgoblin of little minds, adored by little statesmen and philosophers and divines. With consistency a great soul has simply nothing to do. He may as well concern himself with his shadow on the wall. Speak what you think now in hard words, and to-morrow speak what to-morrow thinks in hard words again, though it contradict everything you said to-day.”

~ Ralph Waldo Emerson, #Instructions (Mr. Crosby)

LUNCH TIME & THE CRITICAL / ANALYTICAL RESPONSE TO LITERARY TEXT

- As we no longer have the 2-hour *Tutorial* block to facilitate the writing of larger pieces, some assignments will be schedule backing on to a lunch period to facilitate the lost time.
- Please note that CARTLTs and PRTs in English are like Unit Exams in Science and Math. They are administered under exam conditions to ensure consistency and accuracy of assessment.
- It is a students’ responsibility to note the dates of these assessments and arrive promptly during the lunch hour to start (or stay late into the lunch hour to finish).

MAPLEWOOD:

- Maplewood provides information about your grades and attendance. It can be accessed by following the links on the school’s webpage (<http://fchs.fsd38.ab.ca/>). Please contact either your *Leadership* teacher or Mary Butler (403-938-6116) for help with accessing these services.



PARENT / STUDENT SIGNATURE:

Signing below indicates that you have read, understood and completed the contents of this outline. If you have any questions please feel free to contact me (crosbyn@fsd38.ab.ca).

- I understand the English Dept. policies on *Earned Zeroes* and *Protocol for Challenging Assessment*.
- I have recorded on my calendar / phone app the dates of my *Critical Analytical Response to Literary Text* and understand that my “extra time” (to meet the 2-hour time limit) will be provided during the lunch hour on those days.

Student Name

Student Signature

Date

Parent Name

Parent Signature

Date

Please return to Mr. Crosby by _____