




ENGLISH 30-2: Block B

COURSE OUTLINE

MR. N. CROSBY

SPRING 2015

ELA3104c

A comic book illustration of Batman in a rainstorm. He is wearing his iconic black and grey suit and cowl. He is holding a mobile phone in his left hand. The background is a dark, rainy scene with orange and red lighting. Two speech bubbles are overlaid on the image. The top speech bubble contains the text 'ENGLISH 30-2' and the bottom speech bubble contains the text 'COURSE OUTLINE'.

ENGLISH 30-2

COURSE OUTLINE

TEACHER: Mr. N. Crosby

CONTACT INFORMATION: crosbyn@fsd38.ab.ca; 403-938-6116;
@MrNCrosbyFCHS (Twitter)

COURSE DESCRIPTION:

ELA 30-2 is the culminating course in the Language Arts Diploma Program. Emphasis is placed upon practical communication skills and text study for success on the diploma exam. Students will be introduced to a variety of fictional and non-fictional literature to initiate discussion of values and motivate written communication. The ELA 30-2 program will focus on text skills, communication skills, life skills, and language skills.

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) experiences 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 30-2 program is based on the Alberta Program of Studies. Units will center on a theme 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 of the Language Arts curriculum will be practiced. Every attempt will be made to teach concepts in an integrated fashion so that their interrelationship will be understood and applied by students.

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

TIMELINE:

<p>UNIT 1: THE MODERN PROMETHEUS 14 DAYS</p> <ul style="list-style-type: none"> — DATES: February 2, 2015—February 27, 2015 — GENRE(S): Modern Drama — CURRICULAR OBJECTIVES: Persuasive Writing in Context — TEXTS: <u>Frankenstein</u>, “Tribes” 	
<p>UNIT 2: RESPONSIBILITY FOR OTHERS 13 DAYS</p> <ul style="list-style-type: none"> — DATES: March 2, 2015—March 19, 2015 — GENRE(S): Non-Fiction / Poetry / Short Story — CURRICULAR OBJECTIVES: Visual Response, Literary Exploration — TEXTS: “Matter of Balance,” “The Chaser,” “The Season’s Dying” 	
<p>UNIT 3: UNDERSTANDING THE CONSEQUENCES OF OUR EXPERIENCE 19 DAYS</p> <ul style="list-style-type: none"> — DATES: March 23, 2015—April 24, 2015 — GENRE(S): Film / Short Story — CURRICULAR OBJECTIVES: Literary Exploration — TEXTS: <u>The Shawshank Redemption</u> (1994), <u>Schindler’s List</u> (1993) 	
<p>UNIT 4: “USE GUISE HIRING” 9 DAYS</p> <ul style="list-style-type: none"> — DATES: April 27, 2015—May 8, 2015 — GENRE(S): Film / Non-Fiction / Poetry — CURRICULAR OBJECTIVES: Persuasive Writing in Context — TEXTS: <u>Mystic River</u> (2003) 	
<p>UNIT 5: THE INTERCONNECTEDNESS OF THE HUMAN EXPERIENCE 22 DAYS</p> <ul style="list-style-type: none"> — DATES: May 11, 2015—June 11, 2015 — GENRE(S): Novel — CURRICULAR OBJECTIVES: Visual Response, Literary Exploration — TEXTS: <u>For One More Day</u>, <u>The Art of Racing in the Rain</u> 	

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%

- Visual Response **10%**
- Persuasive Writing in Context **15%**
- Literary Exploration **25%**
- 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).

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*.

_____ Student Name

_____ Student Signature

_____ Date

_____ Parent Name

_____ Parent Signature

_____ Date

Please return to Mr. Crosby by _____