

11th Academic English

Central Bucks West H.S.



Ms. Cartee-Haring
Room: A201

Email: rcarteeharing@cbsd.org

Website:

www.cbsd.org/rcarteeharing

In the book *Un-Spun: finding facts in a world of disinformation*, Brooks Jackson and Kathleen Hall Jamieson wrote, "We live in a World of Spin. It flies at us in the form of misleading commercials for products and political candidates and about public policy matters. It comes from businesses, political leaders, lobbying groups and political parties. Millions are deceived every day...all because of spin. 'Spin' is the polite word for deception."

This course was created so that students leave the classroom with a **healthy skepticism** about the arguments around them. Friends, writers, reporters, filmmakers, advertisers and politicians persuade. This course will allow students to understand how they are manipulated on a daily basis and equip them with the ability to seek out facts and create fair and balanced arguments.



What We Study:

- Rhetorical Techniques
- Rhetorical Appeals
- Visual Rhetoric
- Fallacies in Argument
- Writing Style: Diction and Syntax- including grammar choices of good writers.
- Writing Structure
- Vocabulary
- Literary Techniques



What We Read:

- *Brave New World or Cry, the Beloved Country*
- *Macbeth*
- Non-Fiction Essays from *40 Model Essays* and current media
- Pictures, Print Ads, Cartoons, TED.com lectures and Documentary Film
- Poetry and Short Stories
- One Independent Non-Fiction Book



What We Write:

- In-Class Writing Prompts of three types:
 - Analysis
 - Argument
 - Creative
- Two Core Assessments:
 - Career/College Essay- Narrative Form
 - Persuasive Piece



Assignments and Tests:

- The class calendar is updated daily on my website with assignments
- Homework- Practice or extend the lesson
- Reading using sticky-notes
- Tests- show what you know- also use the binder as a resource



Marking Period Grade Breakdown:

- 15% Practice: Practice work to understand concepts such as: homework and classwork activities
- 85% Performance: Work that "shows what you know" such as: tests and quizzes, writing & projects



Course Grade Breakdown:

- 10% for the final exam
- 20% for core assessments (10% for each)
- 35% for each marking period



Expectations:

- **Communicate:** Students should always stay in communication with me. I care about students, and I can often help when you find it stressful. Sometimes students need help managing their time or how they are approaching assignments, including in-class work, and sometimes they have questions about assignments that are easier to ask outside of class and/or through email. Just keep me in the loop!
- **Attendance:** The best way to reach success in the course is to show up ON TIME to class every day and when you are absent to make sure that you find out what you missed. Turn in homework that was due when you were out, make up any class work missed and schedule a date to make up tests if you missed one when you were out- this needs to be done within a week of missing the test. If you know you are going to be out for a trip, vacation, etc. make sure I know.
- **“Do Now”:** When you come into class, read the “do now” on the board and follow what it asks you to do. You will also see the daily agenda written on the board.
- **Binders:** Students must keep an *organized* three-ring binder from which they can pull information upon request. All notes, handouts, group activity work, etc. should be kept in the binder. This is information that will be needed for the *entire* course. A binder will help make students successful. The binder will become a resource for use throughout the course and it will prepare students for the final exam.
- **Class Participation:** Students need to contribute to class each day in a productive manner. You need to be present in mind and body and willing to try. Problematic behavior such as sleeping, texting, going to the bathroom **every day** during this class, refusing to take notes, forgetting your binder, distracting the really cute girl next to you, putting on make-up, throwing pencils at each other and gazing out the window, will hurt your chances of passing this course. As such, you should avoid that and any other inappropriate behavior 😊.
- **Homework:** Homework in this course will involve practicing skills, extending skills, pre-reading, reading or researching. Students should always attempt work, even if they believe they are incorrect because incorrect answers help inform my teaching. Students are also expected to complete their own work and should not share work with others unless directed to do so. Assignments are often practice or preparation for larger assessments and really help students figure out which skill they need to develop. Homework related to the two core assessments helps students be successful on cores by breaking down the work.
- **Internet/Webpage Access:** You need to access this on a regular basis. I will update the calendar daily. We will also use the online classroom, Blackboard.
- **Paper Submissions:** All papers must be submitted both online on BlackBoard and in hard copy form. Student papers will be reviewed by Safe Assign to check to make sure submissions are student created and not plagiarized. If a student is absent a day a paper is due, submission online should still take place and then a hardcopy of the paper should be turned in when he or she returns to class.
- **BYOD:** Students will be able to use their own electronic devices- I-pads, cell phones, computers for educational purposes **when directed by the teacher**. At all other times, devices should be away.
- **Behave and Be Respectful:** Stay focused and use appropriate language. Don't abuse the bathroom pass and put away your I-pods before class starts. Respect your peers and me. **Respect the readings and the craft of writing. At no time are students allowed to disrespect an author or piece of literature.**



Academic Integrity:

- Students should, unless otherwise noted, **complete all work individually, especially homework. Homework is intended as independent practice of skills.** Students should not allow other students to copy their homework or complete work for another student.
- Students are expected to submit their own work for evaluation, to give proper and accurate credit when other sources are used both in in-text citations and on a works cited page.
- Plagiarizing (copying) ideas or word for word text on homework, papers, projects, tests, etc. will result in a zero on the assignment.
- Students should not use Cliff's notes, Spark Notes, and any other source as a substitution for reading a text.
- **Be honest and be confident that you can write well and I can help!**



Supplies Needed for the Class:

- A **three ring binder** (a one-inch binder- not a folder and not a notebook) to keep all handouts and notes- this needs to be an English only binder you will have many handouts and work that will be kept in it and that you will retrieve throughout the course and use for tests and in-class writing assignments.
- A **folder** to keep all graded assignments in the classroom.
- Lots of **post-it sticky notes** to use for annotating the readings.



Homework and Paper/Project Pardons & Late Work Policy:

It would be great if your life ran smoothly... if you never felt stressed, if you never had to juggle two major papers and a major test all due on the same day, if you never got sick, if your computer never crashed, if you never left your homework at home on your desk or in the printer, if your pets never died, if you never got in a fight with your best friend, your girlfriend, or your boyfriend, if you never forgot the book you needed to do your homework, if you never fell asleep while reading for your homework, if you never struggled with an assignment.....but then again you wouldn't be living life. Let's be reasonable; there will be times when things just aren't going your way and you feel like you need a break. But as a teacher I also need to make sure that I maintain a fair classroom atmosphere and that there isn't going to be one student who always has an excuse for why his homework or paper is not complete. So, here's the deal. You will receive **SIX homework Pardons and ONE Paper/Project Pardon** for the **COURSE**.

- Each **Homework Pardon** allows **24 hours** more to complete the homework assignment. When the homework is due, hand in the pardon filled out with the correct information. The homework must be received or shown to me no later than one day after the original due date. If the assignment was originally due on a Friday you may show it to me the next class day.
- The **Paper/Project Pardon** allows **ONE WEEK** more to complete the paper/project assignment. When the paper/project is due, hand in the pardon filled out with the correct information. The paper/project must be received no later than one week after the original due date.
- All other **LATE** work will be worth partial credit.



BONUS: Because good students deserve something, at the end of each marking period students may turn in **one unused homework pardon** if they meet the following criteria. They will earn one percentage point on their overall marking period grade:

- No zeroes on assignments
- No unexcused absences or late arrivals
- No behavior issues

Please understand that I do not make it a practice to bump up students' grades at random. The above allows students a way to earn a positive change to a marking period grade. I will not change final semester grades.



CHALLENGE and THE "DO-OVER":

My hope is that you will work hard during this semester and that you will see the challengers that I present as opportunities to learn. Learning involves struggle and I want you to have the ability to be okay with struggling and not have to worry about being perfect the first time for every assessment. The "do-over" allows you to literally "do-over" an assignment- the same exact test, quiz, paper, project, etc. **ONE TIME during EACH marking period**. Here is how it will work:

- Once I return an assessment to the class, you will have 24 hours to submit your ticket to "do-over" the assignment.
- You must schedule to make-up the assignment or turn the paper/project in within one week of the assessments being returned. If you don't show to make-up the test or quiz or you do not submit the paper, your original grade will stand.
- If it is a paper or project, you must submit your original graded assignment with your "do-over"
- You cannot wait until the end of the marking period and choose which assignment to do-over.
- You cannot "do-over" an assignment you didn't turn-in on time originally.



What you need to do:

- **Please read and review the course expectations with your parent/guardian.** Then fill out the following student section and have your parent/guardian complete and sign the next section.
- You need to complete the questions on the **English 11 Academic Initial Survey**
- Bring in the supplies listed in the overview for class.

Please make sure that you bring this form along with your supplies listed in the overview to class by _____. **Once you complete all of the above, you will receive your homework and paper/project pardons.**

**11th Academic English
Central Bucks West H.S.**



Ms. Cartee-Haring

Room: A201

Email: rcarteeharing@cbsd.org

Website: www.cbsd.org/rcarteeharing

STUDENT NAME: _____

PERIOD: _____

Student Section: I have read and reviewed the course overview and I understand the course goals, expectations and late work policy. I am willing to take personal responsibility for my learning and I am ready to make the commitment necessary for success in this course.

Student signature _____

Parent/Guardian Section: I have read and reviewed the course overview. I read the course content and I understand the course goals, expectations and late work policy. I understand the commitment needed by my child for success in this course.

Student Name: _____

Parent/Guardian, please answer the following:

Please describe your child's access to the internet and a computer at home:

Describe how often you check Parent Portal:

Parent/guardian NAME (please print): _____

Parent/guardian signature _____

Parent/guardian please take a moment to fill in the following form on the back:

Often parents/guardians can give me insight into students that is valuable to me as a teacher. Please take a moment to check one of the following choices and respond to none, one, some or all of the following questions. **Thank you for your time!**

CHOOSE ONE OF THE FOLLOWING:

- I do not wish to share any information about my child right now.
- I will email my response to rcarteeharing@cbsd.org
- I have included my response on the back.

PARENT FORM:

What do you see as your child's strengths in English class? What do you see as the areas in English class for which your child needs improvement?

At the conclusion of this course, what would you see as a successful outcome for your child?

What about your son/daughter makes you the most proud?

What should I know about your child so that I may better help/understand him/her this semester? (As it pertains to English class, other classes, or non-school related items)