

A. **COURSE DESCRIPTION:**

This is a **college preparation course**, and therefore, enrolled students should read and write well, thoroughly understand grammar concepts, have a fairly large working vocabulary, and possess good study and time-management skills. With that being said, students will continue to review and hone grammar and composition skills, develop a more extensive vocabulary, and write a literary research paper which includes MLA citation methods. Additionally, students will study various genres of American literature with the goal of creating meaning through the exploration of three essential questions.

- What makes American literature American?
- What is the relationship between place and literature?
- How does literature shape or reflect society?

Specific units of study include:

- | | |
|---|---|
| ▪ A Gathering of Voices: Literature of Early America | ▪ Disillusion, Defiance, and Discontent: Literature of the Modern Age |
| ▪ <i>The Scarlet Letter</i> | ▪ <i>The Crucible</i> |
| ▪ A Growing Nation: Literature of the American Renaissance | ▪ Essay compositions |
| ▪ Division, Reconciliation, and Expansion: Literature of the Civil War and the Frontier | ▪ Literary research paper of analysis |
| | ▪ Vocabulary development lessons |

B. **EXPECTATIONS:**

1. It is expected that each student will familiarize him/herself with the OBE "OHS Grading Expectations" published on the District's webpage.
2. Students will procure their assigned computer device and be in their seats and will be prepared for instruction when the bell rings. Students who disregard this will be marked tardy.
3. This is a very rigorous course, and students must be focused during the 45- minute period. Although class time is devoted to completing coursework, expect to have homework on a daily basis.
4. Students are expected to report to class every day with the proper text(s), handout(s), and materials. Students will need to bring the following materials daily: loose-leaf paper, three-ring binder, a spiral notebook, and a pencil. These supplies should be in the student's possession by the end of the first week of class.
5. Students are responsible for obtaining the assignments and handouts missed during an absence. They are also required to turn in work that was due the day of their absence on the first day they return to class. Similarly, students who are absent the day of a test will take the test the first day they return to school. Likewise, students who are absent for a graded discussion will be required to complete an alternative assessment. Students are expected to be prepared by the announced discussion/presentation/test/quiz date.
6. Students are encouraged to ask questions and do independent work.
7. Students are required to turn in assigned work before leaving for a field trip, sporting event, or a pre-planned absence, such as a family vacation

8. Each student is responsible for texts, e-books, and handouts issued to him/her. Fines will be assessed for lost or damaged books and materials.
9. Electronic devices not being used for coursework are not allowed in the classroom. If they are seen, they will be taken from the student and may be picked up in my classroom or in the office at the end of the day. **Further, if they are out during a summative assessment, no credit will be earned on that assessment; an alternative assessment may be given.**

C. **GRADING PROCEDURES:**

All grades will be on a 100% scale. Only **summative assessments** will be calculated into the semester grade. These include, but are not limited to, the following:

- Cumulative vocabulary tests
- Unit tests
- Formal essays
- Graded discussions
- Unit and semester projects.
- Semester exams

Your grade will be calculated in the following manner:

Cumulative vocabulary tests, Unit tests, Essays/Projects, and Graded Discussions = 80%
Semester Exam/Project/Presentation = 20%

Formative assessments such as homework and quizzes will not be calculated into the semester grade; however, many of these items will be recorded in Infinite Campus in order to give feedback to students and parents. These assessments may have a percentage value, a letter grade, or a "check" mark which will be recorded.

D. **LEARNING SKILLS** (Taken from OBE "Grading Expectations")

- a. "Learning Skills" will be evaluated separately for each student, by each teacher and will be evaluated separately from measures that contribute to the student's final, summative grade. "Learning Skills" are not used to determine a student's academic achievement.
- b. The following criteria will be used to determine a student's "Learning Skills" grade:
 - i. **Consistently completes class assignments and homework in a timely fashion.** At OHS this means a student:
 - completes assignments on time
 - is on time to class
 - is prepared for class
 - makes up work in a timely manner
 - ii. **Cooperates well with students and staff.** At OHS this means a student:
 - approaches school work with a positive disposition
 - follows the rules and directions of the teacher and school
 - iii. **Student is actively engaged in classroom learning.** At OHS this means a student:
 - is attentive and produces quality work
 - initiates contact for extra help when needed
 - participates constructively in class activities
1. The marks used to describe a student's performance with regard to "Learn Skills will be:
 - i. **'C' = Consistently.** Student consistently demonstrates success in the "Learning Skill"
 - ii. **'S' = Sometimes.** Student sometimes/inconsistently demonstrates success in the "Learning Skill."
 - iii. **'R' = Rarely.** Student rarely demonstrates success in the "Learning Skill."

Oregon High School English Department

Shared Mission and Policies

Mission:

Through implementation of best practices in English instruction, the English Department will provide students a challenging and interesting curriculum that is rich with relevancy and diversity and that promotes lifelong learning, critical thinking, personal responsibility, and global citizenship. By addressing not only the domains of English but also the needs of the whole student, the English Department will engage students in learning that emphasizes effective communication, mastery of the mechanics of English, close reading and analysis, and skills for both college and the workplace.

Grading Scale:

Letter Grade	Percentage	Indicates
A	100-93	The work is of superior quality and demonstrates mastery of the subject matter.
A-	92-90	
B+	89-87	The work is of above average quality and demonstrates proficiency in the subject matter.
B	86-83	
B-	82-80	
C+	79-77	The work is satisfactory and approaches proficiency in the subject matter.
C	76-73	
C-	72-70	
D+	69-67	The work is below average and demonstrates minimal competence in the subject matter.
D	66-63	
D-	62-60	
F or IE (Insufficient Evidence)	59 and below	The work is far below average and does not demonstrate basic competency in the subject matter.

Summative & Formative Work:

- Students' quarter and semester grades in English courses will reflect their proficiency on work designated as summative assessments (projects, tests, essays, presentations, portfolios, etc.).
- Formative work (homework, quizzes, etc.) is used to guide student learning and may be calculated as up to 10% of the quarter and semester grades, as indicated by the course syllabus.
- Students who have completed all formative work in a timely fashion throughout any given unit and who score below 50% on a summative assessment will receive a grade no lower than 50%, provided that a good faith attempt has been made on the assessment.
- Courses require students to demonstrate proficiency on summative assessments. If a student earns a score lower than 60% or does not turn in a summative assessment, the student may be required to redo or retake the summative assessment until demonstrating proficiency, minimally at (60%).
- Courses require students to demonstrate proficiency, minimally at (60%) on a designated number of summative assessments. If a student does not demonstrate proficiency on enough summative assessments, the semester grade will be an F.
- Teachers at OHS will make the final determination as to passing or failing any course using their professional assessment practices.

Secondary Assessment Policy:

- Secondary assessments (retakes) are available only for summative tests. Projects, essays, portfolios, and semester exams are not eligible for secondary assessments.
- The secondary assessment will measure the skills, concepts, and standards from the original assessment, but the format may be different than the original assessment.
- The secondary assessment process must be completed before the conclusion of the next unit.
- To request a secondary assessment, a student must:
 - email the teacher requesting a secondary assessment and reflecting on his/her learning
 - meet with the teacher to schedule a date for the secondary assessment
- Students may be required to provide evidence of the completion of formative work or to complete additional formative assignments before attempting a secondary assessment.
- Students who have completed all formative work in a timely fashion throughout the unit may retake the summative assessment with no grade cap. Students who have not completed all formative work in a timely fashion throughout the unit may take a secondary assessment, with the highest possible score set at 75%.
- The score earned on the secondary assessment will supplant the score from the primary assessment, regardless of the outcome.

Late Work:

- It is in the student's best interests to complete all work in a timely fashion. Students who fail to do so may forfeit the opportunity to receive extensive teacher feedback.
- Meeting deadlines is an important life skill. Work not completed and ready to be turned in when requested by the teacher is late.
- Late work turned in within one week of the due date will be penalized by a grade reduction. After the work is assessed by the teacher, the grade will be reduced to the lowest percentage in that grade category. For example, a student whose late assignment was assessed at 88% will receive a grade of 80%.
- Work turned in more than a week after the due date will receive a score of 50%.

Plagiarism:

- Plagiarism in any form is a serious academic infraction that violates school policies and widely accepted standards of academic behavior. As such, the consequences for plagiarism in any form may include:
 - Notification of parents
 - Removal of existing RAP privileges and reduced Learning Skills scores.
 - A disciplinary referral that may result in detention, suspension, or a pre-expulsion hearing
- Because plagiarism is an infraction that calls into question the student's personal integrity, the instructor may notify the advisors or coaches of any extra- or co-curricular activities in which the student participates.

Extra Credit:

- Because student grades are intended to measure only academic achievement of the curriculum and standards and not effort or participation, no extra credit will be offered in any English course.