

Charles J. Colgan, Sr. High School
"Preparing and Inspiring Students for their Future"

Susan Blaine
English 12
2019–20 Course Syllabus
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Office Hours: Mondays 2:30-3:30 p.m.

Course Description:

Since the beginning of time, humans have used stories to make sense of their world. Though much has changed, they're still the best meaning-making tool at our disposal. The goal of this curriculum is to show students how much stories have to offer them and how much they have to offer the world in return. Students will read a variety of texts across different mediums and hone their ability to interpret and communicate knowledge in both written and multimodal forms. This course will provide students with knowledge and skills that will serve them whether they're attending college or joining the workforce.

Required Class Materials:

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| Journal | Notebook (binder) | Paper (loose-leaf) | Expo Markers |
| Pens/Pencils (#2 for tests) | Highlighters | Post-It Notes | Index Cards |

Course Unit Topics:

Unit 1: Seeking Ikigai: Treating the Exeseniortential Crisis
Unit 2: Heroes & Villains: How Stories Shape Us
Unit 3: Power, Ambition, & Greed: Interpreting Patterns Across Text
Unit 4: Rage Against the Machine: Social Commentary & Critique
Unit 5: Speak Your Truth: Creating & Curating Meaningful Texts
Unit 6: Build Your Community: Creating Change Through Empathy & Design

Grading/Missed Work:

The students will be graded on an 80/20 scale. 80% of their grade will come from the summative assessments (tests, essays, projects) and 20% will come from formative assessments (quizzes, classwork, homework). The consistent completion of the formatives will prepare the student for the summative assessments thoroughly.

If a student is missing work or turns in an assignment late, they will fill out a reflection sheet with a portion about how to avoid missing work in the future. There will be a cut-off date for acceptance of missing work when the grading period ends to which the work is correlated. Students will be informed well in advance of the cut-off date.

Retake Procedures

All students will be offered a retake on their summative assessments. There will be one summative assessment per unit of study. If a student desires a retake of a summative assessment, they will design a relearning plan, prepare, and meet with the teacher in order to retake. If a student needs help in preparation, they may schedule one-on-one time during office hours.

Contact Information: Students

If you have any questions about homework, tests, classwork, etc. the fastest way to reach me is through the class Twitter account, class page, or email. Please follow the class Twitter (though I will not follow you back) and check Edmodo frequently for changes and updates. If you do not have a Twitter account, please contact through email or through the class website.

Contact Information: Parents

The best way to contact me is through email at blainese@pwcs.edu. Please encourage your student to be proactive and self-advocate. Both students and parents should check parent portal weekly, as I update Fridays, and address any concerns as soon as they arise. The use of School Messenger, Parent Vue, the class website, Twitter, and email will be extremely beneficial in monitoring your student's progress.

Additional Information:

To support student learning, I have office hours on Mondays from 2:30 p.m. to 3:30 p.m. for students who need additional support and tutoring. Emailing is another way of receiving help. I check email often, so always know that is another way for you to get in touch.

If a student is uncomfortable with the prescribed assignment at any time, please contact me so that we may conference in order to discover the best path forward for the student regarding the specific assignment and to explore alternatives.

“During the course of the school year, your child will read several texts in his or her Language Arts class. Some of these texts will be required for whole class or small group instruction. Other texts that students select for independent reading are not necessarily included on the PWC Instructional Reading List. If for any reason you are not comfortable with your child reading a certain text, please contact me so that we can work together to find and appropriate alternative.”