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Course Syllabus: AP Literature and Composition

2020-2021

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Dual Enrollment through Chandler Gilbert Community College- ENH 110 & ENH 111



The instructor has reviewed and is familiar with the most recent *AP English Course Description*, available from the CollegeBoard at apcentral.collegeboard.com.

This syllabus is modeled on the various requirements set forth by CollegeBoard and follows the national standards set by the CollegeBoard to assure equity and access throughout the varied AP programs.

Course Description

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works (CollegeBoard 2019).

The AP Course and Exam

All students taking AP Literature and Composition should be willing to take on the challenge of a rigorous course, and need to be prepared for intensive study. However, we will not limit any student who has the desire to take AP Literature from taking this course.

Each member of the class is expected to take the cumulative AP Literature Exam in May. Highly competitive colleges and universities look for AP scores and will expect that a student who takes an AP course has also taken the AP test that concurs with that course. A passing score on the AP exam is a 3. All students, whether they take the test or not, will be prepared to take the exam after taking the course.

The AP exam consists of 2 parts: Multiple choice and Essays.

42-49% of the test will consist of questions asking students to analyze short prose fiction

36-45% of the test will consist of questions asking students to analyze poetry

15-18% of the test will consist of questions asking students to analyze longer works of fiction

Big Ideas and Skills

Big Idea	Abbreviation	Enduring Understanding
CHARACTER	(CHR)	Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.
SETTING	(SET)	Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.
STRUCTURE	(STR)	The arrangement of the parts and the sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are structural choices made by a writer that contribute to the reader's interpretation of a text.
NARRATION	(NAR)	A narrator's or speaker's perspective controls the details and emphasizes that affect how readers experience and interpret a text.
FIGURATIVE LANGUAGE	(FIG)	Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.
LITERARY ARGUMENTATION	(LAN)	Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Essential materials: (in order of importance)

- An interactive notebook (a plain notebook of at least 70 pages, college-ruled recommended)
CAN substitute a small binder if you prefer that method of organization (1-inch)
- Loose lined (college-ruled) paper for essay practice
- Pens (black or blue for essays) and perhaps white out or white out tape
- An g-mail/e-mail account for Turnitin.com and contacts through Google Classroom
- Access to your personalized My AP Classroom account provided by College Board
- Post-it notes, tabs, or flags to section off notebook according to guidelines/ annotation
- A pink, green and yellow highlighter, highlighting tape, post-it flags, or other materials for annotating texts
- Colored Pen (Red, green, purple) for providing feedback and revisions
- Starbucks Nonfat Iced Chai Tea or Black Iced Tea- no Classic ☺

Course Goals

- To improve critical thinking and analytical skills to be measured through writing practice and studying literary analysis.
- To expand use of college vocabulary to better describe and understand the literary works studied.
- To dig further into the meanings of language, diction, imagery, use of details, style, and structure.
- To develop the skills and knowledge necessary to score well (at least a 3) on the AP exam in the spring.

- To promote imagination and improve abilities to respond to all literature. To evaluate the historical, cultural, social, economic, political, religious, psychological, and philosophical influences on the author and his or her work.
- To better understand culture and diversity in humanity through literature To analyze the literary and social impact of a work.
- To be prepared to independently work in the college environment and reflect on one's own writing critically
- To get into a college or career path of choice with necessary financial aid To impact the community by using strengths and talents to inform others, serve, or support a cause you are passionate about
- To learn to appreciate reading and literature and become a life-long reader

The essential question

Literature, and the study of literature, would be a waste if we were not to learn something about human nature, thus learning about ourselves, while reading and analyzing. Hence the essential question of the course mirrors the essential questions we ask ourselves throughout life, but especially as seniors embarking on a journey of self-discovery. Therefore, as we travel through literature, time, and the world, we will continually ask **“Where do I have to go and what do I have to experience to discover my voice.”** This is the search for personal identity. Every novel we study will guide us in finding the answers.

Texts (proposed, subject to change)

Choice novels from the literary canon and contemporary fiction

Zora Neale Hurston, *Their Eyes Were Watching God*

Lorraine Hansberry- *A Raisin in the Sun*

Dante, *The Inferno*

Oscar Wilde, *The Importance of Being*

Earnest Aldous Huxley, *Brave New World*

William Shakespeare, *Hamlet* or *Macbeth*

CLASS TEXT: (provided) *The Norton Introduction to*

Literature Poetry-as selected from Norton and various electronic sources

Short stories- as selected from Norton and various electronic sources

Critical essays and literary criticism- as selected from various sources such as the Cambridge Companion to Dante and the Bedford Companion to Shakespeare.

Course Outline of Assignments (Scope and Sequence)

****Much of the following will be altered as College Board recently updated our course and exam description. There are suggested units of focus including short fiction, poetry, and longer works. The main alterations will come with limiting the number of longer works of fiction or providing more choice reading. Here stands the scope and sequence to provide an idea of how this course will run this year.*

With every novel we study, you will be expected to complete writing assignments that will analyze the novels in one of three ways: for style (syntax, diction, mechanics, figurative language), for meaning (theme), and for the social and historical aspects the work embodies. We will look at literature through a variety of literary lenses, or theories. We will also extensively review rhetorical and literary devices that we will encounter in literature. Some of these writing assignments will be informal as a part of your reading journal, and some will be formal, extensive papers. Along with literary analysis, there are also opportunities built in for creative writing and functional writing to prepare you for college.

Writing Assignments

All formal written assignments NOT completed in class must be submitted to Turnitin.com in order to receive credit. Information about the class ID and password will be given out prior to the first written assignment's due date. The following is subject to change at the instructor's discretion.

Quarter 1:

A. College personal statement/ narrative essay. This will be used for application purposes. GRADING: Your personal essay will be graded on word choice, sentence fluency, and effective use of rhetoric, especially the establishment of an appropriate voice. Your goal is to create a narrative and not a summary of who you are as a person.

B. A timed response paper on your summer reading novel. You will be analyzing this novel for examples of figurative language, diction, and syntax, and how the author's use of the language contributes to themes of the novel, namely the creation of voice and character.

GRADING: Your response paper will be graded on your balance of generalization and specific detail, your sentence structure and variety, and logical organization including appropriate transitions and emphasis on the prompt, using the AP 6-point rubric.

C. In-class timed prose essays using past AP Literature Exam prompts.

GRADING: All in-class timed-writings will be graded using the Corrections and Commendations Guide supplied for you at the beginning of the school year. This guide includes 40 comments, both negative and positive, that focus on what is expected in an AP level essay. As you get your timed essays and other papers back, you will be asked to reflect upon your own writing to actively improve its structure and content. You will fill out a reflection form for EACH essay. Many essays will be examined by peers, the teacher, and yourself to evaluate your own strengths and growth.

Quarter 2:

A. A poetry evaluation essay. You will be choosing a poem that we have studied or one that you find to be interesting, warranting literary merit. You will examine the poem for various elements of poetic style, from rhyme scheme and rhythm to metaphor and personification, for example. You must focus your essay around a precise thesis but will want to showcase your knowledge of poetry by including numerous examples of poetic elements in your essay. Elements such as imagery, symbolism, and tone should be taken into consideration while writing this paper.

GRADING: This paper will be graded using a rubric modeled off the AP 6-point guidelines, but because it is a take-home paper, will also be graded for proper MLA format and citations of text. Using in-text citations to support your ideas, as well as an analysis of content will be the focus of the grade. Any supportive sources used will also need to be cited as research.

B. You will have 3+ in-class timed essays using past AP Literature Exam poetry prompts. GRADING: See previous quarter

C. You will be writing a creative piece replicating the style and structure of Dante's *Inferno* in response to reading this text. You will use the elements of poetry, such as imagery and allusion, that Dante incorporates, as well as put a creative and modern spin on the content of his classic novel. A satirical approach is acceptable. GRADING: You will be graded on your ability to replicate the techniques used by Dante, your use of irony, sarcasm, understatement, and other forms of figurative language.

Quarter 3:

A. A researched literary analysis on your outside reading novels. This analysis requires that you develop a thesis, find evidence within the text to support your thesis, and then research literary criticisms to find secondary source evidence to support your thesis. Therefore, you will learn to structure an argument in your essay with supporting evidence from reliable sources that either refute or support your own ideas. GRADING: You will be graded on your ability to develop an extended explanation of your thesis using appropriate and adequate amounts of textual evidence and explanation accordingly. Your points will come from incorporating a wide range of vocabulary, a variety of sentence structures, your use of appropriate organizational techniques, and an effective use of diction and voice.

B. Along with the two major writing assignments, you will have 4+ in-class timed essays using past AP Literature Exam prompts.

GRADING: See quarter one

C. The informal responses for this quarter will respond to *Brave New World* by Aldous Huxley. Usually these come in the form of online discussion posts and replies. Due to the nature of this text, students find it more comfortable to discuss themes electronically.

Quarter 4:

A. Your major analysis assignment of the quarter is an act of *Hamlet*, which is usually in the form of annotations and a performance.

GRADING: Your *Hamlet* paper will be graded on your ability to explain a theme drawing upon textual details to support your interpretation of *Hamlet*.

B. Along with the major writing assignments, you will be writing 3+ in-class timed essays to prepare for the AP exam. These will be sample open-ended prompts from previous AP Literature Exams and will aid you in reviewing novels you will be prepared to write about on the actual AP Literature Exam.

GRADING: See quarters one through three

C. Your informal responses will continue this quarter and will focus on AP Prompt dissection and reflection.

D. Quarter 4 also includes your major Basha Gives Back project presentation for class and for the community if you choose to participate in our senior showcase. This is a multimedia presentation incorporating reflection on your senior project, background information on your topic and inspiration, and a connection to your future. As you leave Basha High School, I want you to realize the impact you've made, but also the impact we've made on you.

GRADING: See Senior Basha Gives Back Rubric guidelines, which include both a presentation component (Listening and Speaking Standards) and a grade for the effort and impact of the action.

Revisions:

You are permitted and encouraged to rewrite your essays and to use the in-class written reflections as a way to evaluate your own writing. Learning from your own errors and seeking to fix them is the best way to assure you are learning to improve as a writer. You will receive enrichment points for revision. (10% is the average improvement in score in the gradebook).

MAKE UP ESSAYS: Making up a missed timed writing in a timely manner is imperative to our process of developing as writers. I require missed essays to be written in class within a week of the essay, with exceptions for extended absences only. You may schedule make ups during a release period or after school. Please be prompt so I can grade the essays and we can learn from them in our class lessons.

Major Reading Assignments

The following novels, short stories, and poems are all part of our course of study for the year. It is imperative that you complete all reading assignments prior to their due dates in order to effectively discuss and analyze them in class. It will be obvious when you have not done the reading. Reading checks will be done on days when a writing assignment is not due and will also occur at random to assure that all are completing reading assignments. Along with your reading response journals, you should be annotating your text using either post-it notes or writing utensils depending on if you own the text or are using a school copy.

The following outline may change at any given time, given the depth of class discussion as well as other outside factors.

QUARTER 1

Summer Reading Carryover- Independent Reading- Modern Cannon or Classics

Unit 1: Finding Voice, Weeks 4-9

Hurston, Zora Neale, *Their Eyes Were Watching God*, poetry, and short stories and essays.

All the works we look at in this unit encompass various voices and identities. Most of the short fiction will come from recent AP Exam prompts or from the Norton Anthology.

Unit 2: Identity within a family or larger group

Hansberry, Lorraine, *A Raisin In the Sun*

This unit is a continuation of the theme of identity and may carry over into 2nd quarter.

QUARTER 2

Independent Reading- May read a second independent novel or complete- carry over from summer reading.

Unit 3: The Journey

Dante, *The Inferno* from *The Divine Comedy*, weeks 5-9

We will examine the elements of satire and compare the work with modern forms of satire. Dante's *Divine Comedy* is a highlight of the semester, allowing the class to travel into the pits of the Inferno. (A euphemism, of course, yet not a metaphor for your senior year second semester.) The class will examine the rhyme scheme of

terza rima and the various uses of figurative language found throughout the text. We will use these examples to analyze Dante's style and tone, as well as his theme. This is the beginning of satire.

SEMESTER 2: QUARTER 3

Unit 4: Satire, weeks 1-9

Various modern satirical works, by authors such as Tom Stoppard and Ray Bradbury, as well as popular sources such as television and *The Onion* (online).

We will compare and contrast the themes and styles as well as the various literary techniques used in the genre.

Geoffrey Chaucer, *Canterbury Tales*

We will read excerpts and complete a creative project covering one of the most iconic historical works in the English satirical genre.

Aldous Huxley, *Brave New World*

We will once again examine the satirical elements of irony, sarcasm, and understatement but will go further into our examination and exploration of the themes and topics found in modern satire. We will learn about the Eugenics movement and how it gave birth to racism and even genocide. We will discuss modern technology as seen through the novel *Brave New World* and discuss various themes that go along with the ever changing and improving science of genetics.

Oscar Wilde, *The Importance of Being Earnest*, weeks 7-9

We will study the social impact of satirical portraits of the society. We will look at Juvenalian and Horatian satirical elements and compare the satire of *Earnest* to the satire of *Canterbury* and *Brave New World*.

Along with this study, each student will be working on their individual research paper, which includes reading a variety of literary criticism on each individual's author and novels. This is the outside reading requirement for second and third quarters.

QUARTER 4

Unit 4: Drama and tragedy in English Literature, weeks 1-7 William Shakespeare, *Hamlet*

Hamlet encompasses many different aspects of modern literature, from the concept of a tragedy to the language used today. We will look closely at *Hamlet* and will study the figurative language used in the play as well as the structure of iambic pentameter. Being that Shakespeare is the founder of the modern use of the language, we will examine the cultural and historical values of the work as well as its impact on us today. We will answer questions about human emotion, motivation, and power as well look at how we see these themes in our world today.

Various Renaissance poems by William Shakespeare, Ben Jonson, and Christopher Marlowe. The sonnet form and function.

Modern drama to accompany *Hamlet* from the *Norton Introduction to Literature*.

Alternate Text: Tennessee Williams, *A Streetcar Named Desire*

An example of modern drama exploring the issues of gender and identity roles; and the conflicts that stem from relationships and hardships.

Weeks 8-9:

AP EXAM FALLS SOMEWHERE CLOSE TO HERE!

After the exam we will be focusing on your senior Basha Gives Back projects and your own examination of self, complete with technology in your 8- 10 minute presentation.

*Most of the reading for the above assignments will be done out of class. Along with the daily reading from the novels, we will be examining various short stories and poems that correspond to our novels, either thematically or structurally, as well as looking at literary criticism that discusses our novels in order to better understand them.

*Each novel will be accompanied by its own calendar that will outline the reading assignments and due dates. There may be quizzes to check for reading and comprehension or alternative assignments may accompany assigned reading to stay on track.

Students may obtain a copy of the novels for annotation purposes and to start their own literary library. The school provides copies for students who need or want them either from the English department or through the school library. Many of the works can also be accessed online or electronically in full-text form without charge.

Other Resources and Lessons

As we move through the year, you will be given various handouts to aid you in your analysis of literature as well as your writing. Many of these are resources from the CollegeBoard that have been proven to improve scores and abilities. You will compile all these handouts in your AP Literature Survival Guide. The following are examples of some of the resources you will encounter:

- My AP- AP Classroom lessons and assignments
- Albert.io practice
- Critical reading strategies: SOAPStone, TPCASTT, DIDLS
- Writing strategies
- Thoughts on writing good papers: Compiled list of common errors found in actual student essays
- The Cubed Approach to analyzing literature
- A sample annotation guide for annotating texts
- Student reflection logs for writing
- Ways to analyze a poem
- A list of rhetorical terms
- A list of poetic terms
- An index of novels and authors listed on the AP Literature Exam open-ended question
- Various examples of literary theory and criticism, from feminism to Marxism

All these items will accompany explanation and in-class practice to assure that all students are prepared to use the items given to them. I expect to see much wear and tear in your Survival Guides by the end of the year, and that you will take the contents with you to help in college.

Materials will be used all year, so try to purchase quality materials that won't break, and purchase enough pens that you will not lose them all, because coming to class prepared is essential to success. All materials are available in the classroom to borrow for emergencies, however the student store and various drug stores will have them available for minimal costs.

Grading

Your grades will be distributed as follows:

Written Assignments (essays and papers and all required prewriting):	35%
Formal Assessments (tests and quizzes, projects, presentations):	35%
Practice such as reading checks, class discussion, homework:	30%

Although grades are an unfortunate necessity of education, this course is more about learning to love to read and analyze literature, and not just about what grades you get. It will not be easy to earn an A without significant effort on your part to get all work completed and to improve your writing. If you do not use your writing reflections as a tool to help your writing improve, you will not see the results in your writing grades. If you do not complete the homework and reading assignments, you will not be participating in class as much and this, too, will impact your grade.

Semester grades are calculated using points. Each quarter is worth 40% and the final semester exam is worth 20% towards the overall semester grade.

Grades will be calculated using the standard grade scale:

*100-90%	A
*89-80	B
*79-70	C
*69-60	D
*59-0	F

Diversity Statement

All individuals have a right to an educational environment free from bias, prejudice and bigotry. As members of the Basha High School educational community, students are expected to refrain from participating in acts of harassment that are designed to demean another student's race, gender, ethnicity, religious preference, disability or sexual orientation.

Policy and Procedure

Classroom Environment: All students need to treat each other with respect and dignity. This includes using language that is positive and appropriate to the school environment. Using vulgar, racist, prejudice or hurtful language is permitted under no circumstances.

-Defacing school property, such as desks, books, or walls will not be tolerated. -Side conversations that distract from student learning are not respectful.

Electronic devices: iPods, Cell Phones, and other electronic devices are not to be used during the class time. Please keep them stored away to prevent distraction or temptation. **Cell phones and smart watches will absolutely not be tolerated during the entirety of a testing session or in-class essay.** We will embrace the use of technology when appropriate for enrichment of information or activities. If I need to take away a device, it is because of undue distraction and defiance of requested cessation of use. If the problem persists, further discussion of repercussions will occur, including but not limited to parent contact and office referral for defiance of authority.

Food and Drink: Food and drink are not permitted, with the exception of water, inside the classroom during class time.

Plagiarism: Copying some or all of any other person's work is inexcusable. Trust your own brilliant mind. Cite sources to give credit where and when it is due. This includes audio and visual sources. The first offense for plagiarism is a conference with students, parents, and administration, as well as to redo the assignment. A referral to the office may be necessary depending on the severity of the plagiarism. After the first offense, it is expected that the students will not plagiarize again.

**Failure to meet these classroom expectations will result in 1. A documented verbal warning
2. Conference with the student
3. A conference, e-mail, or phone call with both student and guardian 4. An administration referral.
The severity of the offense may escalate the consequences.**

Conference period will be from 9:21-9:41 each day for the 2020-2021 school year (as planned). During this time students are only allowed out of the classroom if they have a signed pass or properly designated color club pass. The library is not available during conference hour.

Homework Policies

This class relies heavily upon electronic communication and resources. Access to a computer is beneficial, and if not available at home, there are two labs on campus as well as the library computers. The Google Site, Calendar, and Group functions will all be used. It is therefore essential to have a G-mail account that you can check regularly for updates and information. I will NOT be making copies of all assignments, as all will be accessible online. Stay on top of your missing work and of the class calendars.

-Papers and essays will be graded using the AP Literature 6-point scale. Conversion to grades may look like this but is dependent upon quarter and specific skills that will be graded on separate rubrics.

6- 95-100%	3- 75-79%
5- 88-94%	2- 70-74%
4- 80-88%	1- 0-69%

-Papers written at home will be turned in to Turnitin.com, usually by midnight on the due date of the paper. No credit will be given for papers not submitted online.

-Papers written in class must be written in ink, black or blue, and double-spaced for grading comments.

-Late papers and projects will result in an automatic 10% deduction after the first day, 50% deduction for the week following the due date, and no credit given if turned in over a week late. A weekend counts for a day. Please talk with me if you have an emergency, you have an excused absence on a due date, or you know in advance you will be gone on a due date. It is essential that you do not fall behind.

-“My computer crashed”, “my printer is out of ink”, or “my internet was down” are NOT acceptable excuses for not turning in work. Please plan ahead and BACKUP EVERYTHING. If you wait until the last minute to do the assignment, and then technology fails, you have put yourself in a bad position. Sharing electronic essays to Google Drive assures that work is not lost.

-You will be expected to include all your written homework assignments in your English-only notebook. Please neatly label and date each assignment and leave adequate space between assignments. We will set up the notebook for class during the beginning of quarter 1, but be sure that your notebook is for English ONLY as I will collect it for grade checks.

-Please save electronic documents, such as Word or PowerPoint, in .docx or .pptx and .pdf formats for proper conversion on school computers. School computers cannot read .pages or .wps files.

Online Grades- Infinite Campus

Parents and students can access grades and assignments by going to the school's website and clicking on "Parent Connect". Students' information is only accessible by using an individualized password assigned by the school. Parents may contact office personnel/counselors for their child's password.

Attendance

- Attendance is an integral part of being successful in this class. **Be aware that students may be dropped from the class after ten absences following an administrative review.**
- After 10 absences, the school will contact parents to inform them that the student has limited absences left, and perhaps administrators will conference with the student about remaining in the class.
- Students have **one week from the date of an excused absence to arrange for a make-up test or essay, and one week to make up other assignments assigned on the day of the absence.** This includes TESTS and TIMED WRITINGS.
***It is the student's responsibility to see me about make-up work/tests after an absence occurs. Show responsibility; arrange for someone to take notes and collect handouts during an absence.

Tardy Policy

I define tardy as AFTER THE BELL RINGS, and the tardy becomes an absence if it exceeds 20 minutes into class time. During each semester, the first three tardies may be used as emergencies if you can't get to class on time, with a warning for the first two and parent notification after the third. Any work missed such as quizzes or warm-ups will need to be made up after school on the same day for credit. See me to make arrangements. If students are just lingering in the hallway and **create** a non-emergency tardy, work may not be made up. The fourth tardy will result in an administration referral with more significant consequences.

Enrichment Points

If you would like to earn back missed points for class, your first option is to redo assignments, usually written assignments, to enrich your grade. Another option is to complete an enrichment activity that enhances your learning experience. These activities will teach you more about the cultures we read about, more about the historical background of literature, or will help in your appreciation of the arts and education. Example enrichment activities include:

- Researching a topic that was not thoroughly discussed in class, and sharing your findings with the class.
- Attending Basha cultural activities, such as concerts, plays, tributes, and sometimes athletic events. Actively participating in the high school culture, such as dressing up for spirit days, can also earn you enrichment points.
- Writing up information about a cultural experience you had that relates to class, such as attending a live performance of a play we read, or reading a sequel.
- Finding allusions to literature in articles you read, cartoons you see, or in advertisements and bringing the original source in to share or using digital media sources to share with the community of learners.
- Participating in writing contests, art contests, and other community-sponsored contests.

Enrichment activities and enrichment points are not required, however, they are an opportunity to enhance your educational experience and bring cultural awareness to class.

Positive Outlook

- I will **always** work with every student to help him/her have success in my class.
- Every student has the opportunity to pass English. Every student can earn an A or B if he/she tries and **cares**.
- Please be an advocate for what you need in your educational environment and personal life.

Office Hours

I am available after school for tutoring on Thursdays, unless I am in a prescheduled meeting that conflicts. Conference is a great time to meet. You can also reach me by e-mail any time with questions, and I will also accept appointments for extra tutoring and homework help. I am usually available for an hour after school on days we don't have scheduled meetings, but extended time will be based on requests and will most likely need to be on a Thursday. If you are a senior with a half day, making up an essay, assignment, or test is possible during 5th and 6th hour, however I ask that my lunch (C Lunch) be a time where I can refuel and will only allow lunch make ups in cases of extreme need.

Distance/Digital Learning

Rules of "Netiquette" for Online Educational Learning Platforms

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette. (Note- These guidelines can and will be adjusted as needed)

1. **Be prepared for class** - Take the time to have all your supplies ready and homework done before you begin.
2. **Be respectful** - Be aware of strong language, all caps, and exclamation points. It is easy for written text to be misread and misunderstood.
3. **Think Before you Type** - Stay on topic. Don't post irrelevant comments, links, thoughts, or pictures.
4. **Be careful with humor and sarcasm** - make sure that it is clear you are being funny and not being rude, without hearing your tone, others might not realize you're joking.
5. **Cite your sources.** Whenever you are sharing an idea that originated from someone else (even if it is not word for word), it is good practice to cite that source. Do not guess!
6. **Replying to a classmate** - Be sure to use their comment to reply to (not the class question) and then summarize their thoughts and add your ideas or comments.
7. **Participate as instructed** - Be thoughtful about your responses and remember that "Please" and "Thank you" go a long way.
8. **Don't post or share (even privately) inappropriate material.** Enough said there. Nothing is truly private online.
9. **Use academic language** - When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
10. **Yes, grammar and spelling matter** - Run a spelling/grammar check before posting. Use complete words and sentences in all posts.
11. **Be forgiving** - Remember that not everyone will know these rules before posting. It is very different from simply talking to a person face-to-face.
12. **Have a quick question** - Review your notes or the conversation posted to see if it was overlooked. If needed ask your question using: that thread, private comments, school email, or office hours.

Virtual Live Classes

1. Please show up on time

- Try to connect at least 5 minutes before the class starts since there is lag time
- Classes should appear in Google Calendar, however you may need to add a few
- Please refrain from using any other devices/websites during this time, be “present”

2. Video needs to be on

- No hand gestures, signals, or signs that are distracting or inappropriate
- Dress code still applies, please dress appropriately
- Your background needs to be neutral and free of distractions (you may be asked to change it)

3. Handle your microphone

- Mute your microphone until instructed to do otherwise
- Use the “Raise Hand” or Chat to ask questions
- Headphones may be helpful to hear the conversation better

4. Stay focused

- Eye contact, taking notes, engaged if asked to respond, work in a clutter free environment
- Please refrain from eating, drinking, or any other distracting actions
- Attend as many of your meetings as you can to promote academic success
- IF live attendance is NOT possible, assignments from class should be completed on the SAME DAY (even with blocks alternating). PLEASE talk to teacher when there are extenuating circumstances

Digital Citizen Norms

Inappropriate behavior/language, unproductive comments, off topic responses, bullying/gossip, anything that is indicated in the “Netiquette” rules, or anything that reduces or prevents learning to occur will result in the following online discipline consequences.

Please Note: Due to the circumstances there will be many electronic formats being used to conduct classroom learning (Google Classroom, Flipgrid, Padlet, school email, collaborative Google docs, etc.), many of which have time stamps of ingoing and outgoing information, recording features, and work that is saved.

1st Offence - Student(s) will be muted and unable to post for 24 hours for that class and parent(s) will be emailed. Students can continue work on paper and be ready to contribute their part the next day. Keep in mind that due dates will not be extended.

2nd Offence - Student(s) will be muted and unable to post for 48 hours for that class and a phone call will be made to the parent(s). Students can continue work on paper and be ready to contribute their part after the 48 hour ban. Keep in mind that due dates will not be extended.

3rd Offence and beyond - Student(s) will be muted and unable to post until there has been a parent conference or a meeting with the principal to see if an alternative arrangement/setting is in the best interest of the student for that class after all facts are reviewed. Keep in mind that due dates will not be extended.