**Merrill F. West High School**

English I (College Preparatory)

**Mr. H. Alford**

**“I will watch for, believe in, notice, love, and engage the genius of those in my charge.”**

2018/2019

**School Phone Number: (209) 830-3370, ext. 3130**

**Teacher Email:** [**halford@tusd.net**](mailto:halford@tusd.net)

**Class Website:** [**http://new.schoolnotes.com/xpages/view/46583**](http://new.schoolnotes.com/xpages/view/46583)

**Room H1**

**Office Hours: Thursday (3PM - 4 PM)**

**Course Overview**

Students read, analyze and respond to a broad and challenging range of poetry and prose selections, deepening their awareness of rhetoric and how language works. Through close reading and frequent writing, students develop their ability to work with language and text with a greater awareness of purpose and strategy, while strengthening their own composing abilities. Course readings feature expository, analytical, personal, argumentative and imaginative texts from a variety of authors and historical contexts. Students examine and work with essays, letters, speeches, images, music, and imaginative literature. We will talk every day about some aspect of writing, including: invention and the artistic proofs (ethos, pathos, and logos), disposition or structure, and style (diction, syntax, figurative language, and mechanics). The writing in this course varies, but includes writing to understand, to explain, and to evaluate. The essence of scholarship combines these three approaches to writing. All critical writing asks that you evaluate the effectiveness of a literary piece, but to be an effective evaluator, one must understand and explain.

You will write a good deal, and you will revise certain pieces of your writing into polished final drafts. In the process, you will become aware of your conscious choice of diction and the appropriate use of words, your ability to create varied and effective syntactic structures, your capacity for coherence and logical organization, your ability to balance generalizations with specific and illustrative details, and, overall, your ability to combine rhetorical processes into an effective whole. **What I expect most of all is hard work on the part of the individual writer, and careful reading and discussion on the part of the class.**

**Reading Assignments**

The most important requirement for this course is that students read every assignment with care and on time. Students **will need to plan time in their schedule** for more reading than most courses require. Poetry, though usually not long, is **dense** and **complicated** and should always be read several, if not many, times. Novels in particular require planning. **Beware.**

**Writing Assignments**

Each student will write several short critical papers involving both explaining fiction, poetry and drama, and performing a close reading of the text. Each paper must use **specific and well-chosen evidence** to articulate an argument about the reading. Specifically, these critical essays are based on close textual analysis of structure, style, and will include a personal response from the writer that gives evidence for the evaluation.

**In-class Writing, Quizzes, and Exams**

Occasionally, we will have in-class, essay assignment asking you to synthesize your understandings. These assignments develop students’ “on-demand” writing skills. **I usually do not announce quizzes ahead of time**, and **we will have a number of them,** both straightforward reading ones and ones that ask you to engage an idea. Reading quizzes will always be given the first eight to ten minutes of class; **if you come in late, you may not take the quiz.** Questions on the reading quizzes will be straightforward and simple.

**Grading**

Although semester grades reflect students who turn in work late or students with excessive absences, the good news is grades in the class are also based on improvement and hard work. Grades do result in a straight percentage. **They also include any continued commitment on the students' part to do the work to the best of their ability and to be in class.** “Commitment” may include, but is not limited to: attention to self-knowledge and self-improvement in the study of literature; handing in work on time; attending class; assisting other students in the class by **working cooperatively** to gain knowledge and to help others become better writers, etc. In other words, grading is an individualized process; the student is in competition with him/her -self and **with nobody else**. The grade in the class is entirely predicated on the choices a student makes to do the best he or she can and not on an absolute standard of seeming excellence determined by a societal norm.

**Alford’s Expectations (Classroom Rules)**

1. **Be in your assigned seat and prepared to work when the bell rings.**
2. **Show respect at all times.**
3. **Be on task—always.**
4. **Raise your hand to speak unless otherwise directed.**
5. **Please keep dear Mr. Alford happy!**

**Consequences**

If a student chooses to break a rule, he/she will receive the following consequences:

•a reprimand and a warning;

•a seating reassignment in order to transcribe the rules and/or behavior sentences;

•a twenty-minute after-school detention with the teacher;

•student sent to AP with completed referral and parent contact made;

**Rewards:**

Lavish, verbal praise

Occasional positive notes and calls home

Opportunities for the class to earn Preferred Activity Time

**Major Essays, Readings, and Projects**

Unit 1: Empathy

Unit 2: Leadership

Unit 3: Dreams and Aspirations

Unit 4: All For Love

**Materials Recommended for Everyday Success**

* Your W.H.S. agenda throughout the year
* A spiral notebook with at least 70 pages (1 for each Semester)
* Binder with binder paper
* Two pens (blue or black only) **All assignments are to be completed in pen unless otherwise instructed by the teacher.**

**Grades**

Grades are a combination of class work, notebook, class participation, assessments, and homework.

A 100-90%

B 89-80%

C 79-70%

D 69-60%

F 59-0%

The following percentage points determine your semester grades:

1st Quarter 40% 3rd Quarter 40%

2nd Quarter 40% 4th Quarter 40%

1st Semester Final 20% 2nd Semester Final 20%

All work is expected on the assigned due date at the beginning of the period. Students will be expected to keep notes in a spiral notebook. THESE ARE “FOREVER NOTES” AND SHOULD NOT BE DISCARDED. Notes taken in class on binder paper are acceptable as long as they are then “cut and pasted” neatly into the correct location with the proper date in the spiral notebook by the time the notebook is checked or collected. **These notes are not only a major part of your grade they are a key to your success in this class. Guard them wisely.**

Homework is designed to reinforce student learning to meet the district standards as noted in the Board Policy 6154 in your Student Handbook.

**Academic Dishonesty**

Our class follows the Tracy Unified School District policy on academic dishonesty. Please refer to your Merrill F. West High School Student Handbook for details. Suffice it to say, the first instance of academic dishonesty results in a grade of zero for that particular assignment as well as a referral to the office. The severity of the consequence increases exponentially with each repeating occurrence.

**Late Work Policy:**

Homework and class work will not be accepted late unless the student has an excused absence or suspension. Projects will be docked 20% for each day late.

**Work Missed Due to an Excused Absence (Make-up Work Policy):**

It is the student’s responsibility to gather the missed material on the first day they return to class. Check the class calendar on our class website listed above. The student may need to copy lecture notes from a classmate. You will have the same number of days to complete the work as you were absent. Any work assigned and/or announced **before** your absence is due the day you return. If you need to make up a test, I will give you a day and time to make it up. You must make up the test on that day. If the test is not made up, the grade becomes a zero.

**Work Missed Due to an Un-excused Absence**

Work will not be accepted with an unexcused absence.

**Work Missed Due to an At-Home Suspension (Make-up Work Policy)**

The student may not make up missed work during an At-home Suspension.

**Electronic Device Use in Mr. Alford’s Class**

Refer to the Tracy USD policy in your agenda regarding use of electronic devices on campus. In my class, electronic devices are to remain in backpacks at all times unless otherwise directed by the teacher. Violation of this rule will result in AT LEAST a classroom detention.

**Tardies**

|  |
| --- |
| **1**. “… a student will be considered tardy if he/she is not in his/her seat **and prepared to work** when the tardy bell rings” (TUSD High School Student Handbook p. 29). **Arrival to class 30 minutes or later constitutes a truant.**  TARDY |
| 1-4 | Teacher consequence…teacher records the tardy in the roll book and AERIES; notifies student; includes tardy #. Students who do not fulfill teacher consequence (which may include a teacher-assigned after school detention) may be teacher suspended. |
| \***Teacher consequence can include verbal warning, teacher detention, natural consequences on grade, seat change, extra assignments, conference, and others as approved by site administration.** | |
|  |  |
| # TARDY CONSEQUENCES   |  |  | | --- | --- | | # TARDY | CONSEQUENCES | | 5 : Administrative meeting and parent contact. | Administrative Meeting and parent contact | | 10 : Administrative meeting / DART Contract for tardies / Loss of off-campus pass / Administrative Detentions | Administrative Meeting/DART Contract for Tardies/ Loss of off campus pass/Administrative detentions. | | 15: Administrative Meeting / Activity Restriction  Activity Restriction: When a student reaches 15 cumulative tardies in one quarter they lose the privilege of participating in extracurricular activities including but not limited to athletics, dances, clubs, extracurricular fieldtrips, etc. This will reset each quarter. For athletes this restriction includes games. | Administrative Meeting/Activity Restriction | |  |
|  |  |
|  |  |

**Textbooks**

Students are issued *California StudySync* and novels for which they will be accountable.

**Teacher’s Assistant Expectations**

T.A.’s are expected to complete tasks as assigned by the teacher. Please bring work with you from another class to complete when you are finished with your duties as assigned. T.A. grades will be calculated this way: Class Participation: 50%, Assignments: 50%.

**Final Thoughts**

This class is not about grades, but about **learning.** I also want students to have the experience of **college-level learning**, something many high school students do not have available to them. College-level learning is not, primarily, so much about rigor, but about **responsibility** and **acceptance of one’s self as a more mature student**, reading and thinking about and writing more mature texts. The difficulty of the texts is a stimulus for students to **make their own decisions about published authors**, about themselves as a writer, about their colleagues as writers, ***about the deep and ongoing questions that relate to what it means to be a responding, acting human being both individually and as part of society***. I intend the course to be stimulating and demanding, one in which a student will grow in relation to who he or she is. **True learning, I believe, comes from self-demand, rather than our society’s expectations.** **School is the last stronghold in this regard, a place where experimentation occurs for its own sake, where ideas are generated to be considered and examined for their own sake and not because there is a bottom-line expectation of so many widgets made, in a certain amount of time, for a certain “production” quota.** Learning remains an organic process, and interactive; it is not predicated on filling students with information, as though they were empty vessels.

To the parents of: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

From: Mr. H. Alford

Teacher

Re: Syllabus Review for English II (College Preparatory)

Course

My child has reviewed the syllabus for this course with me. I understand and will comply with the policies for each of the following areas.

\_\_\_\_\_ Course content/outline

\_\_\_\_\_ Class rules/ consequences

\_\_\_\_\_ Tardy Policy

\_\_\_\_\_ Cheating Policy

\_\_\_\_\_ Make-up work policy

\_\_\_\_\_ Homework policy

\_\_\_\_\_ Materials/supplies needed

\_\_\_\_\_ Fee (if applicable)

\_\_\_\_\_ Grading policy

\_\_\_\_\_ Safety rules (if applicable)

\_\_\_\_\_ Textbook policy

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Parent signature date

Please sign and return this form.

If you have any questions, please contact me at (209 830-3370 extension 3130 or via e-mail

at **halford@tusd.net**.

A los padres de:

Departe de: Mr. H. Alford

Maestro(a)

Ref: Repaso del Programa de Estudios (Syllabus) para el curso de English II (College Preparatory)

Mi hijo(a) ha examinado el programa de estudios para este curso conmigo. Entiendo y cumpliré con las políticas para cada una de las siguientes áreas.

\_\_\_\_\_ Compendio del Contenido del Curso

\_\_\_\_\_ Reglas/consecuencias de la clase

\_\_\_\_\_ Política de llegar tarde

\_\_\_\_\_ Política de hacer trampas

\_\_\_\_\_ Política para ponerse al corriente del trabajo escolar

\_\_\_\_\_ Política de tarea

\_\_\_\_\_ Materiales/útiles necesarios

\_\_\_\_\_ Cuota (si es necesario)

\_\_\_\_\_ Política de Calificación

\_\_\_\_\_ Reglas de Seguridad (si es necesario)

\_\_\_\_\_ Política de libros de texto

Firma del Padre o la Madre Fecha

La major manera para contactarme es:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Por favor firme y regrese esta forma.

Si tiene alguna pregunta por favor póngase en contacto conmigo al teléfono (209) 830-3370 extensión 3130 o por correo electrónico a halford@tusd.net.