



# 2017-2018 COURSE SYLLABUS

## **PACE ADVANCED ENGLISH 10**

(EPS200 - EPS201; 10 total credits)

### **Mr. Gleason**

Room C-314

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<https://sites.google.com/site/gleasonteacher/> (includes links to TurnItIn.com, Google Classroom, and Remind)

### **COURSE DESCRIPTION**

PACE Advanced English 10 is an extensive, two-semester, literature-based course designed to prepare sophomores with reading, writing, speaking and listening skills necessary for success in high school and college. Students will study curriculum focused on mastering the California Common Core Standards for English Language Arts and extending skills developed in earlier grades. In addition, students will learn to write a variety of essays and to practice strategies for test-taking. Vocabulary development, grammar instruction, and sentence fluency will be integrated into all units. The curriculum in this class follows the standards and benchmarks outlined by the State of California, augmented with PACE enrichment requirements: two field trips and two cultural events (each with accompanying assignments), along with 30 hours of community service.

### **TEXTBOOK OVERVIEW**

(Estimated book checkout: Friday, Sept. 1st)

- *Holt Literature & Language Arts, 4th Course* (Holt, Rinehart, Winston) c. 2003, Beers, Kylene; Odell, Lee.
- *Holt Handbook, 4th Course* (Holt, Rinehart, Winston) c. 2003, Warriner, John.
- Imaginative literature: Novels, poetry, and works of short fiction available for check-out to engage individual reading or whole-class instruction.
- Literary non-fiction: various pieces used to demonstrate and illuminate authorial style, expression of purpose, argumentation, persuasion, topical analysis
- *Vocabulary Power Plus for College and Career Readiness, Level Two*. (Prestwick House) c. 2014, Reed, Daniel A.
- *Write Source, Grade 10* (Houghton Mifflin Harcourt) c. 2012, Kemper, Dave; Sebranek, Patrick; Meyer, Verne.

### **REQUIRED MATERIALS:**

Please ensure you have the following items throughout each of the four quarters of the school year:

- dark blue or black ink pens
- 2+ highlighters (2 colors, min.)
- a 3-ring binder (1" spine)
- ample supply of binder paper, enough for each quarter
- 8 dividers (purchased or hand-crafted), with tabs
- access to a reliable printer with enough ink

## COURSE OUTLINE

The following Theme Units will rotate throughout the course:

- Quarter 1: Power and Progress
- Quarter 2: Identity and Society
- Quarter 3: Perception and Reality
- Quarter 4: Love, Hope, Fear, Forgiveness

## COURSE OBJECTIVES & GRADING POLICY

Let's do this. The class is an opportunity to gain knowledge together, to hone your process as a student, and to apply your practice to creating a worthy and satisfying series of assignments and projects that demonstrate your learning. Categories used in *Infinite Campus* are listed below.

Category	Subcategories	Examples of Tasks	
15%	Daily Assignments	<i>Homework (HW)</i> <ul style="list-style-type: none"><li>• Reading/annotation (prep-work)</li><li>• Example</li></ul> <i>Classwork (CW)</i> <ul style="list-style-type: none"><li>• Assertion Journal</li><li>• Grammar/Writing Notes, activities</li><li>• Discussion, share-out</li></ul> <i>Practice Free-Response Question (FRQ-P)</i> <ul style="list-style-type: none"><li>• An in-class essay, but with reduced time; may omit certain elements (e.g. conclusion)</li></ul>	
	30%	Assessments	<i>Quiz (QUIZ)</i> <ul style="list-style-type: none"><li>• Roots Quiz<ul style="list-style-type: none"><li>○ Vocab</li><li>○ Grammar</li><li>○ Skills</li></ul></li><li>• Reading Checks</li><li>• Written Responses</li></ul> <i>Socratic Seminar (SOCR)</i> <ul style="list-style-type: none"><li>• Socratic Seminar</li></ul> <i>Free-Response Question (FRQ)</i> <ul style="list-style-type: none"><li>• An in-class essay</li></ul>
		25%	Projects
30%			Midterm/Final Exam

## HOMEWORK POLICY & LATE ASSIGNMENTS

Keep tabs on my online Calendar to keep track of missed assignments or assessments. Deadlines are deadlines. You are expected to complete your homework on a timely, consistent basis. Late assignments will not be accepted, so arrange to have someone relay the work if you will be absent. Proof of excused absence required. Track your progress using *Infinite Campus Student Portal* – and thanks in advance for your patience as I score assignments and essays.

## CLASSROOM EXPECTATIONS

I'm looking forward to a productive, insightful, and enjoyable school year working with you. As in most working collaborations, some days can be better than others, so we learn to “do the work even on a bad day” and persevere. My role is to engineer opportunities of academic discovery for all students; that process will require

habits of mind for critical thinking, habits of heart for respectful interaction, and the patience and stamina needed to fight through setbacks and frustrations.

### **BEHAVIOR**

Respectful behavior is expected in the class: Respect for learning; Respect for property; Respect for boundaries; Respect for others; Respect for yourself.

The class involves everyone's needs for enrichment and advancement; therefore, classroom time means shared time with equal stakes for all. You are expected to respect and maximize this shared time without disruption. Don't waste our time. Please also understand that your personal needs – while important to you – cannot overtake the class agenda. Refer to the *John F. Kennedy High School Discipline Policy Handbook* for campus-wide rules for behavior and expectations. Take particular note of JFK's policies on plagiarism.

### **ATTENDANCE & TARDIES**

Take attendance seriously -- missing multiple days of class in a semester, whether excused or unexcused, can endanger earning course credit. As the tardy bell rings, you are expected to be in your seat with necessary materials, ready to start. If you arrive late, don't break the flow – enter quietly without distraction. Absences and tardies erode your participation potential and leave you stranded on the runway while everyone else takes off.

### **ADDENDA**

- Food and drink are prohibited: they distract and litter a classroom. Bottled water is recommended, but keep control -- leaving to the drinking fountain is not a valid use of class time. A responsible-enough class may eventually eat fruits or vegetables in class.
- Bathroom passes are offered very rarely during class because most students and teachers can capably handle an hour of focused learning. You are expected to use passing periods for bathroom needs. Please plan ahead to avoid class disruption and personal discomfort!
- Bring your own tissue paper, particularly during cold and flu season.

### **TECHNOLOGY & DIGITAL TOOLS**

Be truly present. Your mobile devices need to be kept out of reach and out of sight in the classroom, unless I specifically allow their use in a lesson.

Technology issues are not excuses for late work. Printers running dry, servers shutting down, files becoming corrupted, etc., are not considered emergencies. Technology breaks, and it's a frustrating part of a normal process. Simply manage your time, prepare your printers, and back up your work to avoid unwelcome surprises. Refer to the *John F. Kennedy High School Discipline Policy Handbook* for campus-wide rules and policies about technology use.

### **TURNITIN.com / Google Classroom / Remind.com**

I will provide you with access codes for TurnItIn.com, an uploading site which cross-checks for plagiarism and allows for electronic feedback; Google Classroom which digitally supplements the main classroom experience; and Remind, which allows me to send course-related text announcements (one-way) to all the students in the class.