



English 7-8 Course Syllabus Class of 2018



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Senior English Course Description -- College & Career Ready!

The goal of every teacher on the Senior English team is to provide the support necessary for WHS students to enter the future, be it college or career, prepared for success. Investigative research, analytical reading, logical problem-solving, collaborative action, significant presentations, and creative projects are the tools students will wield as they study both foundational works of literature as well as relevant informational texts.

Because this work is so important, it is critical that students understand WHS and classroom expectations.

Classroom Rules of Conduct: RAMS & ROSES

Respect **O**thers, **S**elf, **E**nvironment, and **S**chool rules at all times.

Arrive on time with all needed materials.

Meet all WHS expectations and non-negotiables.

Stay on task and participate fully in class.

Consequences:

SAVE TIME by respecting classroom rules, or spend time experiencing the consequences:

1. Conference/warning (time for a talk together)
2. Detention/ classroom service (time spent before and/or after school learning and/or helping)
3. Phone call home & detention/ classroom service (+ time spent speaking with parents)
4. Administrative referral (+ time talking with the dean and perhaps more time after school)

Serious or troubling issues may result in immediate referral to higher authorities.

Tentative Calendar

Quarter/Theme	Units
Quarter 1: <i>The Heroic Journey, Personal & Epic</i>	Expectations; autobiography, poetry, and personal journey narrative; <i>Beowulf</i> , the heroic journey, and analysis paragraph; <i>Macbeth</i> , the anti-hero's journey, and analysis paragraph; résumé, professional email, and Cost of College problem-solution guided research essay; review of basic grammar/ communication skills critical to college and career. Final exams for <i>Macbeth</i> and grammar.
Quarter 2: <i>Citizenship & Identity</i>	College essay and research conventions; MLA style; major investigative research annotated bibliography, essay, and presentation centering on a contemporary civic issue/problem; individual reading based on research; various informational texts; active listening skills; long-term project skills. Final presentations.
Quarter 3: <i>Personal and Societal Challenges</i>	Contemporary Native American poetry; personal poem; <i>A Raisin in the Sun</i> literary analysis; problem-solution research essay on housing discrimination; PBA practice essay.
Quarter 4: <i>Roots, Experience, and Authenticity</i>	PBA: Problem-Solution research essay; literary analysis of <i>The Catcher in the Rye</i> ; Socratic Seminar; the senior scrapbook (not until the very end of the semester!).

Teacher reserves the right to make changes to the calendar. Additional activities will be included.



Be prepared with required supplies

- Classroom notebook and folder or binder to carry required reading and other materials
- Notebook paper and writing utensils: **required daily** 😊
- Highlighters and (optional) colored pens for annotation



Be respectful of class time

Students who leave class for any purpose must present their school ID to be initialed by the teacher; students must sign out of the room when leaving during class time; students must bring a pass when they are tardy.



Be smart about your grades

Assignments are weighted in categories and are cumulative throughout the entire semester.

Assessments (including exams and major writing assignments) **40%**

Writing (all drafts and minor writing assignments) **20%**

Reading (including annotations, quizzes, and more) **20%**

Speaking and Listening (including seminars, discussions, group participation, class participation) **10%**

Grammar (including diagnostic pre-test, assignments, and post-test) **10%**



Be Here! Keep Absences to a Minimum

A student has two (2) days for every one (1) day's absence to complete make-up work. **It is the student's responsibility to check with group partners and/or the teacher after an absence.** Some assignments and handouts are posted on your teacher's Google Classroom site; you will receive an invitation to join this site as well as a remind.com class information site.



Be Prepared to Make Up Work after School

Students need to complete ALL assigned work. If an assignment is not completed, students may be assigned an 8th hour. Students who fail to attend an assigned 8th hour (unless excused) will receive an administrative detention, and parents will be notified.



Be Ready to Accept the Consequences for Late Work

Late work will be penalized. For this course, if an assignment is not turned in before or at the designated time, it is considered late. At the teacher's discretion, if an assignment is more than two weeks late OR if it is turned in after a unit is completed, it may not be accepted. Some assignments will be time-dated on Turnitin.com and Google Classroom, and all students should know that this is a college and career norm.



Be On Time

A student is tardy if he or she is not in class and ready to work before the bell rings. No exceptions. Students who are tardy must enter class quietly with a pass; because classwork has begun, students may have to return after school for missing work.



Be Inspired to Reach Your Personal Best!

Nelson Mandela claimed, "Education is the most powerful weapon which you can use to change the world." We look forward to a journey that empowers you to face the choices, challenges, and changes of the 21st century.

Yours very truly,

Ms. Dooling and Mr. Lasher

*English 7-8 for the Class of 2018
Syllabus Acknowledgement*

Student: I have received, read, and understood the course description, rules, and expectations for English 7-8.

Student Name (printed)

Period

Student Signature

Date

Parent: By signing this, I acknowledge that my son/daughter and I have read and understood the English 7-8 course description, rules, and expectations.

Parent/Guardian Name (printed)

Telephone #

Email

Parent/Guardian signature

Date



*Washington High School: empowering students
to meet the challenges and choices of the 21st Century:
A+ School of Excellence;
AP District (National) of the Year;
Received A Ranking in Top 10 District, State of Arizona;
Silver Medal Ranking (National), Newsweek
and U. S. News & World Report;
Gold Medal Beat-The-Odds School of Success;
90% of WHS students go on to higher education via community colleges,
universities, military service, vocational training.*

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August 2018

Dear Parents and Guardians of WHS Seniors, Class of 2018:

Parents and guardians, you already know that Washington High School is an A+ School of Excellence, A-rated by the state of Arizona, and nationally ranked at the Silver Medal level by both *Newsweek* and *U.S. News and World Report*. Former students have exciting feedback to offer, telling us that they feel well prepared when it comes to doing research and writing essays. Many of them visit and share stories about their successes in English 101 and other classes.

Most of them, however, also express shock at the sheer volume of outside reading they must complete in order to excel in their general education classes. Because of this, your student's English teachers, Mr. John Lasher and Ms. Linda Dooling, are requesting that all senior English students purchase two classics of literature, the novel *The Catcher in the Rye* by J. D. Salinger and the play *A Raisin in the Sun* by Lorraine Hansberry. The novel has mature themes, centering on authenticity and identity. While it remains controversial, it is appropriate for seniors in high school. The play centers on themes of overcoming personal and societal challenges. Indeed, both works feature prominently on lists of "most recommended" literary works for American high school students. Students will NOT read these works in class. Instead, as they will do in college, students will read them (and other photocopied works) at home to prepare for discussions and activities in class. Of course, just as in college, we will have guiding questions, note-taking strategies, quizzes, and final assignments ready to assess their learning and participation.

Because we can order so many books at one time, **we are asking for only \$8.00** from each student. Just as students will in college, we are ordering "gently used" books in order to save even more money. Paperback copies of these works on Amazon, for instance, would cost \$8.99 each. We need to collect the money by the end of September, so that the books will be here for the third quarter of school. If this will be a financial hardship, please contact your student's teacher and we will arrange for your student to check the book out from a local library. However, if you purchase these books, your student will have a copy to carry around, to write in, and to engage with on their own. *This ownership is statistically likely to result in higher rates of engagement with the material and with associated assignments.*

We are so proud of the hard work your students have already accomplished in high school, and we know that these assignments will help to prepare them for success in college and career.

Yours sincerely,
Mrs. Linda Dooling
Mr. John Lasher

Yes; \$8.00 paid

No; please call

Parent Signature:

Parent Phone #
