

Carey Tovani
Ethnic Studies 2 Syllabus 2021-2022

CONTACT INFORMATION

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- **“Anchor Page”-** [Daily Learning Intentions & Agendas](#) (link in google classroom)
- **Google Classroom** Link
- **Available Times:** If you need help, are confused about an assignment or falling behind, please talk to me! I will help you! Make an individual appointment or drop-in before school, at lunch, and after school.

CLASS OVERVIEW

Welcome to Ethnic Studies 2! I'm so happy you're here!

Ethnic Literature and Studies II is a continuation of the work from Ethnic Literature and Studies I. Students use self-awareness of their place in the world, as well as their learnings about people from different cultures and backgrounds from Ethnic Studies, to further explore the main themes found in our first course. By studying the history and current events related to all social groups the goal is that we develop respect for ourselves and empathy for all. This class is a safe space for you to share questions they have about the content, to make personal connections to the texts and themes, and to take risks to challenge your learning.

Furthermore, this one-year college preparatory course will further develop our analytical and critical thinking, reading, writing, and speaking skills as we analyze historical and contemporary issues of race, ethnicity and identity. You are expected to play an active role in class, asking questions and seeking understanding as they aim to grow academically and personally.

Texts

- *I Was Their American Dream* by Malaka Gharib
- This Book is Anti-Racist by Tiffany Jewell and Aubrelia Durand (Chapters 1-9)
- *A Different Mirror for Young People: A History of Multicultural America* by Ronald Takaki
- Excerpts from Indigenous People's History of the United States for Young People by Jean Mendoza
- *Tell Me Who You Are: Sharing our stories of Race, Culture, and Identity* by Winona Guo and Priya Vulch
- Supplemental nonfiction stories, articles, films, and ted talks

** Given the nature of the topics discussed in this course, some texts may include vulgar language and mature content. Please don't hesitate to contact me with questions.

CLASSROOM EXPECTATIONS

Aptos High School students-you are role models. You have important goals and know that reaching those goals means holding yourselves to high standards. I will do everything in my power to support you in achieving those goals. I expect the same amount of effort in return, every day. I'm so excited to begin this journey with you. So...

- Bring all necessary materials to class (chromebook, charger, texts, binder, pen/pencil, etc).
- Come with an open mind
- Ask questions and take risks- I will be doing the same!
- Always be your best self.

ATTENDANCE & MAKE UP WORK

When you know you will be gone in advance, and especially if you will be absent a week or more, request the work, giving your teacher as much notice as you can. In all other cases, it is your responsibility to check the **Anchor Page and complete the work you miss**. If you have questions about what you missed, please talk to your teacher outside of class. Please be on time, in your seat, and ready to work when the bell rings.

GRADING

Grades in this class are a tool for communicating mastery of Common Core ELA skills. Feedback is central to student learning and will be provided in timely and effective manners. Students are expected to use feedback to continue to develop their skills and continually grow in their mastery of Common Core State Standards. In most cases, late work will be accepted as long as the student has spoken to Ms. Tovani in advance and the work demonstrates the student's full effort. Students are encouraged to continue to develop skills and accept opportunities for resubmissions of assignments. High school graduation requires a grade of a D- or better in each of 4 year of English classes. A-G (college entrance) requirements mandate a C- or better in each of 4 years of English classes.

- Scores for assignments can be found in Synergy Assignments are numbered and include a (B) for binder or (GC) for Google Classroom to indicate where the work is located.
Example: H1 Questionnaire (B), H2 Slide (GC), H3 Poem (B), etc.
- Blanks in the grade book indicate the score has not yet been entered.
- I use a no-zero policy which means that the lowest score given for any assignment will be no less than 50%
- **Daily Practice Work Rubric**

DAILY PRACTICE/HOMEWORK

Although you might not have anything to turn in the next class period, there are still tasks you can complete on a ***nightly basis*** to be successful in the course and stretch your skills. Here are some examples:

- Reading, making notes & marking pages of required texts
- Reviewing class notes
- Studying new vocabulary and reviewing past terms.
- Organizing your binder.
- Reviewing toolkits related to skills you need to work on
- Revising drafts for major writing assignments

COURSE RESOURCES: I recommend a 3" binder for all of your classes! We will chat about this!

The Organized Binder, Google Classroom and Assignments

Ms. T uses a system for binder organization with each section labeled by a different letter ([as shown here](#)). Some assignments and handouts will be printed and kept in your binder while others will be in Google Classroom. All assignments are numbered (H-1, H-2, H-3, etc.) and include the abbreviations (B) for binder and (GC) for Google Classroom at the end to indicate where they are located. Example:

- H-1: Journal (B)
- H-2: slideshow (GC)

A digital version of the H-table of contents for ALL unit assignments will also be maintained by your teacher in Google Classroom to help you keep your papers organized.

The Daily Anchor Page & Learning Intentions ---> [Anchor Page: Agendas/Learning Intentions Ethnic Studies](#)

The anchor page is ONE doc updated daily with the Learning Intention, agenda and homework which can be accessed in Google Classroom.

Student Signature: _____

Parent/Guardian Signature: _____

The Aptos High School English Department assumes that all students are committed to upholding the principles of academic integrity.

Examples of academic dishonesty include, but are not limited to, the following:

- 1) Representing work as original which has either been copied directly or paraphrased from any reference source (e.g., an Internet source, Web page, Spark Notes, Cliff Notes, critical essays, etc.) without proper citation.
- 2) Representing work as original that has been prepared with inappropriate help, such as from parents or tutors. While it is permissible for someone to look over a student's work and point out awkward phrasing, lack of transitions, lack of supportive evidence, etc., it is not permissible for
- 3) Allowing anyone to copy work and represent it as his or her own. Using ideas from class discussions, conferences with a teacher, or conferences with classmates during collaborative work periods is not plagiarism. However, collaborating on work that is not specifically designated by the teacher as collaborative is not permitted.
- 4) Copying the content (partial or whole) from another student's paper and representing it as your own. This includes work that is minimally changed (paragraph order, individual words) to appear authentic. If you share your work and it is used, you will also receive the same consequences as the person copying your work.
- 5) Using your own work that has been previously submitted as another assignment in any class.
- 6) With the increasing use of technology in the classroom, the opportunity for new and creative ways to cheat emerge. Any use of technology that gives you or other classmates an unfair advantage over other students in this class and other classes on campus is subject to the same consequences as plagiarism.

Let's review the following link on plagiarism:

[UCSC plagiarism](#)

[Another source](#)

[Aptos Library Link](#)