



MIRA COSTA HIGH SCHOOL

ENGLISH DEPARTMENT

English 9 College Prep. Mr. Wheeler 2020-2021 Syllabus

Please review the syllabus for pertinent information regarding the content and objectives of the course, methods of assessment, communication protocols, and classroom expectations and ethics policy.

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MIRA COSTA HIGH SCHOOL

Instructor: Matt Wheeler
Email: mwheeler@mbusd.org
Phone: (310) 318-7337 ext. 5208
Conference Period: 6 (1:59 - 2:55)
Office Hours: AM, 9:27 - 10:24
Class Website: www.proseandcommas.org

English 9 CP
School Year: 2020-2021
Length of course: 1 year
Prerequisite: None
Semester Periods of Credit: 5
Grade Level: 9
Fulfills UC/CSU Requirements: Yes

COURSE SYLLABUS

I. Course Description and Learning Objectives

The thrust of this college preparatory course is to help students challenge themselves in reading, writing, speaking, and listening. The course focuses on the study of core and extended works, including novels, short stories, poetry, and drama. Students read and discuss selections from all genres and deal with a variety of themes and topics. Students will also have a wide range of writing assignments and will learn the effective use of process writing and build an extensive vocabulary. Furthermore, they will develop higher level thinking skills and focus on the analysis of themes by responding to literature in writing, discussion, collaborative learning activities, and oral presentations.

Incorporating art, music, and media: Because this curriculum promotes the importance of the arts, sections of study units have been highlighted where English-Language Arts instruction could be enhanced by connecting a work of literature or an objective of the unit to art, music, or film. Where a particular period of literature or the literature of a particular region or country is addressed, works of art from that period or country may also be examined.

Promoting student understanding through recitation and memorization: On occasion, students will be required to recite a text in front of the class. Recitation requires close reading and therefore nurtures deeper levels of students' understanding. Students also benefit from the satisfaction of making a poem or piece of prose one's own for life. Memorization and recitation help develop a student's experience and confidence in public speaking, which could help students marshal evidence and make effective arguments in other contexts. Memorization will not be mandatory in every unit.

II. Required Texts

Each semester is comprised of several study units that are usually anchored by one or more core texts that will serve as the primary literature to be examined. Each unit will be supplemented with select works from the English 9 extended reading list that will offer thematic, historical, cultural, and/or artistic resonances with the core text(s). The list of core texts are listed below, though the chronology for each semester is subject to change based on availability of library textbooks. Please bring the following literature to class when we study it. Should you prefer to

purchase your books, please visit the class website for useful information on determining which editions of core and extended texts to buy.

Semester 1

- *Oedipus the King* by Sophocles (Robert Fagles translation, Penguin Books)
- *Odyssey* by Homer (Robert Fagles translation, Penguin Books)
- *Circe* by Madeline Miller

Semester 2

- *Lord of the Flies* by William Golding
- *Romeo and Juliet* by William Shakespeare (Folger Shakespeare Library Edition)
- *Catcher in the Rye* by J. D. Salinger

III. Classroom Supplies (for on-campus learning)

Students are expected to bring the following to class every day during on-campus learning:

Required

- A binder (ideally 1½ - 2 in.) with all worksheets and handouts kept during the semester (see Class Notebook section below for divider tabs)
- One set of five (5) ring-binder tabs or indexes
- Three-hole punched lined paper for notetaking and writing assessments
- A blue or black ink pen and a pencil
- The assigned literature that we are reading at the time

Recommended, Not Necessary

- Post-it notes or flags for marking texts (esp. school-issued textbooks)
- Highlighters and colored pens for annotating handouts, notes, and private copies of texts
- Markers, colored pencils, scissors, and other art supplies

Class Notebook: Though this is a mostly paperless course whose assignments will be submitted digitally, students must create and keep a notebook (ideally, a 1½ - 2 in. binder) specifically for this English class. The notebook will be used for the storage of handouts and reference materials, loose-leaf notebook paper, and returned assignments. A large volume of packets will be distributed at the beginning of the semester that will be placed in specific sections and in a specific order so they can be easily accessed during class and at home. You will be expected to take notes in class frequently and to keep these notes in your English notebook. Taking notes on a laptop or mobile device during class is absolutely acceptable as long as these technologies are being used exclusively for the academic task of the moment.

Class Notebook Sections:

- | | |
|-------------------|-------------|
| 1. Course Info | 4. Handouts |
| 2. Reference | 5. Notes |
| 3. Writers Quiver | |

IV. Zoom and Google Meet Login Information

Use the following login information to access this course's online video-conferencing platforms, Zoom and Google Meet. Though each class period is assigned its own Google Meet link, all periods will use the same Zoom Room.

Zoom Room Meeting ID: 827 4051 6240 (recurring)

Zoom Password: mustang

Period 1 Google Meet link: <https://meet.google.com/lookup/bvmiv6fh6s>

Period 1 Google Meet Class Code: m4353hu

Period 3 Google Meet link: <https://meet.google.com/lookup/fblgh3xvxd>

Period 3 Google Meet Class Code: ewinwwp

V. Online Classroom Expectations for Zoom and Google Meet Sessions

- Regularly attend online instruction.
- Be on time to Zoom/Meet sessions.
- Keep your camera on. If you have a reason your camera cannot be on regularly, please speak with your teacher or a counselor.
- Being respectful when students and teachers are sharing online.
- Be respectful of classmates during breakout rooms.
- Raise your hand if you want to speak and allow others to finish talking in discussions.
- Have your materials ready at the start of the session.
- Maintain a professional appearance; dress as you would for school.
- Sit at a quiet table with minimal distractions.
- Have your device charged or plugged in.
- Keep yourself on mute until it's your turn to speak.
- Log in 5 minutes early so that you are ready on time.
- Use your last name then first name in Zoom or Google Meet profiles. Please type your last name the way you normally would and spell your first name in all caps. For example, my name would appear like this: Wheeler, MATT.
- Be focused, positive, and an active participant.

VI. Electronic Use Policy

Laptops, mobile devices, and other personal technologies are essential educational resources in this course and are used almost daily in class. However, if these devices are ever being used inappropriately or without authorization, the incident will be addressed in accordance with the MCHS discipline matrix, which is provided below. This policy includes inappropriate use of audio devices such as headphones or earbuds during lectures, classroom discussions, collaborative work, and watching films.

1st offense	: verbal warning, teacher logs event
2nd offense	: parent contact, incident logged in Aeries
3rd offense	: detention, referral to Vice Principal for parent contact, second incident logged in Aeries
4th offense	: Study Zone, second referral to Vice Principal for parent contact, third incident logged in Aeries
5th offense	: 1-3 day suspension, fourth incident logged in Aeries

VII. Homework Schedule and Policy

The most common short-term homework assignments that you will receive in this class are reading assignments and completion of unfinished classwork. It is important that you complete all assigned readings, not only to improve your comprehension, vocabulary, and grammar, but also so we can spend our time in class focusing on deeply analyzing the readings. If you don't read, it will be hard for you to practice your critical thinking skills. Please stay on top of long-term assignments (like essays), which I assign with plenty of advanced warning.

VIII. Grading Policy and Scale

Students will complete various assignments that will be worth points that correspond to the traditional letter grade equivalent (e.g., 82% - 86% = B). These points will be entered into a grading system that will weigh students' work according to the following breakdown:

CATEGORY	PERCENTAGE OF FINAL GRADE (%)
Writing Assessments (Essays, Papers, Timed Writings)	30
Projects & Speeches (Collaborative and Individual)	30
Participation (Discussion, Seminars, Online Forums)	20
Coursework (Homework, Classwork, Quizzes)	10
Grammar	10

IX. Respectful Language and Classroom Environment

In order to ensure that all students feel respected, valued, and accepted, there will be no leniency for students who use disrespectful language that puts down entire groups or classes of people. Students will be given an immediate detention for calling anyone or anything "retarded" or "gay" or any other derogatory term (unless it is literal, appropriate, and respectful in context). Beyond this, detentions (or worse) will be given for the use of any derisive language, both explicit and implicit. In short, be kind, thoughtful, and diplomatic.

X. Mandatory Reporting

Students and families should know that I am a “mandated reporter.” This means that as a public school teacher I am bound by law to report any suspected cases of child abuse or neglect to the Department of Family and Child Services and/or local law enforcement pursuant to California Penal Code Section 11166.5. Forms of child abuse and neglect include:

- A physical injury inflicted on a child by another person other than by accidental means.
- The sexual abuse, assault, or exploitation of a child.
- The negligent treatment or maltreatment of a child by a person responsible for the child’s welfare under circumstances indicating harm or threatened harm to the child’s health or welfare. This is whether the harm or threatened harm is from acts or omissions on the part of the responsible person.
- The willful harming or endangerment of the person or health of a child, any cruel or inhumane corporal punishment or any injury resulting in a traumatic condition.

Uniquely in an English course, the content of a student’s writing can sometimes reveal that a child has experienced abuse or neglect. Students and caregivers should therefore know that any academic assignment, such as a journal entry, personal narrative, or self-portrait, that refers directly or indirectly to events, behaviors, or conditions in a student’s life that give me a “reasonable suspicion” that their health and safety is at risk, I am required to report the incident to the proper authorities. Apart from school assignments, some other red flags for abuse and neglect are often identified by observing a student’s behavior at school, recognizing physical signs, and observations of dynamics during routine interactions with certain adults. To be absolutely clear, the health and safety of my students is more important to me than their academic education and will always supersede schoolwork if I suspect that either are in any form of jeopardy.

XI. Aeries, Google Classroom, and Course Website — *and their important differences!*

Aeries: MCHS uses a web-based gradebook program called [Aeries](#). As a student information system, this is where we store parent and emergency contact information, student schedules, progress reports, final grades, and transcripts. This is a login site that will enable both students and parents to keep close track of student progress. You will receive your login information from the school administration; please login as soon as possible and make sure that your correct email address is entered into the system. *Aeries is used exclusively as a gradebook. It is on Aeries where individual scores and cumulative semester grades will be logged.* Please allow at least three weeks for major essays to be graded and submitted into Aeries. Please also note that late or absent work generally gets graded later and less efficiently than other work, so allow extra processing time if you did not submit your work with the rest of the class. If you have an IEP or a 504 plan, please check your mbusdapps email if there are lecture notes that are afforded under your accommodations.

Google Classroom: [Google Classroom](#) is a virtual classroom space where teachers can create, distribute, and grade assignments. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students. Students and families can go here to get detailed information about assignments. Google Classroom connects to students’ Google Drive to store their completed and in-progress assignments. It also creates a Google Calendar for students to

organize due dates. This will serve as the hub of all virtual learning. *To be clear, Google Classroom is a learning management system (LMS) used for the digital distribution and collection of assignments. Even though feedback and scores are often posted there, it is not an official gradebook—Aeries is the gradebook.* In fact, not all English assignments will even be scored on Google Classroom.

Course Website: I also maintain a separate course website officially called [Mr. Wheeler's Virtual Classroom: A Portal to a Journey Through Language, Literature, and the Imagination](http://www.proseandcommas.org) where units of study and additional learning resources are maintained. The URL address is www.proseandcommas.org (don't forget the "e" in "prose"!). Like Google Classroom, this website will be used nearly every day in the classroom and is meant to serve as a *web-based multimedia textbook*.

XII. Add/Drop Deadlines

The Fall add/drop date for any class is Friday, September 18, 2020. The Fall level-down date is October 2, 2020. The Spring add/drop date for any class is January 20, 2021. The Spring level down date is February 5, 2021.

XIII. Attendance During Distance Learning

For 2020-21, while compulsory education requirements still apply, the attendance of pupils is based on daily participation. This is a different paradigm from the past and is based on the teacher's assessment of a student's activity. For each day of attendance, the teacher needs to decide whether the student's attendance in live synchronous activities and completion of asynchronous activities demonstrates sufficient participation to demonstrate engagement. Students will receive one of the following marks for daily attendance:

- **1 = Present and engaged** — the student attended in some way (e.g., attended a live synchronous session, turned in assigned work, completed an assessment)
- **2 = Present and not engaged** — the student may have attended in some way but did not respond to requests to participate or submit assigned work
- **A = Absent** — the student did not attend any part of synchronous activities and did not complete any asynchronous work
- **T = Tardy** — the student is less than 10 minutes late to a designated period of instruction

XIV. Makeup Work

In the case of foreseeable excused absences: If a student is absent due to a field trip, an appointment, a sports event, or any other planned activity, they should find out about the missed work by consulting with the teacher ahead of time or checking online.

In the case of unforeseen excused absences: If a student is absent for longer periods of time for legitimate reasons that have not been planned for (i.e., illness or death of a relative), the student and teacher will work together to determine an appropriate deadline for make-up work. For a one-day absence, please make up work by the following school day.

Keep in mind: It is ultimately THE STUDENT'S RESPONSIBILITY to find out what they missed when gone. It is the student's responsibility to turn in their makeup work in a timely

manner. Students are also expected to get any notes that they missed from classmates. *Students should check Google Classroom for information about missed classwork and homework.*

Late Work Policy: Late work for all assignments *except group projects, collaborative work, and reading deadlines* will only be accepted for three days past the original due date with a ten-percent reduction per day. If you are unable to print an assignment or submit an assignment online, at the very least, you must email a copy of your assignment to Mr. Wheeler (mwheeler@mbusdapps.org) by the due date (day and period) in order to avoid a late penalty.

Extensions: If you believe that you will need an extension on an upcoming major assignment for legitimate reasons, please speak with Mr. Wheeler about securing a possible extension. Teacher will decide what constitutes a “legitimate reason.” Extensions should be arranged at least one week before the deadline of the assignment.

XV. Extra Credit

No extra credit is offered in this course.

XVI. Office Hours

Please attend AM office hours to make up tests, timed writings, or other assignments. I am also happy to use office hours to help guide you through any work or concepts that you’d like me to review or preview.

XVII. Ethics Policy

The language in the following ethics policy is universal to all Mira Costa High School courses, except the types of assignments classified as “minor” or “major,” which are determined by the individual teacher of each course. For this English course, minor and major assignments are classified as such:

- A **minor assignment** is typically a formative assessment that is used to facilitate learning and provide students with a space to practice or experiment with new skills and content knowledge. These are low-stakes assignments. Samples include online and in-class discussions, worksheets, Socratic Seminars, and homework packets.
- A **major assignment** is essentially any summative assessment or artifact that is intended to demonstrate mastery and achievement of focus skills and content knowledge. These are high-stakes assignments. Samples include essays, papers, timed writings, projects, speeches, quizzes, and exams.

MIRA COSTA HIGH SCHOOL ETHICS POLICY OVERVIEW

To create a fair and positive learning environment, the Mira Costa Administration and Faculty require that students act with honesty at all times in their academic endeavors. To this end, the following policy has been established by a faculty committee to promote academic integrity and to establish consequences in cases of unethical behavior.

The development of academic integrity in the students of Mira Costa High School is a significant priority for teachers and faculty. This document encourages students and parents to become partners in this goal as students explore ideas and achieve success as a result of their own efforts. The Manhattan Beach Unified School District expects students to take their responsibilities as ethical learners seriously.

Cheating includes, but is not limited to, plagiarizing, copying another student's work, using notes, electronics, or other means of assistance on an assignment or test, passing answers or information to other students about an assignment or test, altering a teacher's grade book/records, and taking a copy of a test to use it for personal advantage or for distribution to other students. Please note that teachers utilize software (such as turnitin.com), internet search engines, and references to other materials (including Schmoop and SparkNotes) to ascertain the authenticity of student work.



A table containing the relevant sections of the MCHS Discipline Matrix concerning plagiarism and academic fraud are provided on the following page.



CONSEQUENCES OF ETHICS POLICY VIOLATIONS

ETHICS VIOLATION (MINOR) - As Defined in the Teacher's Syllabus PLAGIARISM (MINOR) - As Defined in the Teacher's Syllabus (The Practice of Taking Someone Else's Work or Ideas and Passing them off as one's own)	VP Parent Contact. Zero on the Assignment. "U" in citizenship. Detention.	VP Parent meeting. Zero on the Assignment. "U" in citizenship. Study Zone.	Parent meeting. Zero on the Assignment. "U" in citizenship. 1 Day In-School Suspension. If third time with the same teacher in the same year, then NM/NC for the semester. SST to determine placement for the remainder of the semester.	If not with the same teacher: Parent meeting. Zero on the Assignment. "U" in citizenship. 1-3 Day In-School Suspension. If fourth occurrence, but third time with the same teacher in the same year, then NM/NC for the semester. SST to determine placement for the remainder of the semester.
ETHICS VIOLATION (MAJOR) - As Defined in the Teacher's Syllabus PLAGIARISM (MAJOR) - As Defined in the Teacher's Syllabus (The Practice of Taking Someone Else's Work or Ideas and Passing them off as one's own)	Zero on the Assignment. "U" in citizenship. VP Parent Contact. Study Zone.	Zero on the Assignment. "U" in citizenship. VP Parent Contact. 1-3 Day In-School Suspension. If second time with the same teacher in the same year, then NM/NC for the semester. SST to determine placement or level change for the remainder of the semester. Referral to MBPD for Diversion Program.	Zero on the Assignment. "U" in citizenship. VP Parent Contact. 3-5 In-school Suspension. Report the incident to colleges. SST to determine placement or level change for the remainder of the semester. Referral to MBPD for Diversion Program.	Zero on the Assignment. "U" in citizenship. VP Parent Contact. 3-5 In-school Suspension. Report the incident to colleges. SST to determine placement or level change for the remainder of the semester. Referral to MBPD for Diversion Program.
ACADEMIC FRAUD (MINOR) - taking a photo or altering a regular quiz/test/exam; altering a grade on a regular quiz/test/exam; regular quizzes/tests/or exams are defined on the teacher's syllabus	Zero on the Assignment. "U" in citizenship. VP Contact Parent. Inform of Diversion program. 1-3 day suspension if prior means of correction have failed.	Zero on the Assignment. "U" in citizenship. Transfer to another teacher or course if the same teacher as first occurrence. Referral to Diversion program. 3 Day suspension.	Zero on the Assignment. "U" in citizenship. Transfer to another teacher or course if the same teacher as first or second occurrence. Referral to Diversion program. Report the incidences to colleges. 3-5 day suspension.	Zero on the Assignment. "U" in citizenship. Transfer to another teacher or course if the same teacher as first or second occurrence. Referral to Diversion program. Report the incidences to colleges. 5 Day suspension Refer to Principal for Expulsion
ACADEMIC FRAUD (MAJOR) - stealing a quiz/test/assessment; reproducing or taking a photo of a midterm/final or a standardized test; altering a gradebook or a test; major quizzes/tests/or exams are defined on the teacher's syllabus	Zero on the assignment and "U" in citizenship if occurrence associated with a class. Report the incident to colleges. Transfer to another teacher or course if applicable. Refer to Diversion program. VP Contact Parent.	Zero on the assignment. "U" in citizenship if occurrence associated with a class. Report the incident to colleges. Transfer to another teacher or course if applicable. Refer to Diversion program. 5 Day suspension. Refer to Principal for Expulsion	xxxx	xxxx

ENG 9 College Prep. Student and Parent Contract

Student Confirmation Statement: I have read, understood, and will adhere to the classroom expectations, requirements, and ethics policy for English 10 Advanced, 2019-2020.

↑ Student Signature (please type above)
↑ Date (please type above)

Parent Confirmation Statement: I have read, understood, and support the classroom expectations, requirements, and ethics policy for my student's English class and will help my student adhere to them.

↑ Parent Signature (please type above)
↑ Date (please type above)