



The goal of students in any English class is to become more proficient with reading and writing. In this class, the goal is to get students on the right track of being able to read and write at a college level. In an ever-changing world, the ability to read and write competently is becoming more and more of a valuable asset. As the year progresses, the class will cover various topics that will enhance students' understanding of the English language. In addition to in-class work, assignments will include presentations, discussions, projects, quizzes, and assessments. Class assignments will also align with **Common Core** standards so that students are prepared for spring standardized testing.

### **Classroom Expectations**

*Be prepared, be responsible, and be positive.* *Being prepared* means having your work done by the due date and having all necessary materials for class each day. (Print your work before you get to class!) A lack of materials or preparation for an assignment adversely affects student success. In certain situations late work **MAY** be accepted, but the grade will be impacted. *Being responsible* means keeping track of assignments, asking clarifying questions right away, knowing what to do, and making choices that allow you to do your best work. *Being positive* means maintaining an attitude that accepts academic challenges, constructive criticism, and is respectful of others. Showing enthusiasm or encouragement is always welcome; it is also a good idea to remember the old saying: "if you don't have anything nice to say, it's best to say nothing at all."

Beyond the things to do there are three tremendous **Do Nots**: do not cheat, do not use your cell phone during class time (**see policy next page**), and **BE ON TIME TO CLASS**. In regard to cheating, students will receive no credit for an assignment that involved cheating, and disciplinary action will be taken in accordance with Columbia River High School rules and school district policy. Cheating ranges from copying another student's homework to turning in an assignment copied from an internet source or turning in work with quotes but no source citations. Cheating also includes helping others to do work that is supposed to be an individual effort, or working on homework for another class during English work time, they are not to be on during class.

Student Chromebook use will be assigned. This will be the only appropriate personal electronic device for classroom use.

Students should also focus on being on time to class; everyone's time is valuable, and students who are late to class not only hurt themselves, but impact the rest of the class. The first time a student is late, there's a warning; after that, it is detention and a call home. Discipline will continue from there if the student continues to be tardy.

### **Assessments**

Class-work may be graded using letter grades. Letter graded work, uses A to F marks to recognize thoroughness, accuracy, and attention to directions. Essays and projects will be given a letter grade based upon a rubric. Rubrics

will be discussed before each type of assignment and then used consistently for like assignments. Socratic seminars and other discussions will also be assessed based on a rubric. All rubrics clarify the quality expectations/criteria for each grade. Reading and vocabulary quizzes will be graded based upon degree of accuracy.

### **Writing Journal**

Students are expected to write in their journal/iPad every day when they walk in. The prompt will either be related to a current sports topic or an in-depth sports concept. This skill of being able to write a quality piece of writing with limited time is something that needs to be improved upon and solidified. Thinking on one's feet can help in any business/situation. Students may have an opportunity to share what they've written on Fridays, and the journal will be graded at the end of every month. **This is worth 25% of your grade!**

**Late work is not accepted for credit.** If you need extra time on an assignment, you must negotiate with your teacher in advance. (and no, the morning it is due is **NOT** far enough in advance). After the first day you will have 20% off, and any day after 40% will be taken off.

### **Website**

Mr. Douglas has a class website that he will use to update the class calendar. (The link is on the River website, or you can Google "Mr. Douglas"). Please check it if you are unsure about what you might have missed/what is due when.

[http://portalsso.vansd.org/portal/page/portal/Staff\\_Portal/Staff\\_Pages/COLR\\_STAFF\\_PAGE/COLUMBIARIVER\\_Douglas](http://portalsso.vansd.org/portal/page/portal/Staff_Portal/Staff_Pages/COLR_STAFF_PAGE/COLUMBIARIVER_Douglas)

### **Writing**

Being a proficient writer is CRITICAL to being successful both in school and out of it. There will be FIVE big papers, (six if you include the sports article as a BIG paper) that we will be writing throughout the year, keep on the lookout for deadlines and stay on top of it.

### **Sports Experiences (CEs)**

Experience is a great teacher. There are countless, enriching sports events to see and do in the Portland/Vancouver area. GET OUT AND EXPERIENCE IT! Extra credit may be provided to students who go and report it back to class, (includes high school sports).

### **Know the School Rules**

The student handbook contains a great deal of information that you need to know. You are accountable for upholding the school rules. It is most important that students conduct themselves according the River ideals: *Respect, Integrity, Values, Excellence, Responsibility.*

The aims of **language A: literature** and **language A: language and literature** at SL and at HL and of **literature and performance** at SL are to:

- a. introduce students to a range of texts from different periods, styles and genres
- b. develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- c. develop the students' powers of expression, both in oral and written communication
- d. encourage students to recognize the importance of the contexts in which texts are written and received
- e. encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning

- f. encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- g. promote in students an enjoyment of, and lifelong interest in, language and literature.
- h. develop in students an understanding of the techniques involved in literary criticism
- i. develop the students' ability to form independent literary judgments and to support those ideas.

There are three assessment objectives at SL and at HL for the **language A: literature** course.

1. Knowledge and understanding
  - Demonstrate knowledge and understanding of individual literary works as representatives of their genre and period, and the relationships between them
  - Demonstrate an understanding of the ways in which cultural values are expressed in literature
  - Demonstrate awareness of the significance of the context in which a work is written and received
  - Substantiate and justify ideas with relevant examples
2. Analysis, synthesis and evaluation
  - Demonstrate an ability to analyze language, structure, technique and style, and evaluate their effects on the reader
  - Demonstrate an ability to engage in independent literary criticism on both familiar and unfamiliar literary texts
  - Show an ability to examine and discuss in depth the effects of literary techniques and the connections between style and meaning (**HL only**)
3. Selection and use of appropriate presentation and language skills
  - Demonstrate an ability to express ideas clearly and fluently in both written and oral communication, with an effective choice of register and style
  - Demonstrate a command of terminology and concepts appropriate to the study of literature
  - Demonstrate an ability to express well-organized oral and written arguments
  - Demonstrate an ability to write a sustained and detailed literary commentary (**HL only**)

All assignments in this class are meant to help students develop and meet these goals. The specific course syllabus identifies the units of study and works to be read. This course breaks up the assignments/activities/assessments into different categories, and the grades are weighted from that percentage.

In class work/Participation: 10%  
 Lit Circles (SSR): 30%

Assessments/Projects: 60%

The scale for grades is:

A=100-93%, A-= 92.9-90%, B+=89-87%, B=86.9-83%,  
B-=82.9-80%, C+=79.9-77%, C=76.9-73%, C-=72.9-  
70%, D+=69.9-65%, D=64.9-60%, F= Anything below  
60%

### Major Assignments:

\*In order to make sure that you are going to pass your class, check off or cross-off the assignments as you go throughout the year. **Please keep in mind that your prompts are 30% of your grade...**

Papers:

- Research Paper:
- Bleachers 'Newspaper':
- Comparative Analysis
- *Sports Article*
- *Movie Critique*
- Persuasive Paper

Tests:

- Sports and Life Test
- Bleachers Test
- **Semester 1 Final**
- Maddy's Run Test
- **Semester 2 Final**

Projects/Seminars/Other Assignments:

- Socratic Seminar
- Protest Discussion
- Create a Sports Franchise
- Steroid Seminar
- Female Athlete Socratic Seminar
- Seminar
- Seminar

There are quizzes + other assignments that will also impact your grade one way or the other, so keep that in mind.

## SPORTS LITERATURE/SENIOR ENGLISH PARENT/GUARDIAN SIGNATURE

I HAVE READ AND UNDERSTAND THE COURSE AND EXPECTATIONS FOR SPORTS LITERATURE. I ALSO UNDERSTAND THAT VIOLATIONS OF THE CELL PHONE POLICY CAN RESULT IN PARENT CONFERENCES AND ADMINISTRATIVE ACTION.

STUDENT (PRINT) \_\_\_\_\_ DATE \_\_\_\_\_

(SIGNATURE) \_\_\_\_\_

PARENT/GUARDIAN \_\_\_\_\_ DATE \_\_\_\_\_

PREFERRED CONTACT: EMAIL

PH/TEXT: