# Junior Humanities 2016 - 2017

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Welcome to the American Studies split block! I am happy to have you in our class and look forward to a great year ahead. This overview will provide you with a brief description of the course, its readings, and the expectations of the classroom. As will be the case throughout the year, I strongly encourage you to ask me any questions you may have.

**My office is open – come talk to me!**

*“Success is not final, failure is not fatal; it is the courage to continue that counts.”* - Winston Churchill

**Behavior Expectations:** All students are expected to follow our three main rules at all times. These rules are **R**espect (for yourself, fellow students, and teachers), **A**ppreciation (for the work done by you, your fellow students, and your teachers) and **P**articipation (be actively involved in the learning process). If issues rise that affect a student’s work, that student should inform the teachers as soon as possible.

**Materials**: Students should come to class on time each day with the following materials:

2 Blue or black ink pens Lined notebook paper 3X5 Note Cards

2 #2 pencils Student planner Notebook for Journals

**Content**: Texts and novels may include but are not limited to the following:

*American Literature* (Holt)

*The Adventures of Huckleberry Finn*(Twain)

*The Great Gatsby* (Fitzgerald)

*To Kill a Mockingbird* (Lee)

*The Crucible* (Miller)

Selected Poetry: Anne Bradstreet, Walt Whitman, Emily Dickinson, Langston Hughes, T.S. Eliot, Edgar Allen Poe

Selected primary source materials will be read, discussed and analyzed on a regular basis.

Selected excerpts from fiction and non-fiction sources

**Communication:**

 1. Please begin your emails with a greeting, your question, and end with your name & period.

2. If you need help on an assignment, you must e-mail us at least 24 hours before the due date. Otherwise, you will not get an answer in time.

3. You will always get a response when you e-mail us…even if it is just “Thanks” or “Got it.” If you do not receive a response, we did not receive your e-mail, so see us ASAP.

4. If you’re not at school, we’re probably not either. Please don’t email us at night expecting a reply before class the next day.

**General Classroom Expectations:**

*Food:* You may eat a small snack (free of nuts and fish) as long as it is not disruptive or messy.

*Bathroom/Break:* Students may sign out for the bathroom at a convenient time but are responsible for any missed information upon their return. One student out at a time.

*Cell phones/electronics:* are to be silent and in backpacks unless explicitly stated otherwise. At times, I will ask students to use cell phones for informal class quizzes. During individual work time, students may listen to music or use phones as long as it is not distracting to others – it’s time given to students to get ahead, so use it wisely.
1st offense = warning, 2nd offense = confiscate for the rest of the school day, 3rd offense = confiscate to administration with additional consequences.

**Attendance Policy**: The district policy will be followed. Regular attendance is extremely important because in-class writing, lecture, discussion and collaborative work are essentials of the course.

**Excused Absences**: Students must make up missed notes and assignments immediately and must meet posted due dates for major tests and projects. Students who miss a class when work is due but are at school for any other part of the day must turn in their work on that day. A student with a prearranged absence must receive assignments in advance and keep current with the class while away. Assignments due during prearranged absences may be due before the student leaves, so students should make arrangements at least one week prior to absence. Tests and quizzes must be made up within the specified timeframe. If your absence is unexcused, the late policy applies.

*Note:* you have one day per absence to make up any work. Check the class websites to find out what work was missed each day. If you miss a test or in class writing assignment, you are responsible for scheduling a time with Ms. Havlin to make it up. You must right ABSENT on the top of your work and the date(s) you were absent.

**Tardies:** Tardy = I have begun teaching/we have begun working on the warm up. You must be in your seat, homework turned in, and following the directions on the board by the time class begins. Any issues, come speak with Ms. Havlin privately. 1st offense = warning; 2nd offense = after school detention; 3rd offense = referral to administration.

**Homework:** There will typically be 45 -90 minutes of homework each night for the classes in total – both block teachers work very hard to coordinate when homework and projects are due to make sure the amount of work is consistent. All homework must be saved in the student’s notebook. It is collected regularly, so be prepared. All due dates can be found on the class website. At times, students may be asked to journal ideas and thoughts – this is distinct from a diary and is driven for student reflection on the learning process.

**Late work policy**: If you do not have an excused absence you may turn in late work – however, there is a penalty.
- 25% deduction for each day the assignment is late, in addition to any normal deductions for quality/ completeness.

- You MUST write LATE on the top of the paper with the assignment original due date and the turn in date.

- Does not apply to projects, essays, and assignments with an extended due date and multiple days working in class.

- *Class coupons* may be used for specific assignments once per semester, as designated on the details of the coupon.

- No homework turned in past the end of unit culminating assignment (test, essay, and/or project).

- Teachers reserve the right to change this policy as the year progresses with fair warning.

**Grading**: Major essays and projects will be graded by both humanities teachers, therefore will be reflected in both gradebooks (i.e. Huck Finn Essay and Junior Project).

Skyline’s Humanities Department is committed to team teaching and interdisciplinary work and study. It is our goal to integrate the two subjects—Social Studies and Language Arts—to create a deeper, more critical and balanced learning experience for your student in the social sciences. We understand that learning does not exist in the vacuum of specific subjects and believe that the best learning environment is one in which students and teachers bring diverse ideas, disciplines, and perspectives to enrich students’ understanding and the classroom experience as a whole. As such, the Skyline Humanities Department tries to integrate its curriculum as much as possible in both the block and split-block model of instruction. The result is that to get an accurate understanding of your student’s work and progress in both our classes, some assignments demonstrate learning in both subjects and consequently belong in both grade books on Family Access. The number of points entered in the two grade books might be different, depending on the discipline in which the assignment was the focus, as this would best reflect the student’s progress in each discipline. Teachers generally try to inform students when this will occur, and if there are any questions about a particular assignment students are encouraged to inquire. With this method, we believe both teachers and parents will be best able to track students’ progress and best understand their strengths and areas for growth.

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| A 93-100 B 83-86 C 73-76 D 63-66A- 90-92 B- 80-82 C- 70-72 D- 60-62B+ 87-89 C+ 77-79 D+ 67-69 F below 60 |
| Culminating 50% Participation 15%Processing 25% Final Exam 10% |

**Rounding/Extra Credit:** No grades will be rounded. Please do not ask. As such, opportunities will be given throughout the year for extra credit. It is an opportunity to go above and beyond, not to make up for missing assignments. Likewise, do not ask for extra credit - check the website often if you are interested in these kinds of opportunities (if not announced in class).

## Teacher meetings: I am happy to meet with students or parents at times that are mutually convenient. Students or parents who wish to meet with me should set up a meeting time in advance with that teacher.

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**Participation:** Students are graded for preparedness, completion, effort, and participation via stamp sheet and in class discussions. Stamp sheets late policy – ½ credit up to one day late.

**SHS PRINTING POLICY**: Students are able to print to a number of printers. The public library offers free printing of both color and black & white copies. Skyline recognizes the need for student printing, but limited resources also require that we put limits on student printing. Students are encouraged to be conservative users of school computer printers.

*Students are expected to follow these printing guidelines*:

 1. Student printing will not exceed 25 pages per month. This is expected to provide one copy of student work and materials accessed electronically for research purposes.

 2. Documents that are posted to teacher websites are expected to be accessed at home and printed at home for student use.

 3. When multiple copies of an assignment or class handout are required, the student is expected to photocopy those items. This can be done at school for $.10/copy, or for a lower price at a commercial service.

 **Plagiarism/cheating**: The Skyline policy will be strictly followed. Please refer to the Student Handbook for details.

*Please note*: All assignments are expected to be individual work unless explicitly stated otherwise. This includes copying from the internet or a student. Good rule of thumb - If you did not think of it yourself AND did not credit where you got the information from, it is plagiarism.

**ACADEMIC INTEGRITY/HONESTY POLICY:** Academic integrity speaks to a student’s commitment and responsibility to pursue scholarship openly and honestly. It respects the concept that learning is the primary purpose of education, secondary to grades and credits. Academic Dishonesty is defined as any action or attended action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other student.

Academic Integrity violations include, but are not limited to:

* Plagiarizing or submitting any part of another person’s work as representing ones’ own scholarship
* Distribution/sharing of class assignments or test information in either written or verbal form to another student without teacher permission
* Unauthorized Collaboration – working with others without the specific permission of the instructor on assignments that will be submitted for an individual’s grade. This applies to in-class or take-home assignments/homework, projects, tests, or labs.
* Collusion – supporting the lack of integrity/honesty by another student, as in allowing one’s work to be copied or submitted for assessment by another. Collusion also includes the use or sharing of identical or highly similar passages of one’s own work, or the work of another, unless specifically authorized by the teacher.
* Technology Malpractice – any misuse or abuse of private or public technology in relation to grades or in acquiring an academic advantage, including infractions of the school technology user agreement, language translation websites, cell phone messaging or picture transmission.

**Consequences for Violation of Academic Integrity/Honesty:**

- A “Zero” on the assignment and administrative referral. This does include everything from small homework assignments to major tests, papers, and the final.

\* \* \*

**Please review the Junior Humanities Syllabus before signing & returning this sheet.**

*I have read the Academic Integrity/Honest Policy. I understand and agree to honor it in content and in spirit. I have read and understand the syllabus and expectations outlined above. If I have any questions I will contact my teacher.*

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Student’s Name Signature Date

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Parent’s Name Signature Date

This contract becomes valid and binding when the student and parent/guardian signatures are affixed to the attached signature page. This page needs to be signed by the student and one guardian, detached from the contract, and then returned to the teacher for safekeeping.

The student should obtain all necessary signatures and return this page by **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**

Take a moment before signing this document and discuss with your student two goals for this course. We would like the goals to be focused on **writing skills**. The 11th grade humanities goal is for each student to improve *at least* one section on the analysis portion of the Common Rubric. With this goal in mind, consider the following questions: What do you (and your student) think your student needs to work on? In what areas of writing has your student struggled in the past? When reading your student’s work, what aspects do you think need strengthening? Please list these goals below!

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Thank you for taking the time to write the above goals! We look forward to working as a team to meet your student’s goals and needs as a learner.

**Student Syllabus/Contract Signature Page**

**American Studies 2016 - 2017**:

*I hereby understand and agree to the terms of this contract. I promise to do my best to fulfill the course expectations so that I may gain all of the benefits that are possible from this course. I will strive to attend class regularly, complete all required work, participate in class activities, and I will have respect for my teacher and fellow classmates.*

Student’s name PRINT:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*I have read this contract with my student and I understand the terms of this contract. I agree to provide support and assistance at home for my student as needed. I understand that my signature indicates my approval of texts, works, and films that will be used during this course****. I understand that my signature implies my acceptance of the policies described in this syllabus.*** *I understand that I am welcome to contact the teachers at my convenience regarding any concerns or comments.*

Parent/Guardian’s name PRINT:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Best number to call:** Mother/Guardian \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Father/Guardian \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**E-mail**: Mother/Guardian\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**E-mail**: Father/Guardian\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Contact preference**: *Please circle one* Email Phone No preference