C:\Documents and Settings\staff\Local Settings\Temporary Internet Files\Content.IE5\O5ABK9I3\MC900329287[1].wmfAmerican Literature—English 10

Class Website

“*Read critically, write consciously, speak clearly, listen attentively, tell your truth*.”

2016-2017 Disclosure Document

Mr. Gagnier Room #110

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Phone: 801-610-8805 ext. 110

Welcome back!  I hope that you had a great summer.  I am very excited to have you in American Lit. this year.  We are going to have a champion experience this year learning about America's triumphs and struggles as it continues to develop as a nation.  We will study the words of the men and women who live here so that we can better understand them and their lives.  This will help prepare us to become more thoughtful citizens in our community, more ready participants in our society, and more excellent future leaders of our world.  Enjoy!

**Course Objectives:** Read a variety of literary texts, both fiction and nonfiction, digital and print. Listen to people and their ideas. Talk thoughtfully about various topics, themes, and ideas, as well as the texts. Write to summarize, inform, explain, support, analyze, apply, and create. Present information and learning in an interesting, informative, creative, and dynamic way. View critically. Work together to learn and gain mastery over English techniques, skills, and nuances.

**Course Description:** English 10 emphasizes“the developmental needs of students …. Teachers attempt to meet the unique needs of these students by using a curriculum that connects academic learning to real-life situations, teaming among students, appropriate grouping, and interdisciplinary efforts. At the tenth grade level, the Utah Core focuses on reading and writing experiences that are developmentally appropriate: vocabulary instruction that evaluates connotation in text and compares and identifies word meanings using analogy and antonym context clues. Reading instruction focuses on electronic text, using explicit and implicit information to evaluate informational text; on the ways in which character development and connections to politics, history, and culture contribute to great literature; and on more complex figurative language, including simile, metaphor, pun, symbolism and personification. Writing focuses on analysis and interpretation of multiple ideas and perspectives to extend thinking through writing. Persuasive writing is a continued emphasis. Skills in analytical evaluation and assessment of writing are further nuanced, and editing skills are specific and clearly delineated. Inquiry skills are focused on synthesizing information in preparation for presenting research results” (UEN.org). Additionally, critical reading and viewing of a variety of texts is emphasized.

Mr. G’s Class Website



**Required Materials:** (Daily)

* Personal or Whole Class Reading Book
* Pen or Pencil
* Looseleaf Paper (No spiral notebooks)
* Google Classroom account—Coming Soon!

Lehi English Dept Website

* Remind 101 account—to receive reminders about papers and projects
* Gmail account—use your school-provided Gmail account, not your personal

Remind 101 Website

**2016-2017 American Literature Class Readings:**

* **TERM 1:** Dystopian Literature
* **TERM 2:** Classical Literature
* **TERM 3:** Popular Literature
* **TERM 4:** Classical Literature

Daily Assignments

The first 10 minutes of each day will be dedicated to two different things: DOLs and Reading. In addition, you can plan on regularly writing about topics we are discussing in class in your Writer’s Notebooks and responding to readings in discussions and group activities. Below is a description of each:

* **Personal Reading** (**Worth 100 Points per term—5 Points per day**)—You are required to bring a personal reading book daily to class and read during reading time for points. The first half of each term, you will read a book of your own choosing (a Battle of the Books book or something else interesting you haven’t read before). You will propose your book to me and, after I’ve approved of your choice, you will bring the book to class daily. The second half of each term, you will read a book with the rest of the class that I’ve chosen. When we read a novel as a class, I will have book checks and you will also take a reading quiz during this time.

NOTE: Junior high and elementary level books, overread stories, and novels, plays, and series read in other English classes need not apply here.  Books such as *The Chronicles of Narnia*; *Twilight*; *Diary of a Wimpy Kid; The Giver; Captain Underpants; The Crucible; Fablehaven; Holes; Harry Potter; Gatsby; Where the Red Fern Grows; The Princess Bride; The Hobbit; Eragon; The Lightning Thief; The Alex Rider Series; A Child Called It; The Heroes of Olympus; The Lord of the Rings; Romeo and Juliet;* *The Book of Mormon*, etc.

* **D.O.L. Assignments** **(Worth 10 points daily**) —DOLs practice grammar, punctuation, spelling, and vocabulary skills. When you come into class you will receive a brief DOL assignment. It will be worth 10 points. If you are tardy, then you will have to do the DOL during FLEX time and you won’t be present for our discussion of the rules. I expect you to finish the DOL in 5 minutes. (If you need more time, begin before the bell rings).
* **Writer’s Notebook Entries (Worth 10 points daily**) —Once in a while, you will write in your writer’s notebook on a specific topic. Usually, the prompt will be a specific topic based on what we are going to talk about that particular day. You will write for 10 minutes and each entry needs to be lengthy, two paragraphs (5-8 sentences) or more.
* **In-class work/Homework** **(Points vary)**— These assignments vary and may or may not include class discussions, projects, presentations, quizzes, handouts, worksheets, games, and competitions.

Term Assignments

Google Classroom Signup

Each term, you will be required to do four larger assignments. These include the Vista Project, Term Book Review, Whole Class Novel Reading, and your Writer’s Workshop Assignment. In addition, you can participate in the Battle of the Books for extra credit. Most of your homework will be reading, as well as researching cultures and doing activities for Vista Projects. You will submit all of these assignments to Google Classroom except for the quizzes.

* **Term Book Review (Worth 100 Points per term)**—*Be prepared to read for homework*. At the beginning of each term, your classmates will do a book talk and you will check out a book in the library that I’ve approved. I expect you to finish your personal reading book by midterm. At midterm, you will be required to do a book review on the book you’ve recently read. You will post the review in your Google Classroom folder and I will give you feedback on Kaizena. After you receive your book review feedback, you will share your book in groups and with the rest of the class.
* **Whole Class Novel Reading (Worth 25 Points daily)**—If I could reiterate, *be prepared to read for homework*. The second half of each term will be reserved for reading a novel of my choosing as a class. There will be in-depth, daily reading quizzes each day during reading time. Each quiz will ask you comprehension and application questions. In addition, most of the activities we do in class the last half of each term are centered around the novel.
* **Writing Workshop (Worth 100 Points)**— As an 11th grade Language Arts student, you are required to participate in the full writing process once per term. This includes brainstorming, prewriting, drafting, revising, editing, and a completion of a fully completed writing piece. Each term, you will fully draft a written piece of work on a Google doc and submit it to Google Classroom (make sure you’ve set up your school Google account correctly so that you won’t have to worry about this each term). Each of your four extended writing pieces will go in your portfolio for the end of the year.
* **The “Battle of the Books” (Worth 50 Points Extra Credit—yep, you heard me—E-X-T-R-A-C-R-E-D-I-T)—**Every English teacher at Lehi is participating in the Battle of the Books this year. The “Battle of the Books” is a school-wide, yearly competition pitting teams of Lehi High School students against each other in a battle of literary wits. If you decide to participate, you will form a team and read selected books off of a list each term.  At the end of each term, you will battle other teams, answering questions about the plot and characters in the books you read.  The Battle of the Books qualifying rounds are the end of each term. If your team wins your class tournament, you will move on to the championship in May against the other 6 class champions where you will compete for prizes and trophies. See the beginner’s guide for more details.

Additional Information on Assignments

**Late work**—I will accept late daily assignments up to one (1) week after the deadline. However, upon its arrival and scoring, I will only give it 90% of the total score if it is turned in the next day of class and 50% of the total score for anything over the one day grace. So, if the assignment is worth 10 points (and more than a day late) and you don’t complete it, you’ll probably get 2.5/10 (2.5 is 50% of 5). If you receive a poor grade on an assignment, it’s because it’s late, you didn’t complete it, or you didn’t follow the instructions. At the beginning of each term you will receive two late passes. You may use these on any **daily** assignment during the term.

**Absent work**—On the side of the classroom, there are brown cubbies labeled by class periods and your absent work in them. When you are absent, you can go to these folders and find your missing handouts and work. You will need to ask your peers about Writer’s Notebooks prompts and notes taken in class. If you missed notes from a presentation I presented, you will need to email me so that I can send you the presentation. Presentations are some of the most important lessons you will have in class because these are often concepts you need to know in order to take the next step in your writing.

Grading Scale

A = 100-95%

A- = 94-90%

B+ = 89-87%

B = 86-84%

B- = 83-80%

C+ = 79-77%

C = 76-74%

C- = 73-70%

D+ = 69-67%

D = 66-64%

D- = 63-60%

F = 60% and below

Guidelines and Expectations

**Classroom Rules**— Be positive. Listen to others, then respond. Work hard. Work smart. Learn from other’s perspectives. Get to know everybody in your class. Help out. “We are a community that values diversity, that does not belittle other groups or individuals or listen to those who do. We are put on this earth to be helpful and, by all that is holy, we will lift our brothers and sisters up.” --Todd Finley

**Electronic Devices**—Electronic devices (cell phones, iPods, MP3s, iPads, etc.) are not allowed in my classroom because they are a distraction. Listening to music, texting, and playing video games (#PokemonGo) inhibit learning. Any digital device being used without my permission during class will be confiscated and you will have to pay $5 to the financial office to get it back. Non-compliance means a talk with administration.

**Food and Drink**—I allow food and drink in class until it becomes a distraction (e.g. somebody spills, doesn’t clean up after themselves, *doesn’t offer me any*, or is late because they are getting food from McDonalds.) If your food and drink are a distraction then you will lose the privilege of having them in class. Also, don’t ask for parties. The more you ask, the less likely it will be that we will ever have them. Also, if you have a medical condition that is documented, then I can accommodate you as well.

**Academic Honesty**-- **According to the *Student Handbook***, "It is important for each student to demonstrate personal integrity and lifelong learning skills. Therefore, cheating will not be tolerated. Any student that participates in cheating may receive a zero on that assignment (i.e. test, quiz, assignment or homework). Cheating or plagiarism (copying un-cited work) could result in failing academic credit."

* Examples of cheating in my class: Telling each other answers to quiz questions, using information in research papers or presentations that isn’t cited (or is incorrectly cited), copying answers from another student’s paper (especially if you’re absent), looking off of my answer keys, etc.
* When in doubt, use a plagiarism checker for research papers and projects

**Attendance Policy**—Attendance and Punctuality are strictly enforced in my class. You will struggle passing if you are tardy or absent, especially frequently.

* **Tardies**: If you are tardy to a class period, you are not allowed to enter class until you’ve gotten a tardy slip from one of the tardy centers. (The closest tardy center is the copy room next to the library). If you are tardy, you will have to make up the DOL and reading points. You can do these during Flex time.
  + A student is considered tardy (T) if he/she is not in the classroom when the tardy bell rings. A student that is more than 15 minutes late is marked as “very tardy” (V). Every “very tardy” (V) will count as 2 tardies. Total tardies per term will result in the following:
    - 4 – 7    Email home
    - 8 – 10 Call home
    - 11 – 15   Assigned to Lunch Detention
    - 16+         Saturday Attendance School/In School Suspension/Out of school suspension

(Saturday Attendance School is the First and Third Saturday’s from 8:00 – 10:00 am.)

**Absences**: If you are absent, make sure that it is excused by your parent or guardian. Unexcused absences will result in the following:

* 1 missed class = 1 absence
  + 10 Absences – Letter informing parents/guardians of attendance expectations.
  + 20 Absences – Letter outlining the consequences of non-attendance required by state law.
  + 40 Absences – Referral to Truancy School.
  + 60 Absences – Referral to Court.

Lehi High Policies & Procedures



If you are deliberately/strategically absent without the knowledge or consent of your parents or the school (Truant), then you could lose the opportunity to attend lunch, make up assignments, or participate in extra-curricular activities.

* Overall truancies will result in the following:
  + 1  truancy – Parent Contact
  + 2  truancy – Flex/Lunch Detention
  + 3+ truancy – Saturday Attendance School

**Flex Time**—Your A3 and B3 classes are your homerooms for Flex time, which starts at 11:56 A.M., Tuesday through Friday. This time is set aside for assignment makeup, additional help, or grade recovery. If you were tardy for a DOL and reading time, were absent, didn’t understand an assignment, need help on something, have a question, want to improve your grade, or just need to talk, this is the time. I welcome any of you to come in during this time to visit or discuss class.

Each week, if you have a D or F in a class, you are eligible to be selected as a student who needs help from any of the teachers on your schedule. Once FLEX begins, you will be required to go to that particular class the entire week until you have a C grade or better. Once you have improved your grade, your teacher can let you leave, even if you turn in your assignment and improve your grade on Tuesday (the first day of FLEX). Those students who have all C’s or better and no NC’s can leave at 11:56 A.M. for an extended lunch. Students with NCs will go to a study hall where they will make up their hours. For more information, see the LHS handbook.

**Accommodations**—If you have a disability that may require accommodations, please contact me immediately and I will try to make arrangements. Accommodations will be made for all students with documented disabilities. Please contact the school counselor or administrator for other related information concerning accommodations or assistance, including procedures which may apply to the safeguards under the Individuals with Disabilities Education Act or Section 504 or the Rehabilitation Act.

Additional Information

**Fire Drill Evacuation:** If there is a fire drill and you are in my class, we will leave through the North entrance and go out and SIT between the 30 and 40 yard-line on the northwest side of the football field. There I will take roll and if you are absent/dead, I will mark you as truant. If there is a fire drill during lunch, you just exit the building.

**Availability**—I am available before school at 7:15 or after school between 2:15-2:30. Please feel free to come by class if you have questions or need help with an assignment.

**Formatting Writer’s Workshop Assignments**

**Paper formatting**

All of your assignments show follow MLA format. Papers should be typed in Times New Roman, 12 point font, and double-spaced and turned in or submitted as a Google document. Margins should be set at 1”. **See below for an example**:

Name

Class

Mr. Gagnier

Date

Title

Make sure that you indent your paragraphs (and even more importantly that you actually have

organized your paper into paragraphs. Make sure that you are detailed in your writing, using names, places,

and specific details and examples that will clarify your thinking. Cite any references you use, both in-text

and in your bibliography using MLA format; refer to Purdue’s Online Writing Lab (OWL) for more details.

American Literature

Disclosure Document Signature Sheet

Mr. Gagnier, Rm. 110

***Parent/Guardian Agreement***

I have read the disclosure document and understand the course description, requirements, policies, and methods of evaluation for the American Literature course. I have discussed these items with my student. I understand that in order for my student to succeed, he/she will have to attend regularly, focus in class, and do homework, including reading, outside of class. I also understand that my student’s teacher will call home or e-mail with any positive feedback, questions, or concerns and I have provided contact information below. I accept the policies, procedures, and expectations of Mr. Gagnier’s American Literature class and look forward to helping my student succeed.

Parent Name (Print Above) Parent Signature Date

Home Phone: ( )\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cell Phone: ( )\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do you have access to a computer with Internet? (Circle one) Yes No

***Student Agreement***

I have read the disclosure document and understand the policies, procedures, and expectations of Mr. Gagnier’s American Literature class. I understand that in order to succeed in this class, I must attend regularly, focus, and do homework, including reading, outside of class. I will do my own work and understand that if I plagiarize according to Mr. Gagnier’s definition, then I will receive a zero on an assignment and a call home. I also understand that Mr. Gagnier will call home or e-mail with any positive feedback, questions, or concerns regarding my work ethic and conduct in class. I accept the challenge and look forward to working hard and enjoying my time in American Literature.

Student Name (Print) Student Signature

**Computer and Skyward Login**:

Default Username: (First five letters of your last name + first three letters of your first name + 000)

Example: smithjoh000

Default Password: ASDmmddyyyy

Example: If your birthday is May 6, 2007, the default password would be ASD05062007

After you’ve logged in, change your password. To do this, go to isim.alpinedistrict.org or the ASD web page and login to Alpine’s Identity Management System