# Junior Humanities 2017-2018 Parsons/Woldendorp

# American Studies

Welcome to the American Studies! We are 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 our classroom. As will be the case throughout the year, we strongly encourage you to ask either of us any questions you may have.

**Course Description**: A two-credit course that integrates Language Arts and Social Studies skills and content, American Studies is designed to teach essential skills in reading, writing, speaking, listening, presentation, research, and time management. Students will study American works of fiction, non-fiction, poetry, and drama as they learn about the American political system, culture, documents, events, and international relations from the time of European settlement to the present, with an emphasis on the 20th century.

**Grading Practices**: 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.

**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 arise 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 Writing Folder

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

*TCI History Alive! Pursuing American Ideals*

*American Literature* (Holt)

*The Adventures of Huckleberry Finn* (Twain)

*The Great Gatsby* (Fitzgerald)

*To Kill a Mockingbird* (Lee)

*The Crucible* (Miller)

*The Glass Castle* (Walls)

*The Lone Ranger and Tonto Fistfight in Heaven*

(Alexie)

Selected Poetry: Including 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

**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.

**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.

**Note:** you have one day per absence to make up any work. Do not turn them in to us during class time, please turn in work to the folders in our classroom. Check the class websites to find out what work was missed each day. If you miss a test or in class writing assignment, the only day to make them up is Wednesday morning before school.

**Participation**: The presence, curiosity, integrity and cooperation of all students are important to the success of everyone in the classroom. Participation will no longer be behavior based, but instead will focus on student contribution to the class discussions and activities. Students will be evaluated on various aspects, which include (but are not limited to):

* Discussion and group projects
* Some in-class work

**Late work policy**: Late work will be accepted for partial credit until the end of the unit. If you are absent, homework will need to be submitted the day you return.

**Tardies:** There is no excuse for tardies. 1st offense = warning; 2nd offense = after school detention; 3rd offense = referral to administration.

**Cell Phones/Electronic Devices:** Our policy is straight forward -- no cell phone, iPods in class unless we give you permission; 1st offense = warning, 2nd offense = confiscate for the rest of the school day, 3rd offense = confiscate to administration with additional consequences.

**Homework:** There will typically be 45-90 minutes of homework each night for the two classes. All homework must be saved in the student’s notebook. It is collected regularly, normally in a homework packet, so be prepared.

**Grading**: Students will receive separate grades in Language Arts and Social Studies.

A 93-100 B 83-86 C 73-76 D 63-66

A- 90-92 B- 80-82 C- 70-72 D- 60-62

B+ 87-89 C+ 77-79 D+ 67-69 F below 60

**First Semester:**

## Culminating 50% Participation/Homework 15%

Processing 25% Final Exam 10%

**Second Semester:**

## Culminating 40% Participation/Homework 15%

Processing 20% Final Exam 10%

Junior Project 10% Junior Project Process 5%

**Shared Grading Policy**: As the course is an integrated course, some assignments may be going in both the English and Social Studies gradebook.

**Grade Rounding:** We do **not** round grades. This applies to both LA and SS courses.

## Turnitin.com: Throughout the school year, we will use turnitin.com to collect writing assignments. All documents must be uploaded using a word document. We will not accept PDF documents through turnitin.com

## Teacher meetings: Both teachers are happy to meet with students or parents at times that are mutually convenient. Students or parents who wish to meet with one or both teachers should set up a meeting time in advance with that teacher. The teachers can be reached at the following locations:

Ms. Parsons Office 2410K (425) 837-7728 parsonsb@issaquah.wednet.edu

Ms. Woldendorp Office 2410K (425) 837-7728 woldendorpk@issaquah.wednet.edu

**Plagiarism/cheating**:

**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.

A student shall not attempt to earn credit or receive a grade for coursework (tests, quizzes, assignments, discs, projects, essays) in a manner other than defined as acceptable by each instructor.

Academic Integrity violations are tracked throughout a student’s entire high school career (grades 9 – 12).  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.

**Printing Policy**: While in the library or lab students have access to a variety of resources at Skyline. However, in order to manage our supplies, increase student accountability, and protect the environment, according to school policy; **students may only print 30 pages worth of material per month**. Once they have hit their limit their printing capabilities will be shut off until next month. If that occurs, students should print page at home, at a private resource center or at the King County Public Library, etc.

**Please review the Junior Humanities Syllabus before signing and returning this document.**

Mrs. Parsons: www.mrsparsons.net

Ms. Woldendorp: http://mswoldendorp.weebly.com

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 Wednesday, September 13, 2017.

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**. 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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2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thank you for taking the time to write the above goals!

**Student Syllabus/Contract Signature Page**

**Junior Humanities 2017-2018**:

*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:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In getting to know your son or daughter, we would like your input, as your perspective is an integral part of your child’s education. Please include your contact information so we know the best ways to get in touch with you. Thank you very much for your time.

Best number to call: Parent/Guardian \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent/Guardian \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-mail: Parent/Guardian\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-mail: Parent/Guardian\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. How does your student learn best?

2. What are some of your student’s personality traits? (Likes, dislikes, habits, etc.)

3. What will be most helpful for us to know about your student in order to best support their learning this year?