

English 11/12/11H/12H Syllabus
Alice Domínguez
Room 13

Google Classroom Codes

Period 4	Period 6
bshwxmoq	5i5ikldh

Course Description

This course is designed to foster student growth in a variety of literacy-based skills, including reading, writing, speaking, listening, and critical thinking. Units are: based on New Mexico Adopted Common Core State Standards, feature genres such as fiction, poetry, drama, and nonfiction to grow as lifelong readers and thinkers, and culminate in meaningful projects and a variety of forms of writing. Honors students enrolled in this course will receive frequent opportunities to challenge themselves in daily assignments and ongoing projects. Students who are enrolled as 11th graders and 12th graders will each receive accommodations appropriate to their individual strengths and areas for growth.

Year-at-a-Glance

Note: this is a tentative outline. All units will include most of the following as it is relevant: poetry, nonfiction writing, and ample opportunities to practice writing. Units will be adjusted according to students' strengths, interests, and discussions in previous units.

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Unit 1: Transcendentalism and research: rhetorical analysis of transcendentalist texts, culminating research essay: Transcendentalist values in contemporary Issues	Unit 3: Novel Study: Toni Morrison's <i>Song of Solomon</i> , socratic seminars, formative writing assessments, culminating essay exam	Unit 6: Drama and Director's Choices: viewing Shakespeare's <i>Hamlet</i> , close reading selections of the script, culminating literary analysis and media critique essay	Unit 8: Novel Study: Mohsin Hamid's <i>Exit West</i> , socratic seminars, formative writing assessments, culminating essay exam
Unit 2: Short story genre study: student-led short story lessons, informal class discussions, student-designed writing assessments	Unit 4: Teach Living Poets: poetry appreciation unit culminating in student-facilitated lesson	Unit 6: Humor in Literature: Short story unit, formative writing assessments, culminating creative writing project	Unit 8: Review of Skills: Preparation for final final exam

Contact me: adominguez@paparts.org

- Correspondence for extended deadlines, missing work after an absence, or other procedural concerns should come from students. I welcome inquiries about performance or concerns from parents and guardians. Please note that I am unable to consistently check my email at home to preserve time for my family.
- Office hours: As your teacher, I am here to help you succeed—I am available after school, during independent work, during lunch, or via email. However, you have a better chance to get quality guidance from me if you email me in advance for an appointment time.

Supplies Needed Daily

- Your chromebook and charger
- 1 notebook (composition or spiral, college or wide-ruled, your choice)
- Writing utensils of your choice

Optional Supplies Needed Occasionally

- Highlighters
- 1 folder to organize your short stories
- Post-its (I have plenty for you to use, but if you like your own color, please know we'll use them a lot to annotate novels)
- Art supplies of your choice (I have colored pencils, markers, scissors, and glue. If you need others, that's great, but it's not required).

Grading Policies

In your introductory surveys, many of you reported a need for accepting late work. I agree that this is a fair way to ensure that you continue to work on the skills learned in this class. Some students expressed that late work should be allowed with a reduced grade while others believed there should be no late penalty. Most students shared that they wanted clarity in when late work will no longer be accepted. Therefore, I have the following policies in place to address your concerns and ideas:

- **Late work**
 - Option 1: Turn in what you have. You can always revise and resubmit later. Perfection is the enemy of the good.
 - Option 2: Submit your late work with a Grade Update Request form for a 10% deduction. This deduction does not accumulate over the number of days your work is submitted late. Please do not submit late work after a unit has ended because we are moving on to new content and skills. Work submitted after the unit has ended will not earn above 50%. Late Work request forms are located at the top of our Google Classroom.
 - Please note that late work of any kind will be graded after on-time submissions. Your feedback will likely be minimal.
- **Revisions and Resubmissions**
 - Students may revise and resubmit quizzes, essays, projects, and other significant work for a higher grade. Please take all feedback into account and reflect on your

own work as you make revisions. Highlight your work or use “suggesting” mode in Google Docs when revising essays. Your higher grade on subsequent submissions will replace your original grade.

- **Plagiarism**

- Plagiarism is the **use of** another’s words or ideas and the **presentation of** them as though they were one’s own. Acts of plagiarism include, but are not limited to:
 - Using words or ideas from any source without proper documentation and/or using sources without permission.
 - Using the work of another student (copying homework, essays, or projects partially or in its entirety).
 - Using excessive editing suggestions of another student, teacher, parent, or any other editor. Students’ writing should reflect their own ideas and voice, not another’s.
 - Using AI-generated materials and presenting it as one’s own (this includes, but is not limited to, ChatGPT, Quillbot, Grammarly, Paraphrase, etc.) will also be considered plagiarism. Work that is suspected of using generative AI in the writing process will be screened through Draftback and work that is suspected of AI-assisted plagiarism will be screened through multiple detection tools. Students are required to complete all work for the same project in the same Google Doc and to not delete this document. Students who have been caught using AI will be required to redo the assignment by hand, without devices, in front of me or another teacher who can verify that the assignment was completed without technology assistance. If a student has repeatedly been caught using AI to complete assignments (more than two occasions), this work will be completed for a reduced grade, as determined by severity and in agreement with a parent or guardian. This consequence, which might feel lenient to some, is to ensure students still practice the skills on the assignment, and to deter students who seek AI assistance in an effort to circumvent work.
 - In exchange for this expectation, I promise to never knowingly use AI in my curriculum planning and assessment, including unit planning, lesson plan development, or assessment of your work. AI detectors do use AI to evaluate student writing, but I only use this if Draftback results indicate a concern about how the student navigated the writing process. Please note that, according to PAPA’s AI policy, I will provide guidance and opportunities to use AI, particularly in the research process, but no student will be required to use it.
- What constitutes excessive editing? Students learn to write well by doing just that: writing. Struggling independently through the writing process produces growth and will eventually reveal individual style and voice. Students– when you’re seeking feedback on your writing, advocate for yourself so that well-meaning peers or adults don’t accidentally take the steering wheel. You might say something like “Is this sentence awkward?” or “Can you tell what I

mean by this?” and if they begin to make suggestions to your writing, you can say something like “It sounds like you want me to be more concise. I’ll work on that and show you a second draft soon.”

- Consequences for plagiarism will be consistent with policies in student handbook

Honors Enrollment

A portion of our class includes students who are enrolled in the Honors section of this course. With varying frequency in the unit, students will meet for separate lessons to work on advanced skills, participate in informal discussions, and increase the rigor of a unit. On these days, honors students might have an increased homework load due to missing independent work time on assignments; however, honors students will never be assigned additional work. Honors students will be required to attend the additional lessons designed to meet their instructional needs. Students not enrolled in honors classes will always have the option to participate in that lesson. On all essays and writing exams, honors prompts will be made available to all students, and all students have the option of answering the honors prompts.

Publication of Student Writing

Throughout the year, students will be encouraged to submit work to writing contests and other publication opportunities. Some writing contests include scholarship prizes and other forms of notoriety. If you prefer your child to not participate in writing activities with peers in an online format, please inform me, and I will monitor which sites your child chooses to publish their work and will communicate with you prior to submission.

Independent Reading

Students will read books of their choosing throughout the school year, in addition to the novels, short stories, poetry, and plays we’ll read as part of the curriculum this year. Students will be reading books of their choice both in class and outside of it, with the goal of reading at least two books per semester. Students’ grades will be calculated based on short in-class surveys, reading conferences, and self-assessments. More information can be found on their independent reading expectations here: ____

Students can select books from my classroom library, a public library, or even purchase them on their own (though purchasing is never required). As with all libraries, the books in my classroom library may not be suitable for all readers. Students have been instructed to select books that are consistent with their family’s values. I recommend monitoring student choices as thoroughly as you monitor their social media or TV/movie consumption.

Syllabus Signature

Dear Parents and Guardians,

Thank you for trusting your child's education with me and my colleagues at PAPA. Please know that this paper syllabus is a draft. As a class activity on Monday, we will revise and annotate the syllabus together, and a final draft will be sent out in my weekly email. If you did not receive my first email on Friday, August 7th, please check for an email that looks like a Powerschool email. All weekly emails this year will be titled "Greetings from English Class." If you still did not receive this email, please contact llucerto@paparts.org to correct your Powerschool email.

Please contact me at adominguez@paparts.org any time you have a question or concern related to English class, particularly if you'd like clarification on this syllabus or have information you'd like to share about your child that will be helpful for me to know as we begin the year together.

By signing below, you agree to the policies and guidelines outlined in the syllabus above:

Printed parent or guardian name

Printed student name

Parent or guardian signature

Student signature

Sincerely,
Ms. Domínguez