

## English 4 - Gustafson 2022-2023

jgustafson@mcpsmt.org  
728.2400 x6653 room 363

Welcome! I hope that your last year of high school English is positive, challenging, and maybe a little fun. Below, you will find some information about my classroom policies and expectations.

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### Curriculum

I work closely with the other E4 teacher, Mr. Procacci, to present you with an English curriculum that is engaging, rigorous, and always with your best interest in mind. We are always changing and adapting based on student needs. This means that any texts or activities listed on this syllabus are subject to change. Questions, comments, or concerns? Ask!

### Skills

Through our reading, writing, and participation in activities and discussions, we will work as a team to help each of you increase your ability to

- interact with other people with empathy and respect
- listen and respond based on the responses of others
- write about your own experiences with effective storytelling
- read and comprehend challenging texts
- analyze the structure, word choice, and other literary/rhetorical elements of a text and how these elements contribute to powerful writing
- understand an author's purpose and the elements of effective arguments
- create effective arguments
- incorporate outside sources to support your assertions

### Texts

*The Autobiography of Malcolm X as Told to Alex Haley*

"Yellow Woman and a Beauty of the Spirit" by Leslie Marmon Silko

*A Streetcar Named Desire* by Tennessee Williams

Various poetry selections by Natalie Diaz, Billy-Ray Belcourt, M.L. Smoker, Nikki Giovanni, and others

Dystopian literature circles. Choice of: *A Handmaid's Tale*, *1984*, *Fahrenheit 451*, *The Road*, and *Brave New World*

A variety of current events, speeches, song lyrics, and others.

**A STATEMENT ABOUT CONTROVERSIAL TEXTS:** Issues that might, from a particular social, historical, or cultural viewpoint, be considered controversial, including references to ethnicities, nationalities, religions, races, dialects, gender, or class, may be addressed in texts that are appropriate for high school seniors. Fair representation of issues and peoples may occasionally include controversial material. Participation in this class requires mature engagement in thoughtful analysis of a variety of texts. When faced with controversial language or ideas in a text, the best response is a question about the larger meaning, purpose, or overall effect of the language or idea in context. The best response to discomfort and defensiveness is curiosity.

### Writing

Daily journal entries

Quick writes/paragraphs/short responses

Essays/larger writing assignments/projects: personal narrative, literary analysis (creating an argument about the way a writer writes), argumentative, and research-based.

### Writing Assessments and Feedback

Writing will fall into three different categories:

**Daily:** (informal/formative) Writing will be completed everyday in your English journals. This daily writing will not be read by me all the time. The purpose of this writing is exploratory--idea generation, play, reflection, metacognition--the point is for you to PRACTICE. This daily writing will be given gradebook completion points for participation and effort. Did you do what I asked? Great! Points! Did you stare into the abyss the whole time? No points. :(

**Targeted:** (semi-formal/formative) This type of feedback will be given, ideally, on a weekly basis. I will ask you to complete a writing task and will assess/give feedback based on a couple of targeted skills. This might be batch feedback: I read through the whole class's work and write down the most common mistakes and adjust the following lessons based on this evaluation. Targeted feedback will also look like me giving you a score on a rubric based on the couple of skills I'm assessing.

This type of feedback could also be given in micro teacher-student conferences and even peer-peer feedback. There will be opportunities for reworking any unmet targets.

**Extended:** (formal/summative) This type of assignment is a chance to demonstrate what you've learned. Feedback under this category will be more detailed and tailored to individual students. This writing has gone through a process of daily practice and targeted feedback. This feedback will mostly take the form of specific and concise teacher comments and evaluation on a rubric. Redos/revisions of extended writing assignments are up to my discretion.

### Cheating & Plagiarism

No cheating or plagiarism will be tolerated. If this occurs, you will receive a zero for the assignment with no make-up opportunity in addition to disciplinary action and consequences.

These infractions usually occur when students feel ill-prepared and panic. Please talk to me instead.

### Participation & Behavior

I have the utmost respect for you. This means that I value the knowledge you bring to the classroom (your education, your life experience, all your prior knowledge) and I have high expectations of your behavior. Please contribute to our classroom community by

- participating actively and being prepared. Bring the required materials to class, journal, books, writing utensils, assignments etc.
- following my directions. Feel free to ask me questions in a calm tone and polite manner.
- communicating with me early and often if you have any issues.

### Cell Phones

Cell phones need to be off and out of sight. Occasionally, cell phones may be used for educational purposes, as directed by me. Headphones/earbuds need to be out of sight unless otherwise directed.

Disciplinary action includes:

- One warning (one total, not one per day)
- After the first warning, there are two options: park your phone (in a basket, on my desk) or leave the room with discipline consequences

It's my job to prepare you for life beyond high school. Phones can be tools, but they can't get in the way of your job, which is participating in your academic experience. Be here, be present.

### Attendance

Attendance is mandatory. Academic materials and resources will be provided both in person and some virtually. Do not expect to do all work from home. Your presence matters.

**Tardies:** Hellgate's policy is that a student is marked absent if they are more than ten minutes late to class. On time=student in seat, with a journal and a pen/pencil. Anything else=tardy. Three tardies=a conference with Gustafson and a call home.

### Deadlines/Late Work

We follow the school-wide deadlines. Be sure to turn-in your work on time. Late work will receive a 20% deduction. If you are struggling, talk to me! We can come up with a plan to get you back on track.

### Materials

- A notebook to use as a journal (composition book, spiral, binder with loose-leaf paper)
- A folder/binder to store handouts
- A book of your choice (bring this everyday or stash it in the classroom)

**LET'S GO CLASS OF 2023!!!!!! This is your year.**