Mr. Campbell

English 4 & 4 Honors

Lakeland High School/Harrison School for the Arts

Room 7-111

Email: [tyler.campbell@polk-fl.net](mailto:tyler.campbell@polk-fl.net) Office Hours: By Appointment

Online Platforms: Schoology & [www.campeng.weebly.com](http://www.campeng.weebly.com)

**SYLLABUS**

**Supplies for Class**

* Pens (Blue or Black ink only) & Pencils
* Notebook Paper
* Spiral Notebook or Composition Notebook
* Planner (can be used for other classes)
* Traditional headphones (not Bluetooth)
* Flash Drive (optional, but recommended)

**Year at a Glance**

**(subject to change)**

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| --- | --- | --- |
| 1st Quarter | Old England  The Medieval Era | Unit 1A: Getting Started  Unit 1B: Theme and Central Idea  Unit 1C: The Anglo-Saxons  Unit 1D: The Middle Ages  Unit 1E: Workplace Writing |
| 2nd Quarter | The English Renaissance | Unit 2A: Renaissance Intro and Argument  Unit 2B: Ballads  Unit 2C: The Bible as Literature  Unit 2D: Shakespeare and Theatre  Unit 2E: Shakespeare’s *Othello* |
| 3rd Quarter | The 17th and 18th Centuries The Romantic Era | Unit 3A: Research  Unit 3B: Satire  Unit 3C: Plague Diaries  Unit 3D: Poetry  Unit 3E: The Victorian Era |
| 4th Quarter | The Victorian Era  Modernism  Britain Today | Unit 4A: Media  Unit 4B: Movie Masterworks  Unit 4C: Modernism and Britain Today  Unit 4D: Wrapping Up |

**Behavior and “The Five Bee’s” of Our Classroom**

1. Be Prepared

• Have all necessary materials with you when you come to class

• Have any work assigned from the previous class completed

• Have an open mind and be ready to think outside of the box

2. Be Respectful

• Of yourself, of the classroom environment, of the school, of your peers

3. Be On Time

• Arrive prior to the bell and take your seat by the time it has rung

4. Be Proactive

• If you know you are going to be absent or are absent unexpectedly, check your Schoology course prior to returning for further sessions

5. Be On Task

• Work diligently in class to complete assignments in a timely manner

In the case that an infraction to one of the above expectations occurs, the following progressive system of consequences will be used:

1. Silent visual cue/verbal warning
2. Student/teacher conference
3. Phone call/e-mail home
4. Parent/student/teacher conference requested
5. Discipline referral

\*\*It is my expectation of all students to behave in such a manner that will allow them to participate as the valuable members of the classroom that they are. This means that the later steps in this progression should rarely be reached. In the case of severe infractions, however, step 5 may be immediately implemented. (Refer to the Student Code of Conduct for more details.)

**Classroom Procedures to Help You Be Successful**

1. Be in your seat when the bell rings to begin class.

2. Please raise your hand to be recognized to speak.

3. Keep personal belongings to a minimum and under your desk/ out of the aisles.

4. Food and drink may be consumed *discreetly* during class. If they become a distraction, you may be asked to put them away.

5. Technology (i.e. cell phones, tablets, laptops) should only be used when directions are given to do so. See policy below for further information.

6. Restroom trips will require use of the pass.

7. When in a whole-class group discussion, please wait until another person has finished to respond. When you do respond, do so in a way that does not put down other students’ opinions (“Yes, and…”).

8. The online Schoology course will be updated frequently and will show what happened in class each. day as well as any homework assignments. Students should check the site often for updates and materials. When possible, assignments will be listed in the gradebook well before they occur/are due in class.

**Grading/Assignments**

Grading will be based on a pure points system wherein grades will be calculated from the percentage of points earned from the points possible. Not all work will be graded, yet it is to the benefit of the student to strive to complete all work that is assigned, as all assignments provide either foundation or practice for skills and concepts. Students will receive grades in each of the following general categories:

1. Class participation: Students will receive points based on coming to class prepared, active participation, and complying with classroom expectations.
2. Classwork: Students will complete various tasks in class ranging from class discussions of a text to bookwork and class projects.
3. Assessments/Projects: Students will be given advance notice of when quizzes, tests, and larger projects and papers are to occur, as well as sufficient tools to prepare for these assessments. *Assessments will weigh more heavily on a student’s overall grade as they will generally be worth more points, but should not drastically affect a student’s grade*.

Grading will follow the Polk County Schools Grading Scale:

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 0-59

Honors Student Reading Initiative: As a means of promoting student familiarity in the area of British writing, honors students will be required to select a major work to read from a selected list once per grading period. A double-entry journal will be kept for thoughts and reactions during the reading process. Following their reading, students will complete an “alternative book report” to demonstrate their completion and understanding of a *full* text.

While other alternate reading options may be acceptable upon teacher approval, this list represents a wide cross-section of styles and genres for each quarter. Students are encouraged to keep to the list as much as possible. As many of these works are considered “classics”, their accessibility should be widespread. Consider taking advantage of the public library and electronic options available if purchasing is an issue. Consult the Honors Reading section of the website for more information.

**Make-up Policies and Grade Recovery**

In general, make-up work from absences will follow guidelines established in the Polk County Student Code of Conduct. Office hours (see above) are provided most weeks for students to stay after school and complete make-up work, but must be scheduled in advance with Mr. Campbell. In general, students do not have to stay after school in order to complete make-up work.

\*\*IMPORTANT: Make-up work is the responsibility of the student*. Students should first consult the class website and other classmates before approaching the teacher about make-up work*. Assignments will be listed as a zero in the grade book until completed; work turned in more than 3 weeks beyond the due date cannot earn more than a 50%.

Extra credit opportunities are available through the “Everyone’s a Critic” program. This is an ongoing opportunity available to all students throughout the school year. Full details of this program are listed on the class website. Please be aware that because extra credit is being offered, additional effort above and beyond the normal scope of class will be required.

**Technology and Academic Integrity**

Given that this is a 21st-century classroom, implementation of technology can be expected. However, this is not a free pass for students to utilize electronic devices at will. Appropriate use, generally defined, means that students are using these devices for academic purposes rather than social or personal purposes.

Use of technology also presents a unique set of circumstances where authenticity of student work is concerned. To be sure, a few clicks are all that are required to quickly share a document or picture. It is my expectation that students will be protective of their personal efforts and refrain from sharing of completed assignments, with the exception of work meant to be completed collaboratively. While some assignments will inevitably lead to results that are similar for all students, there are many more where plagiarism will be easily identifiable. Mr. Campbell has a semi-photographic memory – don’t try it.

As such, there is a zero-tolerance policy in the event that a student is suspected of less-than-original work. It is at Mr. Campbell’s discretion whether the student will receive the opportunity to redo the assignment for partial to full credit.

**Electronic Submission and Maintenance of Hardware**

Assignments will frequently alternate between those completed by hand, those completed entirely online, and a mixture of the two (I.e. uploading a photo of an assignment completed in class to Schoology). Such a fluid learning environment is created with the intent of being eco-conscious and catering to the many unique learning styles possessed by each individual student.

Students are expected to bring their school-distributed device to class with them daily, charged, in good working order, and ready to use. Care and proper treatment of district hardware is the owner’s task. Repairs/damages may become the responsibility of the student in certain circumstances. Please note there are not sufficient outlets for regular in-class charging. Students are, of course, welcome to bring their own personal device in place of a school device.

**Communication**

Importance of Communication: Easily the most important habit in our classroom is maintaining an open line of communication between student and teacher. Without making the teacher aware of situations that arise, the teacher is likely to misinterpret student inaction as conscious uninvolvement. Students are encouraged to troubleshoot issues first using available resources, then reach out to Mr. Campbell if an issue or question persists. Questions related to course content are always welcome. When communicating with Mr. Campbell, specificity will help identify and resolve the issue as quickly. Potential means of communication include e-mail, Schoology, and Remind (see below).

Remind 101: Students will be asked to subscribe to a text messaging service through which reminders and updates will be delivered. Remind is an app that respects student privacy while still maintaining the line of communication between students and teachers. Instructions for subscribing will be given at orientation and again during the first week of classes.

**Alternative/Flexible Seating**

Our classroom set up features an alternative and flexible seating arrangement, including couches, chairs, and tables in addition to more traditional desks. The aim of this arrangement is to provide each student with a setting that is best suited for their learning needs, while also modeling a modern, collegiate atmosphere that prepares students for post-secondary work and studies. Research clearly shows the need for students to be comfortable before learning can take place, as well as the need for physical mobility so that optimal brain junction can occur. Collaboration and sharing of ideas are of course hallmarks of this arrangement also.

Naturally, this seating provides students with a great amount of freedom and decision-making power, however, it also carries a great deal of responsibility. For instance, students electing to sit in single chairs and couches will require the use of clipboards as a writing surface. In general, students are expected to behave in such a way that recognizes and respects the distinct opportunity provided by this situation. In the case that a student does not behave accordingly, they may be asked to move. This is a no-questions-asked action and will be followed by an exclusionary period from that type of seating for a period no shorter than 3 weeks. To ensure equity and opportunity for all students, rotation of seating (the type of seating) will occur regularly to a new seat option.

**Selection of Diverse Literature**

The English department at Lakeland High School recognizes that stories matter. Research shows students must be able to identify themselves in studied literature, as well as appreciate and understand the perspectives of people and groups from whom they are dissimilar. When students are presented with such perspective-taking situations, they are motivated towards greater classroom participation. To accomplish this, teachers might choose to include works outside of district and state-sponsored lists, and which may be considered challenging, but all aimed at widening a student’s worldview and empathy.

Please visit <https://www.lakelandhighschool.com/english.html> for more information on this position and for opt-out procedures.

**Miscellaneous Items**

Planners/Composition Books/Returned Work: Planners are requested for the benefit of the students. By being diligent in writing down daily work, assignments, and upcoming deadlines, students can expect to be more successful in class. Composition books serve a similar organizational purpose for centrally locating smaller tasks and will be periodically collected.

Restroom Use: Per school policy, students are to remain inside the classroom for the first and last 10 minutes of the class (exceptions in case of emergencies). If the student is early, they should check in with Mr. Campbell and then proceed to the restroom. *Check-ins will be admitted late to class if they are using the restroom*. Using the restrooms should not be an excuse to leave class for no reason; every effort should be made to use them between classes. Those suspected of abusing restroom passes may be asked to address the issue with administration. If a student requires special restroom permissions, a written note from the parent is required.

Progress (Interim) Reports: Lakeland High School provides each student with a comprehensive grade report on a consistent basis. Be sure to cross-reference these grade reports with the student portal and to contact any teachers should there be questions or concerns about the reports. *The student portal contains the most up-to-date reflection of student performance in any class.* Efforts will also be made to contact parents when a student slips below a C in class.

Parent Portal: This valuable internet tool gives parents the opportunity to complete many tasks from home, including changing of contact information, management of lunch accounts, and access to student grades. All parents are encouraged to obtain a password through the guidance office.

**Acknowledgement of Syllabus**

The information contained in this syllabus will also be presented in a series of infographics on Schoology during the first week of class. Using the visual presentation and/or this document, students will be responsible for a quiz addressing various components of the syllabus. There will also be a section of this quiz wherein students will type their name as their electronic signature, thereby agreeing to be bound by the terms contained above.