

11TH GRADE LANGUAGE ARTS – COLLEGE PREP
Academy for Math, Engineering & Science
Course Disclosure 2006-2007

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COURSE DESCRIPTION

College Prep Language Arts is a writing intensive course designed to prepare eleventh grade students for college-level writing their senior year. Research skills will be emphasized; students will write article summaries and APA formatted research papers, and will clarify their understanding of issues of plagiarism. To broaden their background knowledge and support their learning as college students, students will be required to choose their outside reading from a list of books for the college bound reader. Additionally, students will continue to learn strategic methods to improve their skills in reading comprehension, active listening, effective speaking, and critical viewing across the curriculum. The course will follow the Utah state core curriculum, available on-line at <http://www.uen.org/core>.

FOCUS AND EXPECTATIONS

As an Early College High School (ECHS), our focus at AMES is to prepare students to succeed at college-level course work while still in high school. In language arts students will learn to more effectively use reading and writing as tools for communicating their ideas, research and learning. It is our intention to insure that students graduate from AMES with the knowledge and skills needed to continue their goals of higher education.

At the same time, we realize that students arrive in class with varying levels of competence. Our practice is to support students as they grow in knowledge and ability, from whatever point they begin. We expect that **all students** will work hard to gain the maximum benefit in learning each year they are enrolled at AMES. We anticipate that a student who chooses AMES has high learning goals for him/herself. To attain these goals a student must:

BE AN ACTIVE LEARNER

- An *active learner* speaks up when he doesn't understand something, and makes sure he finds out what he needs to know.
- *Active learners* are curious and interested, and display a strong desire to learn.
- *Active learners* attend class daily and are seldom, if ever, absent or tardy. If an *active learner* misses class, she asks the teacher what learning she missed and if there are assignments she may be able to make up.
- An *active learner* might occasionally forget a pencil (active learners aren't perfect!), but doesn't use that as an excuse to do nothing—instead, he borrows a pencil from a classmate or a teacher and gets down to learning.
- An *active learner* takes responsibility for her learning; she knows what "excellent" means to her, and her work reflects it. She never asks anyone but herself, "is this good enough?"
- An *active learner* shows respect for himself and for others. He listens when others are speaking, and participates in classroom discussions with enthusiasm.

Students may not have had a lot of experience being *active learners*. Some will have had years of schooling that encouraged passivity and reliance on the teacher's expertise for their

learning. Becoming an *active learner* will be a new experience for many students, but when they begin to think like *active learners*, learning will come much easier and be more rewarding.

Students who continue to struggle with this expectation will be reminded that they are jeopardizing their education and the education of others in the classroom. They will be encouraged to refocus on learning. If a student is unable to redirect his or her efforts toward learning, a conference with the student, parent, teacher(s), and administrator may be necessary to help the student set academic goals and develop the skills of an *active learner*.

GRADING STANDARDS

A-level students:

- Are active learners who take responsibility for their own learning
- Complete all assignments to a high standard
- Internalize the concept of “excellent” and set this standard as a personal goal
- Demonstrate excellent thinking and performance

B-level students:

- Are sometimes active learners who usually take responsibility for their own learning
- Complete all assignments, generally to a high standard
- Occasionally internalize the concept of “excellent,” such as in areas of high personal interest, but often rely on what they believe is the teacher’s expectation
- Demonstrate sound thinking and performance

C-level students:

- Are still passive learners who sometimes take responsibility for their own learning
- Complete all assignments, occasionally to a high standard
- Expect most learning to be teacher directed; look to the teacher for the concept of “excellent”
- Demonstrate sound thinking and performance

Failing students:

- Seldom take responsibility for their own learning
- May not complete assignments or seldom to a high standard
- Expect learning to be teacher directed
- Display little curiosity and interest, and little desire to learn
- Are absent and/or tardy on a regular basis, or refuse to participate in class
- Often come to class unprepared and without necessary materials
- Do not work toward a goal of “excellent”
- Demonstrate poor thinking and performance

ON-LINE ACCESS TO STUDENT GRADES

Student progress and grades may be accessed on-line through a link on the AMES web page at <http://www.ames-slc.org>.

AMES HONOR CODE AND EXPECTATIONS FOR STUDENT BEHAVIOR

AMES students are held to a high standard with regard to honesty, integrity, and personal responsibility. We believe it takes a very special person to accept the challenge to be the active learner demanded in the AMES environment, and that students who choose to attend AMES are, by nature, bold, innovative, courageous, self-directed learners. Personal strength and determination meld with curiosity and a sense of wonder to define the AMES student.

Specifically, AMES students are expected to be:

- Honest in all their interactions with other students and with teachers
- Above reproach with regard to academic work; **plagiarism** will result in a failing grade
- Responsible for their own behavior, regardless of the behavior of others
- Kind and supportive toward all members of the AMES and CHS communities
- Respectful toward those whose opinions differ from their own
- Positive agents for beneficial change
- Aware that they are part of a nationally recognized school reform movement, and to behave in a way that reflects the best qualities of the AMES community

Students are expected to conduct themselves responsibly at all times, and to avoid behavior that causes distraction or disruption in classrooms or other school areas.

MAKE-UP AND LATE WORK

Upon returning from an absence, the student should first check the daily class notes and then request any possible make-up work from the teacher. After school conferences may be necessary to insure the student understand missed assignments.

Please make every effort to arrange personal appointments outside of class time. Much of the learning that takes place daily is dependent on participation, conversation, and interactions between students and between students and teacher. **Not all missed learning can be made up, and late work may not receive full credit.**

COMPUTERS

Please save all drafts of work on both your student share-drive and on a disk or flash drive. Take similar precautions with work you do on your home computer. Additionally, please print out and keep an extra hard copy of any assignment that you turn in. **This cannot be over-emphasized.** It is heartbreaking to lose a document that you have put your heart into (not to mention your blood, sweat, and tears) and also very detrimental to your grade. Also, if an assignment is misplaced you can always reprint it. This is a good lesson to learn—better early than too late.

FOOD AND DRINK IN THE CLASSROOM

In recognition that lunch occurs at a time more suited to “brunch” (10:35 a.m.), students **who arrive to class on time** are invited to bring and eat food items during class time (students who are late forgo this invitation). It is expected that students understand that this privilege comes with the responsibility to not allow their eating to interrupt class, and to **BE ABSOLUTELY SURE** that they clean up after themselves. Students who cannot be responsible in this regard will cause this opportunity to be revoked for the entire class.

Food and drink is confined to table areas only, and is not allowed at computer stations. Students must take care to not damage books or other property. Food wrappers may not distract from the classroom environment, and all drinks must have lids.

WRITER'S NOTEBOOK/CLASS SUPPLIES

- **Writer's notebook** for daily rough draft writing, inside and outside of class. This notebook is an important record of your learning and development as a writer and reader. Find a notebook you like and bring it with you to class every day.
- **1" binder** to keep handouts, instructions, and extra loose-leaf paper
- **Dark ink pens or pencils**
- **Outside reading book** to bring to class every day
- **Classroom writing folder/portfolio** will be provided, and is to remain in the classroom

VERY IMPORTANT: Do not throw away any rough drafts or returned assignments. Keep them in your classroom folder. These are part of your grade and a record of your learning, and must be kept throughout the school year for eventual inclusion in your senior portfolio.

TEXTS AND LEARNING MATERIALS

- Various print texts (whole books and articles, as well as excerpts)
- Various video selections (whole films and excerpts)
- Various audio selections (music, audio books, formal speeches and interviews)
- Hult, Christine A., and Huckin, Thomas N. (2005). *New Century Handbook*. New York: Pearson/Longman.
- Sebranek, P., Kemper, D., & Meyer, V. (2001). *Writer's Inc.: A student handbook for writing and learning*. Wilmington: Great Source.
- Burke, J. (2002). *Reader's Handbook: A student handbook for reading and learning*. Wilmington: Great Source.

CLASSROOM LIBRARY

Students are invited to check books out from the classroom library and keep them for as long as necessary. Books must be signed out to students on their classroom library cards. Students are expected to replace any book they borrow but do not return. Please take good care of books you borrow. Most books are the personal property of the teacher.

PARENT VOLUNTEERS

Parents are encouraged to visit the classroom at any time, and parent volunteers can add immeasurably to the classroom and school climate as student mentors, classroom guest speakers, and models of life-long learners. There are many opportunities for parent volunteers in the language arts classroom, and many volunteer activities can be done at home. If you would like to volunteer, please mention it to the teacher or to the Parent/Teacher Organization (PTO). We truly appreciate your support and enthusiasm.

About the teacher

My name is Laurie Oberg Hadden, and I hold a master's of education degree in reading from the University of Utah, and a bachelor's of arts degree in English and history from Westminster College of Salt Lake City. Before coming to AMES, I was an instructor at Westminster College, lower-school registrar at Rowland Hall-St. Mark's School, and a teacher in Granite District's Olympus Junior High and Kearns Junior High.

When people ask me if I enjoy my work teaching high school students, I respond with enthusiasm that I feel blessed to come to a job every day that I absolutely love—always interesting, often funny, intellectually challenging, and truly inspiring. My philosophy on teaching is summed up below:

My personal measure of success as a teacher is that students leave our class with more questions than answers. Real education begins with acknowledging that which one does not yet know, coupled with the curiosity to pursue those questions because they matter.

PLEASE REVIEW THE ATTACHED DISCLOSURE STATEMENT FOR 11TH GRADE LANGUAGE ARTS – COLLEGE PREP, AND THEN SIGN AND RETURN THIS PAGE.

WE HAVE READ AND UNDERSTAND THE DISCLOSURE STATEMENT FOR 11TH GRADE LANGUAGE ARTS:

Print student name _____

Student signature _____

Print parent/ guardian name _____

Parent/ guardian signature _____

FAMILY CONTACT INFORMATION:

Mailing address:

Number and street city zip code

Telephone: _____ home
_____ mobile (if available)
_____ work

Which is the preferred number to call? _____

Parent/ guardian email: _____

Parent/ guardian email: _____

Those interested in being involved with AMES as a volunteer, please describe your area of interest: _____

PARENT COMMENTS:

If there is information the parent would like to share to help insure the student's success, please add that information below:

