From the Desk of Ms. Kristie Stevens
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360-833-5750
kristie.stevens@camas.wednet.edu

CWU Cornerstone English 11
(English 101 [Fall], English 102 [Spring])

Greetings! My name is Kristie Stevens, and this is fifth year at CHS—as a teacher. I started my career at Woodland High School in Woodland, Washington, but I am very glad to be home. I graduated from Camas High School; earned my B.A. in English Language & Literature from the University of Washington; and my M.A. in Teaching at Concordia University. I am pleased to continue my relationship with Central Washington University as an adjunct professor in the Camas High School classroom after piloting the Cornerstone program for the English department last year.

In my classroom, students will: engage daily in critical thinking and mature responses to literature and nonfiction texts; develop and apply an understanding of how to conduct meaningful and focused research; and learn in an environment that is both engaging and fun.

This course provides students with the opportunity to earn transferrable college credit from Central Washington University. If student receive at least a ‘C’ each semester, they are eligible to earn 10 college credits in this class, encompassing both English 101 & English 102, which are nearly universal general education requirements at most four-year institutions. Students should be aware that, while the work load is quite manageable, expectations are high and geared toward creating college-ready readers, writers, and thinkers. More information (including how to register your student for credit) will be forthcoming as the year gets under way.

Please don’t hesitate to contact me with any questions or concerns. All pertinent contact information is listed above.

I’m looking forward to a wonderful year!

DON’T LOSE THIS ADDRESS!

Unit agendas, make-up assignments & handouts, and general information regarding our classroom will be available and consistently updated at the following web address:

staff.camas.wednet.edu/blogs/stevenscwu

Students are expected to check this resource frequently and will be held accountable for its contents, particularly during weather delays or after absences.

GRADING BREAKDOWN

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<td>B</td>
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<td>B-</td>
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<td>C+</td>
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<td>C</td>
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<td>C-</td>
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<td>D+</td>
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<td>D</td>
<td>60-66%</td>
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<td>F</td>
<td>0-59%</td>
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</tbody>
</table>

My gradebook is promptly updated and divided into the following categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assessments</td>
<td>50%</td>
</tr>
<tr>
<td>Daily Work</td>
<td>35%</td>
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<tr>
<td>Listening &amp; Speaking</td>
<td>15%</td>
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Assessments encompass formal written assessments (including literary analyses & research components), as well as presentations; Daily Work includes those assignments completed to assess progress toward daily learning targets; and Listening & Speaking is connected to meaningful participation in class discussion and smaller checks for understanding.
English 101

- Read college-level texts critically and rhetorically—distinguishing central ideas from evidence; identifying the author’s purpose, assumptions, and attitudes; and locating issues or topics in need of further research.
- Summarize college-level texts objectively, accurately, and ethically—referring to all key ideas and excluding unnecessary details.
- Respond to college-level texts—evaluating their reasoning, currency, thoroughness of research, or reliability of findings.
- Synthesize responses to issues, various perspectives on a topic or solutions to a problem and draw reasonable conclusions based on this synthesis.
- Express ideas in clear and coherent sentences and paragraphs, following the conventions of Academic English—citing sources and demonstrating control of grammar, usage, and punctuation rules.

English 102

- Analyze and critique an argument, evaluating its rhetorical effectiveness and identifying underlying assumptions.
- Identify and synthesize high-quality sources and use them effectively in support of an argument.
- Take a position on an issue concerning social justice and identity by developing a focused assertion based on a shared assumption, presenting evidence in support of a line of reasoning, addressing divergent stances on the issue, and using a variety of rhetorical approaches.
- Cite and document sources precisely and effectively according to the guidelines of a specific style manual.
- Describe the interrelationship between style and meaning and make adjustments to style to enhance meaning.
- Craft prose that conforms to academic conventions and to expectations regarding clarity, coherence, and unity.

“Wisdom begins in wonder.” — Socrates

KEYS TO SUCCESS
WITH MS. STEVENS:

1. Stay curious! If you don’t want to learn anything, you surely won’t, so always ask questions and be willing to hear the insight of your peers.
2. Share your thoughts! Discussion is much better than busy work, and it proves that you’re thoughtful and college-ready.
3. Let go of perfection! If you want an ‘A,’ and work toward it, you will probably still get an ‘A’; but writing is a process, and very seldom is any piece of writing perfect. The only way to improve is to acknowledge mistakes and work to improve upon them.
4. Write as though you expect your work to be read! Past students will tell you that I always read your work very carefully (otherwise, why give you an assignment?).
5. Work hard! Hard work is always noticed and appreciated, and it is the biggest key to success in my classroom. (Asking for a grade bump is not—you earn the grade you deserve; therefore, you’re in control!)

COURSE SCOPE AND SEQUENCE

This year, students will be investigating the idea of the American Dream, both historically and as it persists in literature and rhetoric. We will also be focusing on refining writing skills; improving knowledge of mechanics, usage, and grammar; and developing academic vocabulary. Here’s a tentative schedule and list of the major materials we may be utilizing. Additional nonfiction and visual texts will be utilized as needed.

Potential Texts

- Fahrenheit 451 (Bradbury)
- Nature (Emerson)
- Selected Poetry (Dickinson)
- The Great Gatsby (Fitzgerald)
- The Sun Also Rises (Hemingway)
- The Bean Trees (Kingsolver)
- Behold the Dreamers (Mbue)
- The Crucible (Miller)
- America & Americans (Steinbeck)
- Of Mice & Men (Steinbeck)
- Walden (Thoreau)
- The Adventures of Huckleberry Finn (Twain)
- Leaves of Grass (Whitman)

Benchmark Assessments

- Summary, Summary-Response
  ➞ Addressed using nonfiction texts
- Synthesis
  ➞ Addressed w/ TED Project
- Argumentative Synthesis
  ➞ Addressed w/ Junior Research Project
- Rhetorical Analysis
  ➞ Addressed w/ literary texts and supplemental nonfiction w/ a focus on analysis of specific rhetorical and literary devices
- Evaluation
  ➞ Addressed w/ literary texts and supplemental nonfiction

*All writing assessments include pre-writing, drafting, peer editing, and the possibility of revision; all work should be completed according to MLA guidelines.
EXPECATIONS & CLASSROOM POLICIES

**Supplies:** You will be developing a writing portfolio as part of our coursework; this will require (1) a study one-inch three-ring binder and (2) eight-tab inserurable dividers for that binder—make sure you can slide labels into the dividers! You are also required to bring paper, a writing utensil, assigned work, and classroom reading to class each day.

**Tardies:** There will be an entrance activity posted on the screen each day. If you are not at your desk and working on the entrance activity when the bell rings, you may be marked tardy. If we are working, I have already taken attendance, and you are late.

**Dismissal:** Students must remain quietly in their seats until I dismiss them. Wrapping up work early and lining up by the door are not permitted. I reserve the right to hold students after class for any reason. I dismiss you; the bell does not.

**Bathroom Breaks:** Bathroom breaks are made at the student’s discretion but should be avoided during the first and last ten minutes of class. Please place the classroom pass (the hand sanitizer bottle) on your desk and excuse yourself. Breaks should not typically exceed five minutes. I as the instructor reserve the right to question students who make frequent or unusually long visits to the facilities—I don’t want you to fall in and drown.

**Food & Drink:** As long as garbage and mess are kept to a minimum, food and drink are acceptable. Please, however, refrain from bringing loud or smelly treats to class.

**Diversity:** CWU expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, in its work environments, and at campus events.

**Disability Services:** CWU is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any obstacles to learning, contact Disability Services to discuss a range of available options. You may call (509) 963-2214 or e-mail ds@cwu.edu for more information; at CHS, you may talk to your counselor for further referrals.

**Absences:** Excused absences should be handled according the protocol of the school office. Students who know that they will be absent ahead of time are responsible for the work due while they are gone.

**Late Work:** Barring an excused absence, any late work will be accepted at 50% off per day. *Please talk to me if you are concerned about your ability to complete an assignment!*

**Make-Up Work:** Students have one day per excused day that they were gone to complete and hand in any work that they may have missed. If students do not comply with this timeline, the late work policy goes into effect. Tests and quizzes must be made up within a week of their initial administration, or you will receive a zero.

**Extra Credit:** Extra credit is not something that you may request; extra credit is earned by going above and beyond outside the classroom. Once or twice a semester, there may be small opportunities to earn extra credit by attending an event or reflecting more deeply on a classroom concept. Stay tuned!

**Revision:** Those assignments that fall within Daily Work or Listening & Speaking are not eligible for redo’s; your first effort stands as your final grade. However, nearly all major written assessments will be eligible for revision and increased credit; writing is a process, and revision is a key part of it! You must print out, hand edit, and then create a revised draft of your previous work; then you must turn in the hand-edited draft & final draft for comparison. Your grade will be an average of your previous score and the score that you achieved on the revision. One revision per assessment.

**Academic Integrity:** All work you produce and turn in for this class should be your own. Even if you are working on assignment with a friend, your answers should be unique. Any plagiarism (yes, ANY) will result in a zero (in some cases, for both parties) on the assignment in question. For more information, please consult your student handbook. You may also refer to WAC 106-120-027 & 028 for further legal policy.

**Help from the Teacher:** Please see my contact information the first page and don’t hesitate to use it! Conference period is also a fantastic option.

**Consequences:** Any violation of these policies will be dealt with using a step system. Your first offense will be met with a verbal reprimand or conference; subsequent offenses may be dealt with via parent contact, detention, or referral. Please see your student handbook for additional discipline info.

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**TECHNOLOGY NOTE**

**Chromebooks:** This year, every student is responsible for his or her own Chromebook. Some guidelines:

- **Bring it to school!**
- **Protect it with a case!**
- **Make sure it is charged!**
- **Only use as directed in class!** Chromebooks will not be out all day, every day—but they should be available to use every day, especially because we will do a lot of composition in class.

**Cell Phones:** Thanks to our Chromebooks, cell phones and personal listening devices have very little place in the classroom. Please:

- **Keep them away during class (unless you have permission from me)!**
- **Know they will be confiscated for the duration of the class period if repeated offenses occur.**
- **Understand that points will be deducted from your most recent Listening/Speaking assignment if your device needs to be confiscated.**
PARENT & GUARDIAN PROFILE

PRIMARY PARENT OR GUARDIAN: _________________________________________
BEST AVAILABILITY: ___________________________________________________
PREFERRED MODE OF CONTACT: _________________________________________
PARENT PHONE NUMBER: ______________________________________________
PARENT E-MAIL ADDRESS: ______________________________________________
ADDITIONAL INFORMATION?:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Thank you for reviewing this syllabus with your student. I feel so fortunate that I get to spend my
day with students like yours, and I hope that you are as confident as I am that we will have a fun
and productive year together. For their first graded assignment, students must return this piece
of paper ensuring that you have read, understand, and approved of the information in this
handout. Thank you for helping them succeed!

By signing, I confirm that I have read these expectations and accept Ms. Stevens’
criteria for this class.

STUDENT NAME (PRINTED): _____________________________________________

STUDENT SIGNATURE: _______________________________________________

PARENT NAME (PRINTED): _____________________________________________

PARENT SIGNATURE: _______________________________________________

COMMENTS, QUESTIONS, OR CONCERNS: