Modern Language Association (MLA) Standard Heading:

Your name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher’s name / Class name: Steinglass / \_\_\_\_\_\_\_\_\_\_\_

Subject/Assignment title: English / Syllabus Annotation

Date: 25 August 2017

STEM English 11/12 Honors – Mr. Steinglass (P102)

**I. Introduction:** Welcome to our class! I look forward to getting to know you in the coming year. For the past 14 years, I taught English down the 101 highway at Rancho Cotate High School where I taught a variety of subjects from Drama to AVID to AP to Speech and Debate, exploring all grade levels from 9-12 and skill levels from remedial to advanced. As such, I do possess a wealth of experience and knowledge in English and critical thinking skills. But I am entirely new to the core and am looking forward to an innovative year, replete with new discoveries and excitement for the curricular connections between English and STEM. Make no bones about it, though (yes, I love figures of speech!!!), I am a challenging teacher. I work my tail so off and expect you to, as well, you can acquire the requisite skills you may need in the months and years to come. Although challenged (and I hope) inspired in our studies, I will use all my teaching skills, knowledge of pedagogy and compassion to help you in every way that I know how for success in this class.

**II. Units:** Here is a “roadmap” of the units and the books we will study in this class.

Fall Semester:

Unit 1: The Ethics of Technology: *The Circle* by Dave Eggers, literary terms review, nature and mindfulness versus technology with excerpts and discussion from *The Learning Mind* by David Levitin, bio-mimetics and other contemporary technology issues

Unit 2: Civil Disobedience and Environmental Justice: *Lakota Woman* by Mary Dog Crow, *Civil Disobedience* by Thoreau, Excerpts from *Malcolm X,* in – depth study of the lives of Martin Luther King Jr. Cesar Chavez, and other modern activists with connections to the environmental justice movement, including excerpts from *Silent Spring* by Carson

Unit 3: Nature of Knowledge and “The American Dream”: Plato / Aristotle vs. Native American and Eastern philosophies, medieval suppression of knowledge (religion vs. superstition), Enlightenment / humanism with the *Declaration of Independence,*

modern – day science and the scientific method vs. pseudo–science (eugenics and Social Darwinism), excerpts from Darwin and *The Great Gatsby* by F. Scott Fitzgerald

Spring Semester:

Unit 4: Forensics and Poetry: Poetry Out Loud, American literature poetry review from Anne Bradstreet to Billy Collins, philosophical debates, culminating with an argumentative speech on a relevant issue in contemporary society

Unit 5: Nature, Sustainability and Transcendentalism: *Living Like Weasels* by Annie Dillard, excerpts from *Sand County Almanac* by Aldo Leopold, *Solitude* by Henry David Thoreau, *Nature* by Ralph Waldo Emerson, excerpts from *The First Morning* by Edward Abbey and the play, *The Night Thoreau Spent in Jail* by Jerome Lawrence and Robert E. Lee

Unit 6: Identity and Self – representation: *Catcher in the Rye* by J.D. Salinger, Career exploration, resume building. self - representation through marketing and networking and excerpts from Malcolm Gladwell

**III. Silent Sustained Reading** **(SSR)** will be part of your classroom participation grade. It is a **book** **you choose** outside of what you’re studying that you read for fun! You are required to bring your SSR book every day to class. Therefore, grading of the SSR book will be done randomly, depending on our daily schedule.Never be idle (doing nothing) in this class. If you are finished with an assignment, take out your SSR book and read!

**IV. Assignments:** Assignments will be graded on a point system. If you are absent, it is your responsibility to check the class website for the missing work. You can also get the missing assignments, homework assignments and notes from your classmates. I will keep hardcopies of the handouts and notes in the trays located in the back of the classroom. You will have 24 hours to make up the assignment for each day of an excused absence.

**- IMPORTANT:** Every assignment must be turned - in with the standard heading you see **on the top of this page**. Late work is not accepted for daily assignments (certain exceptions apply – talk to me if an emergency arises.)

**V. Classroom Behavioral Guidelines:**

|  |  |
| --- | --- |
| M  I  G  H  T | STEM Core Values:   * Mindfulness * Innovation and imagination * Grit and determination * Habits of professionalism & mind * Teamwork |

**NOTE: any hate speech, symbolism or behavior will result in an automatic referral & possible class suspension**

**VI.\*Class Supplies – Please refer to the full list in the Axis STEM Core Syllabus**

* SSR Book and the books / articles we’re studying for the unit
* Pen (different colors) and pencil, highlighters (different colors), post – its (different sizes)
* Daily planner of some sort – handouts to come, or you can buy / create one!
* Binder, graph paper, college ruled notebook paper and dividers
* FIVE sections of English (may share big binder with other classes)

1. “Resources” – Grammar Triage, OWL Purdue and other resources to use throughout the year
2. “Warm-ups” – this will include grammar exercises and vocabulary work
3. “Note-taking - all in-class notes (usually in Cornell notes style)
4. “Writing” – writing drafts, handouts about writing
5. “Glossary” – List and definitions of important literary terms, vocabulary, etc.

Note: The first classroom supply check for a grade in this class will start the week of 9/5.

**VII. Grading: all grades will be available on Jupiter Grades. Log-in information to come…**

Scale: Weights:

0%-59.4% = F Classwork (SSR, notes, handouts) = 10%

59.5 %– 69.4% = D Homework = 15%

69.5% - 79.4% = C Projects (Presentations, etc.) = 25%

79.5%-89.4% = B Writing = 25%

89.5% - 100% = A Tests (Quizzes, too!) = 25%

**VIII. Attendance and Contact Info:**

In our class, being on time means to be: **“in your desk with ALL supplies out ready for the first item on the agenda.”** That will take some practice, but with help from me and your classmates, together, we can be ready to learn at the start of class. I begin class with “Good morning, class (or afternoon)!” I dismiss you after I have seen your exit slip “word for word and letter for letter.” I am usually at the door to greet you and say goodbye for the day.

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REQUIRED ASSIGNMENT

Read over this syllabus carefully with your parents and sign below indicating that you understand it. If you have any questions, you may e-mail me anytime at: [rsteinglass@wusd.org](mailto:rsteinglass@wusd.org). You will also be able to access assignments and electronic copies of this syllabus and other important assignments on the link from our school’s website,

[www.windsorhs.com](http://www.windsorhs.com), or directly on www.steinglass.weebly.com.

Student name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Signature & date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent / guardian \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature & date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments / concerns \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_