

**VENTURA HIGH EXPECTED CLASSROOM LEARNING RESULTS
(ECLRs)**

COURSE: ENGLISH 126

PROGRAM AREA: ENGLISH	TEACHER: MR. BOGDANICH
<p>DEPARTMENT GOAL STATEMENT: The goals of an integrated language arts program are to prepare all students to function as fulfilled individuals, informed and participating citizens in society, and as effective members of the work world. Language allows us to communicate effectively with others in our world and requires the integration of listening, speaking, reading, and writing. Listening attentively allows people to communicate more productively in a diverse society. Speaking effectively encourages the exchange of opinions and ideas. Reading critically keeps an individual informed. Persuasive writing engages an individual in active participation in the democratic and historical process.</p>	

<p>PRIMARY ESLR: Effective communicators will think, listen, and respond reflectively, creatively, and critically through written and oral directions; dramatic/musical presentations, speeches, visual imagery, and written responses.</p>

<u>COURSE DESCRIPTION</u>	<p>Pre-requisite: English 116/recommendation of English 114 or 116 teacher. English 126 is a college preparatory class that is necessary for admission to the University of California system, meeting the A-F requirements, and to most private, 4-year colleges and universities; it is not necessary for admission to a community or junior college.</p> <p>The students in English 126 will explore word analysis and vocabulary, read and respond to historically and culturally significant works, and respond to grade level materials. Each student will bring mature, academic sophistication to this educational process. An analytical approach to author, theme, content and philosophy will be evident.</p>
<u>TEACHER STATEMENT:</u>	<p>The main ingredient to success in any class is ATTENDANCE. If you miss class, you not only lose teacher-directed, personalized instruction, you miss out on interaction with other students regarding lessons and the immediate feedback you need on any questions you raise. Attendance also includes being mentally active when you are in class and focused on the lessons and the issues raised.</p>
<u>GOALS OF THE COURSE</u>	<p>The purpose of students in the Language Arts courses is to graduate as informed, decision-making individuals with the ability to communicate effectively. This is the primary educational goal in English 126.</p>
<u>READING/WRITING COMPONENTS</u>	<p>Writing is a means of communication that clarifies thinking and provides a way of sharing important ideas and feelings, persuades and influences others, and allows each writer to respond to literature and other life experiences. Nearly all assignments and tests involve formal writing, focusing on organizations, content, conventions, and grammar; additionally, there will be frequent informal, exploratory writing that encourages students to focus on forming responses and ideas. Good writing requires many drafts; students may rewrite an essay (essay tests and research projects excepted) as many times as they wish during the semester it was assigned.</p> <p>Reading is a form of communication that extends through time and space. Students need to read actively, critically, and with enjoyment.</p>
<u>MATERIAL/RESOURCES</u>	<p>The anthology textbook for this class is McDougal – Little’s , <u>The Language of Literature</u>. During the first semester the major works will be <u>MacBeth</u> and the novel, <u>Lord of The Flies</u>, as well as various works from the Literature book. The second semester will cover modern poetry and short stories as well as the two novels, <u>Cry, The Beloved Country</u>, and <u>One Flew Over The Cuckoo’s Nest</u>.</p>
<u>CLASS ATTENDANCE</u>	<p>Class participation points (4 points per day of attendance), are also added on the semester’s total points. Every student is allowed 5 absences before they begin to affect the grade. Remember, this is not a correspondence course.</p>

<p><u>CLASS RULES</u></p>	<p>Students will <u>NOT</u> be allowed to do the following <u>during class</u>:</p> <ol style="list-style-type: none"> 1. CHEW GUM 2. DRINK BEVERAGES 3. EAT FOOD 4. GROOM THEMSELVES 5. Wear Hats and/or Sunglasses 6. Bring Walkman or other radio, tape player, electronic game(s), playing cards, or any other distracting materials (PLEASE leave them at home or some place other than this classroom.) 7. Write on Desks, Chairs, books, etc. 8. Go to their lockers, get drinks or food, or use the restroom. (If student has a medical condition that requires him/her to use the restroom or eat in class, please inform the teacher. If student has an emergency that requires him/her to leave the room, inform the teacher at once.) Students will be required to log in and log out. 9. Do any other work for another class. <p>Student <u>WILL DO</u> the following:</p> <ol style="list-style-type: none"> 1. BE ON TIME for class. Students are to be in their seats when the bell rings. After three (3) Tardies, the teacher will counsel him/her and if the problem continues, the teacher will contact student's parents or guardian(s). Tardies will affect student's grade, as well as earn student a 40-minute detention for each Tardy. 2. BE PREPARED at the start of class with paper and pen. (Use black or dark blue ink only!) 3. Cover Book(s). 4. INFORM TEACHER IF STUDENT WILL BE OUT OF CLASS on a project list. Student will be held responsible for the work done in class that day. If a quiz or test is given on the day you are absent, you must take the missed quiz or test on make-up day. Get your work before you leave for the project. 5. Make up work must be completed within 3 days! 										
<p><u>CLASS HOMEWORK POLICY</u></p>	<p>All assignments are due on or before the date specified. LATE WORK IS NOT ACCEPTED unless in the case of an excused absence. Any assignments made prior to an absence are due the day of a student's return to class. Any assignments made during an excused absence are due within three (3) days.</p>										
<p><u>TESTS</u></p>	<p>Most of the tests in this class will be essay. Students who are absent the day of a test should contact the teacher on the day of their return following an absence and schedule a time for making up the test. Students who do not clear an absence within the time allowed by the attendance office or who wait to schedule a make-up exam may find that they will be unable to take a make-up test.</p>										
<p><u>SPECIAL PROJECT DUE:</u></p>	<p>Certain long-term projects of a 1-9 week duration are due on the date specified whether or not a student is present on that day. Students must, therefore, make arrangements for that project to be handed into the teacher during the class period in which it is due.</p>										
<p><u>GENERAL DIRECTIONS FOR ESSAYS AND WRITTEN PROSE ASSIGNMENTS</u></p>	<p>Assigned essays based on readings from the textbook and supplemental CORE readings must be typed on a typewriter or word processor. They should be in a regular, 12 pt. Font, and double-spaced on one side of the paper. Writers must keep in mind the audience for which it is intended and write with appropriate language.</p>										
<p><u>GENERAL DIRECTIONS FOR RESEARCH PROJECT(s)</u></p>	<p>The English 126 Senior Research Project is a semester-long project. There will be due dates given at regular intervals. Instructions for the research project will be handed out at the beginning of the second semester. Students will use MLA format.</p>										
<p><u>EXTRA CREDIT</u></p>	<p>Extra credit is just that; it is not meant to take the place of missed assignments. Students may avail themselves throughout the year of extra credit in the form of book reports. The book report form and instructions are in the classroom. All instructions for the book report must be followed exactly or no extra credit will be given.</p>										
<p><u>GRADING</u></p>	<p>Grading in this class is done on a point system. Each assignment, test, or project will be assigned a number of points based on importance. The final grade will be based on the percentage of points earned as follows:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">1. A (excellent achievement) –</td> <td style="width: 50%;">90-100%</td> </tr> <tr> <td>2. B (good achievement) –</td> <td>80- 89%</td> </tr> <tr> <td>3. C (average achievement) –</td> <td>70- 79%</td> </tr> <tr> <td>4. D (below average achievement) –</td> <td>60- 69%</td> </tr> <tr> <td>5. F (failure to meet standards for the class set forth in the requirements given here) –</td> <td>59% and below</td> </tr> </table>	1. A (excellent achievement) –	90-100%	2. B (good achievement) –	80- 89%	3. C (average achievement) –	70- 79%	4. D (below average achievement) –	60- 69%	5. F (failure to meet standards for the class set forth in the requirements given here) –	59% and below
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