English 7-8
Course Syllabus 2018-2019

Instructors: Dr. Mark R Gudgel
Mrs. Michaela Marx

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Office Hours By appointment. Please email or stop by room 205 to schedule a time to meet.

Course Description:
This class is designed to help prepare you for what comes next, both from an academic standpoint and a life standpoint. It will offer a balance of opportunities to hone your skills in the areas of public speaking, critical thinking, reading, writing, and more. By the end of English 8, it is our hope that you have mastered the English skills necessary to survive in the beautiful, often brutal world that awaits you.

Texts:
This class will utilize four to five class novels as well as a textbook. They are:
- Term One: The Autobiography of Malcolm X
- Term Two: Things Fall Apart by Chinua Achebe
- Term Three: Hamlet by William Shakespeare
- Term Four: Night by Elie Wiesel

Grading:
At the end of the grading period, scores are converted to a letter grade using this grading scale.

A = 3.26-4.00
B = 2.51-3.25
C = 1.76-2.50
D = 1.01-1.75
F = 0.00-1.00

OPS Secondary Proficiency Scale:

Secondary Proficiency Scale

<p>| Advanced | 4 | The student consistently demonstrates a thorough understanding of course content/grade level standard by |</p>
<table>
<thead>
<tr>
<th>Level</th>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient + (Approaching Advanced)</td>
<td>3.5</td>
<td>The student demonstrates partial success at showing a thorough understanding of course content/grade level standard by making in-depth inferences and applications of the course content/grade level standard. The student performs with partial success at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</td>
</tr>
<tr>
<td>Proficient</td>
<td>3</td>
<td>The student demonstrates a proficient understanding of the expected course content/grade level standard(s). The student performs at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</td>
</tr>
<tr>
<td>Basic + (Approaching Proficient)</td>
<td>2.5</td>
<td>The student demonstrates an adequate understanding of the information for the course content/grade level standard(s). The student performs with partial success at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</td>
</tr>
<tr>
<td>Basic</td>
<td>2</td>
<td>The student demonstrates a basic understanding of the information expected for the course content/grade level standard(s). The student performs the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</td>
</tr>
<tr>
<td>Approaching Basic</td>
<td>1.5</td>
<td>The student demonstrates some basic understanding of the information expected for the course content/grade level standard(s).</td>
</tr>
</tbody>
</table>
The student struggles to perform the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.
- Partially meets some of expected course content/grade level standard
- Retains some information and simple processes in familiar situations

**Below Basic** 1
The student demonstrates difficulty in understanding the information and performing the skills expected for the course/grade level standard(s).
- Performs below expected course content/grade level on the standard.
- Has difficulty retaining information and applying skills and strategies

**Failing** 0
The student demonstrates little or no evidence of understanding the information or skills required for the course content/grade level standard(s).

**Communication:**
The best way to communicate with me will always be in person, though this may not be the most convenient for either one of us. If you aren’t able to meet in person, you may email me at the address on the first page of this syllabus. Please know that I do not check my email once I go home for the day or on weekends.

In addition to personal communication, I will use text messages to inform the class of various assignments, reminders, extra credit opportunities, etc. Please text the code @793eh9 to recipient 81010 to receive updates from our class. In addition, you will be given one point of extra credit to start the term if your parent or guardian signs up. They will be prompted to enter their name, and should call themselves “Your name’s mom” or “Your name’s uncle” or whatever the case may be. Please encourage them to sign up. Thank you.

**Academic Conduct:**
Academic dishonesty will not be tolerated. Plagiarism and other forms of cheating will result in failing the assignment without the opportunity to retake it. Repeated cheating will result in your failure and removal from the course.

**Late Work:**
If your work must be turned in late for any reason, no problem. If you want me to grade it, what you need to do is complete a late work form, get the necessary signatures, and attach it to the front of the assignment before placing it in the basket. Assignments placed in the basket sans the form will be recycled to make room for assignments submitted with the form. Late work will always be at the bottom of my grading pile; if you need something graded immediately, be sure you turn it in on time. As always, see me with questions.

**Behavioral Conduct:**
You’re seniors. Next year – in less than three hundred days, there will be no more bells, no more hall passes, no more grades, no more hand-holding, no more safety nets. Act in here is if you’ll be able to survive out there. Behave with dignity. Show respect to others, and know that you deserve the same. Enough said.

**Missing Class:**
It is imperative that you communicate with me if you miss class. If you are home sick, at a baseball game, or just taking a mental health day, I can deal with that – just so long as you contact me. If you email me, I will tell you what you missed. If you miss class and do not email me, see me before or after school, or schedule an appointment to talk to me about it. Thank you.

**Final Note:**
I don’t teach seniors because I have to. I teach seniors because I want to. It is my firm belief that you have something special to offer to the world – something that the world truly needs and cannot do without. I hope to help you discover what it is you have to offer, to help you hone your skills, prepare for college or the workforce, prepare to lead a happy and productive life. It’s my honor to be able to be here for you in your final year of high school. Thanks for being here. It’s going to be a great year.

Sincerely,

Mark Gudgel