

**English 7-8 Literature and Film**  
**Franklin High School 2019-2020**

Mr. Aronson

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**Course Description:**

Hello and welcome to Mr. Aronson's class! I'm looking forward to working with all of you in your final year of high school. This year we will be examining literature and using literary critical theories. In preparation for post-secondary education we will be reading essays, novels, nonfiction, and short stories. You will further develop your creative and analytical writing skills by producing a personal/college essay, an argumentative essay, research work, and other writings.

In addition to examining literature, we will also have a strong focus on film. The class will pair films with literature based on themes and subject matter. We will also be studying film terminology, cinematic techniques, and various genres including documentary, sci-fi, western, noir, rom-coms (maybe), road films, and even some action/horror. You will write film reviews and screenplays, create storyboards, and as a culminating project, create your own short film.

Most importantly, I expect each of you to graduate with skill and hard work. I want you to leave this place in style while having fun along the way.

**Course Overview:**

**Quarter one:**

Unit: Intro to film/reading film

Text: various short stories/ *Rita Hayworth and Shawshank redemption*

Films: *Rear Window*, *Shawshank Redemption*, and clips from various films

Assessment: Comparison essay, My Plan Essay, Discussion

**Quarter two:**

Unit: Documentary/Rhetoric

Text: Various articles/essays

Films: Documentaries to be determined

Assessment: Argumentative essay/Socratic seminar

**Quarter three:**

Unit: Literature Circles and Research

Text: To be determined

Films: Road films /Revolution films

Assessment: Research project/presentations

**Quarter four:**

Unit: Genres

Text: Short Stories

Films: Films from the Western, Noir, and Sci-fi genres

Assessment: Film reviews/Student films

**Expectations for Student Behavior:**

1. Follow the school policies found in the handbook
2. Show up prepared to work every day.
3. Treat all students and staff with respect. It is our responsibility as a class to create a positive learning environment and nurturing community where every student has a voice.
4. Actively listen to teacher and peers during instruction.
5. Food and drink will be allowed in class provided it does not become a distraction or a mess.
6. Cell phones and headphones must be off and away unless permission is given.  
Accountability:
  - a. If cell phones are out you will be given one warning.
  - b. After that they will be confiscated and sent to the office for the day.
  - c. For a 2nd violation a parent/guardian will need to pick up the phone from the office.
  - d. A 3rd violation will revoke your privilege of having a cell phone at school.
7. Sexist, racist or homophobic language will not be tolerated.

**Steps Towards Resolving Behavioral Problems:**

1. One-on-one conversations and other restorative justice practices that allow students to remain in the classroom.
2. Contact parent/guardian to discuss problem.
3. Involvement of administration, counselors, etc.

## **Grading:**

Each skill will be graded on a 1-4 scoring rubric to indicate the level of proficiency that the student has demonstrated.

1 = Insufficient evidence/incomplete    2=some evidence/does not meet in all categories

3=proficient/meets standar    4=mastery of skill

All graded assessments will be given a score between 0-4. This will be translated to a grade percentage equivalent in Synergy.

1 = under 60%    1.5 = 60%    2 = 60-65%    2.5 = 65-75%    3 = 75-85%

3.5 = 85-95%    4 = 95-100%

## **Approximate grade breakdown:**

*Essays/Projects* - 50%

Daily work/notebooks - 35% - This category includes what you bring to the class daily including punctuality, attendance, participation, behavior, and most importantly, **effort.**

*Quizzes/Tests* - 15%

**Final Grades: 90-100 = A    80-89 = B    70-79 = C    60-69 = D    Under 60 = F**

## **Late work/Revisions:**

Late work will be marked down 10%, but work will not be accepted if it is turned in past the end of the quarter in which it was assigned. If you are absent (excused only) when something is due, you will be expected to turn it in on your first day back. If your absence is unexcused the work will be considered late. If you are absent during tests or quizzes you may make them up during tutorial.

You will have the opportunity to revise major writing assignments when:

- You received a score of less than 3
- You turned in the initial assignment on time
- You come in during tutorial for assistance with the revision

Revisions will be due within two weeks of the return of your initial assignment.

**Attendance Policy:**

See attendance policy in student handbook. If you show up everyday to my class and work hard, you will succeed. If you are going to be gone, it is your responsibility to get the assignments/materials from me ahead of time. If you are absent unexpectedly, it is your responsibility to get assignments/materials from me during tutorial, via email, from a classmate, or on my website, not while I am trying to teach. If you are late to class, take your seat quietly. Multiple tardies or unexcused absences will result in an email/call to your parents or guardian. Multiple tardies within a two week span may also result in detention.

**Supplies:**

You will need the following:

- College ruled spiral notebook (the wide kind)
- Pens/Pencils
- Glue sticks
- Highlighters

**Learning Targets:**

- Students will be able to identify themes or central ideas in a text and analyze how they are developed over the course of the text.
- Students will analyze the structure of a text and how the structure affects meaning.
- Students will cite textual evidence to support a claim about the meaning of a text.
- Students will write arguments to support claims about various texts and topics.
- Students will develop claims and counterclaims with relevant evidence and evaluate for strengths and weaknesses.
- Students will use appropriate transitions to link, clarify, and differentiate ideas in their writing.
- Students will write and speak in a formal tone while following conventions of grammar and usage.
- Students will conduct research and synthesize information from multiple sources.
- Students will present research to their classmates.
- Students will participate in collaborative discussions.

**Differentiation/accessibility strategies and support (TAG, ELL, SpEd, other):**

Strategies used in this class to meet the needs of *ALL* students include: Visual cues and supports, graphic organizers, think pair share, flexible grouping, assignment options and prompts based on interest/ability level, small group and one on one instruction, scaffolding, modeling, and more. Modifications and accommodations will be applied according to IEPs and 504s. Pre-assessments will be given at the beginning of each unit to drive instruction towards unit learning goals.

I am looking forward to learning with all of you during the course of this school year. If you ever have questions or concerns, academic or otherwise, please don't hesitate to come see me or contact me by email.

Please sign to show you have read through the syllabus and understand the expectations for the course. Feel free to email me with any questions.

**Parent:** \_\_\_\_\_.

**Student:** \_\_\_\_\_.