

English 5-6: Sports in Media and Culture, 2019-2020

Instructor: Scott Aronson, saronson@pps.net

Website: aronsonenglish.weebly.com

Welcome to Sports in Media and Culture with Mr. Aronson! If you are an avid sports fan, then this class is for you. We will go beyond the box scores and the headlines and delve into the role of sport in our culture. We will explore the responsibilities and actions of athletes in the past and in the present. We will examine why such value is placed on sports in our society and how the media affects our perception of sports and athletes. We will read various informational texts and articles and view films and documentaries. We will write argumentative, synthesis, analysis, and research essays. Work will be completed independently and as a class. We will build skills in reading, writing, speaking, and critical thinking through the lens of sports.

Course schedule/overview:

Quarter 1

Unit: Athletes as Activists

Text: *People's History of Sports* (Zirin)

Film(s): *Battle of the Sexes*, *Race*

Essay/Project: Synthesis Essay

Quarter 3

Capstone, Research

Text: Various (student choice)

Essay/Project: Research Project (essay + formal presentation)

Quarter 2

Unit: Sports in the Media

Text: *Friday Night Lights* (Bissinger)

Film(s): *Friday Night Lights*

Essay/Project: Literary Analysis Unit: Junior

Quarter 4

Unit: Scandal in Sports

Text: Various short articles

Film(s): OJ Simpson Documentary (ESPN)

Essay/Project: Argumentative Presentation

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/no evidence of the skill 2=some evidence/does not meet in all categories

3=proficient/meets standard 4=mastery of skill

All graded assessments will be given a score between 1-4. This will be translated to a grade percentage equivalent in Synergy.

1 = under 60% 1.5 = 60-65% 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 will assess what you bring to the class on a day to day level 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 lose 10% of the grade, 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.

Expectations for Students:

1. Follow school policies found in the handbook.
2. Show up prepared to work every day.
3. Treat all students and staff with respect. Follow the 'Golden Rule' and treat others the way you wish to be treated. 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 while teacher or peers are talking/giving instructions.
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.

Attendance policy:

See school 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 in a two week period may also result in detention.

Supplies:

You will need the following:

- College ruled spiral notebook (the wide kind)
- Pens/Pencils
- Glue stick
- Highlighter

If you cannot acquire these items come see me and I will try to hook you up.

Standards and learning targets:

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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. Accommodations and modifications will be applied according to IEPs or 504s. Pre-assessments will be given at the beginning of each unit to drive instruction towards unit learning goals.

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: _____.