



## Syllabus: Practices & Policies

2021-2022


### Franklin High School

#### Section 1: Course Overview

<i>Course Title</i>	College Writing
<i>Instructor Info</i>	Name: Jenny Tatone                      Contact Info: <a href="mailto:jtatone@pps.net">jtatone@pps.net</a> 971.235.9423
<i>Grade Level(s)</i>	12
<i>Room # for class</i>	Room: M-221
<i>Credit</i>	Type of credit: English 7-8                      # of credits per semester: 1
<i>Prerequisites (if applicable)</i>	English 5-6
<i>General Course Description</i>	Welcome to College Writing. Essentially, this class is all about the college essay. Why learn how to write a college essay? Because writing essays—writing into specific topics you want to know more about—makes you into a stronger thinker. And when you’re a stronger thinker, you’re a stronger life liver: When you’re empowered to think with greater depth and openness, you’re empowered to live the life you want to live. Your mind is the portal through which your life, and thereby the lives of those around you, may be transformed. As your teacher, I will do my best to inspire you to use your mind in ways that you’ve never before considered, and to tap into potentials you haven’t yet brought forth.

#### Section 2: Welcome Statement & Course Connections



<i>Personal Welcome</i>	Again: Welcome! I believe in providing a rich and meaningful experience for all of my students; this is why I design my lessons to offer opportunities for honoring the multitude of voices and stories of all students in the room. This belief shapes my pedagogy, supporting me in sustaining a mindset of fluidity, flexibility and openness. Thus, I maintain awareness around the vast diversity of perspectives, backgrounds and needs that play a key role in our shared educational experiences. I believe in deep connection, good listening and creating a space wherein every student feels free to show up as their whole and authentic self in the class community.
<i>Course Highlights</i> <i>(topics, themes, areas of study)</i>	We will work with themes of freedom, love, healing, transformative social justice, courage, interconnectedness and change. And we will practice self-reflection, open awareness and critical thinking as a means for deeply exploring the aforementioned themes, enriching our potentialities, wellbeing and lives in the process.
<i>Course Connections to <a href="#">PPS ReImagined Vision</a></i>	This course will open students to the transformation and healing that is made possible through experiences, relationships, communities that foster: compassion, empathy, inclusion, collaboration and the mind-opening ah-ha moments that follow from such.
<b>Section 3: Student Learning</b>	
<i>Prioritized Standards</i>	The following standards will be explored in the course: GVC Grade 12 standards in Reading, Writing, Researching & Presenting
<i><a href="#">PPS Graduate Portrait Connections</a></i>   <b>8/27 Work</b>	I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait: <ul style="list-style-type: none"> <li>● Reflective, empathetic and empowering graduates</li> <li>● Positive, confident and connected sense of self</li> <li>● Transformative racial equity leaders</li> <li>● Inquisitive critical thinkers with deep core knowledge</li> <li>● Inclusive and collaborative problem solvers</li> </ul>




<i>Differentiation/ accessibility strategies and supports:</i>	I will provide the following supports specifically for students in the following programs: <i>Special Education: Flexible and fluid modification and differentiation {creative openness to change}</i> <i>504 Plans: Flexible and fluid modification and differentiation {creative openness to change}</i> <i>English Language Learners: Flexible and fluid modification and differentiation {creative openness to change}</i> <i>Talented &amp; Gifted: Flexible and fluid modification and differentiation {creative openness to change}</i>
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<i>Personalized Learning Graduation Requirements (as applicable in this course):</i>	<input type="checkbox"/> Career Related Learning Experience (CRLE) #1 <input type="checkbox"/> Career Related Learning Experience (CRLE) #2 <i>-The experience(s) will be: Students' independent and collaborative critical awareness research projects will offer opportunities for deeply exploring real world issues as a means for empowering agency toward positive social change.</i>  <input type="checkbox"/> Complete a resume <input type="checkbox"/> Complete the My Plan Essay
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 **8/27 Work**      **Section 4: Cultivating Culturally Sustaining Communities**

<i>Tier 1 SEL Strategies</i>	<p>I will facilitate the creation of our Shared Agreements that respects and celebrates each student's race, ability, language, and gender in the following way(s):</p> <ul style="list-style-type: none"> <li>● Commit to engaging meaningfully with the community.</li> <li>● Be respectful, compassionate and empathetic with each other.</li> <li>● Intend on showing up with your whole, authentic self when possible</li> <li>● Use "I" statements when speaking or responding to an idea.</li> <li>● Make space / Give space (practice active listening as much as active speaking).</li> <li>● Check yourself (W.A.I.T. -- Why am I talking?).</li> <li>● Listen to understand, then speak to be understood (ask questions, don't make assumptions, or at least be aware of assumptions).</li> <li>● Ask for clarification and more information if something is not clear.</li> <li>● Expect unfinished business.</li> <li>● Confidentiality. Stories stay. Lessons leave.</li> <li>● Be open to the possibility of the new.</li> </ul>
<i>Shared Agreements</i>	



	<p>I will display our Agreements in the following locations:</p> <ul style="list-style-type: none"> <li>● Classroom Wall</li> <li>● Canvas</li> <li>● Google slides</li> </ul> <p>My plan for ongoing feedback through year on their effectiveness is:</p> <ul style="list-style-type: none"> <li>● Support in sharing their success stories followed by a celebratory response.</li> <li>● Support in sharing their personal/historical stories followed by a celebratory response.</li> <li>● Ongoing verbal celebration of their successes and stories.</li> <li>● Collaborative celebration of their successes and stories.</li> <li>● With permission, displaying of their successes and stories.</li> <li>● Written positive feedback on their journals, essays, projects, etc.</li> <li>● Collaborative sharing of successes and positive shout-outs in response.</li> </ul>
<p><i>Student's Perspective &amp; Needs</i></p> 	<p>I will cultivate culturally sustaining relationships with students by:</p> <p>With openness, compassion and empathy, I will create and foster a safe and brave space wherein students feel comfortable sharing their life stories. In giving voice to stories, one can better understand and honor oneself while the community can better understand and honor the range of stories present. By articulating stories, students discover power, agency and healing not only for themselves but also for the community at large, ultimately demonstrating interconnectedness and the power in being different together.</p> <p>Families can communicate what they know of their student's needs with me in the following ways:</p> <p>email: <a href="mailto:jtatone@pps.net">jtatone@pps.net</a>  mobile: 971.235.9423</p> <p>Please feel free to arrange an in person meet up.</p>



*Empowering  
Students*



I will celebrate student successes in the following ways:

- Support in sharing their success stories followed by a celebratory response.
- Support in sharing their personal/historical stories followed by a celebratory response.
- Ongoing verbal celebration of their successes and stories.
- Collaborative celebration of their successes and stories.
- With permission, displaying of their successes and stories.
- Written positive feedback on their journals, essays, projects, etc.
- Collaborative sharing of successes and positive shout-outs in response.

I will solicit student feedback on my pedagogy, policies and practices by:

- Provide opportunities for one-on-one meetings and conferences
- Provide anonymous surveys
- Provide opportunities for reflective writing
- Stay open and provide compassionate listening

*Showcasing  
Student Assets*



I will provided opportunities for students to choose to share and showcase their work by:

- Students will share their work with me and will receive ample feedback and opportunity for back and forth celebration ad revision
- Students will share their work with their peers and receive positive feedback and accolades.
- Students will present their work with the class community



## Section 5: Classroom Specific Procedures

<i>Safety issues and requirements (if applicable):</i>	
<i>Coming &amp; Going from class</i>	I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class: Please take a written hall pass with you.
<i>Submitting Work</i>	I will collect work from students in the following way: Please hand in hard copies in person.
	If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities: We will talk one on one and arrange assignments details and deadlines that meet your needs.
<i>Returning Your Work</i>	My plan to return student work is the following: <i>Timeline: Approximately 1-2 weeks following date turned in.</i> <i>What to look for on your returned work:</i> <i>Revision Opportunities: You will revise most essays.</i>
<i>Formatting Work (if applicable)</i>	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: We will follow MLA and APA formatting guidelines.
<i>Attendance</i>	If a student is absent, I can help them get caught up by: Talking one on one.

## Section 6: Course Resources & Materials

<i>Materials Provided</i>	I will provide the following materials to students: Hands outs of readings and assignment instructions.
<i>Materials Needed</i>	Please have the following materials for this course: 3-ring binder, spiral notebook and a writing utensil.
	<i>Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you get what you need.</i>
<i>Course Resources</i>	Here is a link to resources that are helpful to students during this course: Please contact me directly for any needs so I can point you in the appropriate direction; I am here to help.



<i>Empowering Families</i>	The following are resources available for families to assist and support students through the course: Please contact me directly for any needs so I can point you in the appropriate direction; I am here to help.
<b>Section 7: Assessment of Progress and Achievement</b>	
<i>Formative Assessments</i>	As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways: Written feedback on small assignments and journaling.
<i>Summative Assessments</i>	As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <u>learned</u> abilities: Formal essays, research projects and presentations.
<i>Student Role in Assessment</i>	Students and I will partner to determine how they can demonstrate their abilities in the following ways: Students will have a variety of opportunities such as via writing (informally and formally), via speaking and listening (collaboration and presentation) and via audio-video projects (recording a podcast, making a video, etc.).
<b>Section 8: Grades Progress Report Cards &amp; Final Report Cards</b>	
<i>Accessing Grades</i>	Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester: Synergy
	I will update student grades at the following frequency: Weekly
<i>Progress Reports</i>	I will communicate the following marks on a progress report: I use letter grades. My system is open and generous. Students who are able to engage and put forth sincere effort earn a "good" grade. Students who are unable to engage earn NG (no grade); I am devoted to being in good touch with such students and their families to the best of my ability so that I can support them in earning credit.



<i>Final Report Card Grades</i>	The following system is used to determine a student's grade at the end of the semester: Please see above.
	I use this system for the following reasons/each of these grade marks mean the following: I believe grades are arbitrary and also necessary. I aim to de-emphasize the power of fear-driven grading systems while at the same time honoring the fact that grades are real and do in fact impact the lives of my students. I aim to convince students to care for the educational experience first and the mark, second. When possible, have good intentions and the good grade will follow.
<b>Other Needed info (if applicable)</b>	

