



Naperville North High School

Course: Blended Senior Rhetoric

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| Mission | To educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors. |
| Course Description | This semester course focuses on providing students with a stronger foundation in communication process and purpose. Students will establish ownership of their writing through instruction in voice, audience awareness, and style. Additionally, students will reflect on their individual strengths and weaknesses and establish a writing philosophy that is appropriate to their future needs. This blended learning course integrates traditional face-to-face learning and online independent learning components. |
| Student & Teacher Communication | <ul style="list-style-type: none">● Students should communicate with their teachers regarding questions and concerns.● The most efficient way to communicate with teachers outside of class is through email; however, if you haven't received a response within 48 hours, please resend the email.● Teachers make every effort to respond to emails and phone calls within 24 hours during the workweek. |
| Course Priority Standards | <ul style="list-style-type: none">● RL.11-12.1 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. (Same standard for informational text.)● RI.11-12.6 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.● W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.● SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| Grading Definitions | <p><u>PRACTICE</u> Is used to monitor students' learning to provide ongoing feedback that can be used by students to improve their learning. Examples may include the following: practice activities, homework, reading checks, discussion boards, etc.</p> <p><u>EVIDENCE of LEARNING</u> is used to evaluate student learning at the end of an instructional unit or segment of learning by comparing it against a standard or benchmark.</p> |

Grading Practices

- No extra credit will be issued.
- In Infinite Campus, a score of “Missing” (M) will indicate an assessment has not been turned in and the comments section will include a specific date by which students can still submit. After that date, a zero (0) will be recorded.
- Work submitted after the original due date cannot be penalized more than a total of 10% and must be submitted no later than one week (5 school days) after the original due date.
- If a legitimate attempt is made on an assessment and the practice work has been completed, a score of 50% will be the lowest possible grade.
- If a legitimate attempt is made on a evidence assessment within two weeks after the original due date, a score of 50% will be the lowest possible grade.
- Violations of the academic integrity policy will be consequence by the administration in collaboration with the department chair/teacher.
- All assessments must be shared in Google format with editing permissions AND submitted to Canvas (unless otherwise directed) or they will not be accepted.

Grading Standards & Weight

PRACTICE: (0%) / EVIDENCE of Learning (100%)

| Reading: 30% | Writing: 65% | Speaking/Listening: 5% |
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| Reading assessments/quizzes/vocabulary Process papers/essays (done over an extended period of time) | Timed Writings Process Papers/Essays (done over an extended period of time) | Academic Conversations Formal Presentations Discussion Boards |

Semester Grade = Coursework (95%) / Final Exam (5%)

A=100-90%, B=89-80%, C= 79-70%, D=69-60%, F=59-0%

Reassessment Policies

Students will be provided with multiple and varied opportunities to demonstrate mastery of learning standards. Project-based assessments and process writing assessments that include multiple opportunities for feedback and improvement in the assessment process will represent multiple attempts and be considered a reassessment.

Criteria for Reassessment:

1. Original assessment needs to be turned in on time.
2. All original practice work must be completed on time in order to be eligible for reassessment.
3. Only students scoring (below 80%) can reassess.
4. Students should determine within two days of receiving their score if they would like to engage in opportunities for reassessment.
5. Students must meet with the teacher outside of class to determine the reassessment plan.
6. A new due date will be agreed upon by teachers and students
7. Students must meet with the teacher, a Lit Center tutor, or afterschool tutoring to revise the assessment before the revised due date.
8. The higher of the two scores (no higher than 80%) will be entered in Infinite Campus.

9. There will be no reassessment opportunities for certain performance-based assessments as they evaluate skills in progress and are intended to provide students with feedback on their growth.

10. Assessments that include multiple opportunities for feedback and improvement in the assessment process will represent multiple attempts and be considered as reassessments.

Support and Resources

Students can always make appointments with teachers, visit the Literacy Center to work with peer tutors, or attend After School Tutoring.

Parents and Guardians Partnership

Naperville North believes in a collective partnership with parents/guardians which provides students the best opportunities for success. Some ways parents/guardians can support their student's learning are the following:

- Actively check Infinite Campus for grade updates.
 - Infinite Campus is a tool to progress monitor student work until final course grades are posted.
 - Monthly progress grades are posted and represent the current grade of a student in the course at that moment in time.
- Discuss missing assignments, reiterate due dates, help organize folders, materials, assignment notebooks, and review upcoming projects and assessments.

Plagiarism

What is it?

The taking of another person's ideas and passing them off as your own

When am I guilty of plagiarism?

Whenever using someone else's ideas (while speaking, writing, direct quoting, or paraphrasing) and not crediting that person for their ideas/words, whether it was done INTENTIONALLY OR THROUGH CARELESSNESS.

Self-plagiarism: Submitting identical or substantial portions of similar work for credit more than once, without prior explicit consent from the instructor

What happens when I am caught plagiarizing?

LEVEL ONE: Plagiarizing practice work (daily homework, etc.)

CONSEQUENCES: Referral, parent contact, detention, letter placed in discipline file

LEVEL TWO: Plagiarizing summative work (essays, exams, etc.)—a level two violation consequence will be issued if you have multiple level one violations

CONSEQUENCES: Referral, parent contact, detention, letter placed in discipline file, academic consequence, notification to honor societies, class level change, etc.

LEVEL THREE: Theft, sale, or distribution of materials that can be used to gain an unfair advantage or falsify a grade—a level three violation consequence will be issued if you have multiple level two violations.

CONSEQUENCES: All level two consequences apply in addition to suspension or expulsion from school. The consequence will be determined during a meeting with the dean, teacher, parent, and student.

Cell Phone Policy

Phones are NOT allowed and should be put away (not on desk or in pocket) during class

Earbuds NOT allowed unless specific permission given by the teacher

Bathroom = leave phone on desk or teacher desk