

English Language Development Course Syllabus, 2020-2021

Instructor: Lynne Valencia-Hernández – Available for conferences by appointment after school from 1:20-2:30 PM Monday through Thursday; Friday during Office Hours.

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Course Description

Fall Semester:

- **Topic One: Identity Development:**

Central Question: How do our cultures and experiences shape our identities? **Prompt:** There is always a tension between how we perceive and value aspects of our own cultural identity and how we are perceived by the world around us. Think about where you see that tension in your own life. Choose one line from the text that resonates with you and explain how it connects to the tension that you experience. **Language Functions:** Cause and effect.

- **Topic Two: Language and Our Culture:**

Central Question: How does language shape our culture? **Prompt:** Think about the article we read this week and the language that you hear or see teens and adults using in your daily life. What are some ways that you see language changing in the world around? Explain why you think these changes are taking place. **Language Function:** Cause and effect.

- **Topic Three: Language and Diversity:**

Central Question: What is the value of linguistic diversity? **Prompt:** How would it impact you if one of the languages you speak disappeared in the next 50 years? **Language Function:** Cause and effect.

- **Topic Four: Studying and Researching Language:**

Central Question: What can we learn from researching language as linguists? **Prompt:** What do these findings suggest about the value of looking at language as linguist? How might knowing the evolution of a word influence our decision to use it or not? **Language Function:** Cause and effect.

- **Topic Five: Language and Relationships:**

Central Question: How does the language we use affect our relationships with others? **Prompt:** Reflect on the language that you use with your closest friends and family. How does this language affect your relationships with them? How does it compare to the language that you use with other groups of people in your life (teachers, coworkers, neighbors, etc.)? How can your choice of language impact different relationships? **Language Function:** Cause and effect.

- **Topic Six: Language and Power:**

Central Question: What are some factors that influence the power that words have? **Prompt:** This week's readings remind us of the ways in which words and language can be used as tools to either belittle or to empower. Reflect on one line from the reading that stood out to you and explain how it pertains to either your own experiences or the experiences of someone close to you. **Language Function:** Cause and effect.

Supplies needed:

- Composition Notebook (black and white marbled)
- Binder w/dividers
- Notebook paper
- pens/pencils (pen is preferred); red pen (or other color for editing); highlighters
- Headphones (earbuds)

Google Apps for Education Use:

For many of your assignments, you will need to use Google's suite of Apps for Education. Denver Public Schools utilizes Google's suite and Schoology as they ensure your privacy and protect personal information as required by the Federal law.

MY CLASS CODE: _____

Make-Up Work/Late Work:

It is expected that students complete homework on time and individually, unless the assignment is explicitly to be done in pairs or groups. **LATE WORK** will be penalized 25% for each day it is late and will not be accepted after 3 days from any student for any reason with the exception of excused absences, IEPs, and 504s. To reward self advocacy, students can recover up to 90% on graded work that has been docked for lateness by coming in to office hours and making teacher-

suggested revisions. If a student has an excused absence, it is the student's responsibility to get any missing assignments and turn them in within the 48 hours allotted by school policy.

Mandatory Office Hours: Students with excused or unexcused missing work are expected to attend office hours weekly on Fridays and after school.

Plagiarism and cheating:

Unless specifically instructed to work in groups or pairs, work is to be done individually. Work that is copied from another student or source is considered plagiarized and students will receive no credit, and possibly a referral for disciplinary action. This includes copying work from other classes. Please see the student handbook for more specific information.

Tests/Quizzes: When given, tests and quizzes are directly related to the content we are covering and are almost always announced at least one day in advance.

Grades: All homework, projects, written work, and tests are assigned a point value and placed in either the Process, Product, or Final Exam category. Each category is calculated at a different weight (Process 25%, Product 65%, Final Exam 10%) which then combine for a final grade in the course.

Checking grades/progress: Parents/guardians and students are strongly encouraged to monitor academic progress and grades. Infinite Campus is a computer-based grade, attendance, and behavior tracking system and is the easiest and most thorough resource for keeping up to date with grades.

Attendance: Attendance in class is extremely important. School policy is followed for attendance.

Tardies: Students are expected to be in the classroom prepared to study when the bell rings. The accumulation of tardies in any classes will quickly add up to disciplinary action, including lunch detentions and possible in-school or out-of-school suspension.

Dear Parents or Guardians,

I am very pleased to have your son or daughter in my class. I value getting to know all of my students and helping them to draw upon their strengths to be successful learners. I emphasize respect and dignity in my classroom. These are values that are very important to me, and I expect students to demonstrate self-respect, tolerance, and acceptance of others. Discussing and debating ideas is an important part of what we will do this year, so it is vital that students feel safe and respected. I am looking forward to working with you and your child this semester. Back to School Night is September 4th, from 5:00 to 7:00 PM. I hope to see you there.

Sincerely,

Lynne Valencia-Hernández, NBCT

The following portion shows that you have read and understood the course guidelines, and asks for information so that I may contact you if the need arises.

(Please complete and return this page to me via your student. Thanks for printing neatly.)

Student Name

Course/Period

Parent(s) / Guardian(s) Name

Home Phone

Cell Phone

E Mail Address

How would you prefer I contact you, if necessary? Is there a best time?

We have read and understood the course syllabus.

Student Signature/Date

Parent Signature/Date