

Mr. Quale's English Class

2008-2009

Contact Information:

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Office Hours: I am available before school, during lunch, and after school in room 213. To ensure that I will be there, *please make an appointment with me first.*

Class Materials:

On a daily basis, I will expect each student to come to class prepared with:

- Ring binder reserved for English course materials
- School planner/calendar
- School essentials: pen, pencil, paper, highlighters, etc.
- Selected text(s) from reading list
- **Source Book**

Source Book Guidelines & Policies:

The Source Book Philosophy

Students have a lot of different methods for organizing a semester or term's worth of information from a class into a logical and helpful format. I dedicated a notebook to every class at university, where I could include lecture notes, notes from readings, freewrites for essays, questions for professors' office hours, and anything else I thought would help me be successful in the class. I made the information accessible to me, so that I could review and understand the ideas developed over a semester of instruction.

In my English class, we use the same method, however instead of a notebook being optional, I require one—which I call a Source Book—and check the contents periodically for credit throughout the school year. I consider the Source Book an important part of your participation in my class, and a well-organized and complete one will raise your grade.

Type and Quality

Since you will be using your Source Book often and bringing it to class every day, you will want to obtain what is usually called a "Composition Book." It needs to have a sturdy, cardboard cover, be permanently bound, and intended for a single-subject. The pages can be either "college" or "wide-ruled" depending on student preference. Many students go through two Source Books in one year of my class (especially if they have large handwriting or decide to only write on one side of the paper), so it may be wise to think ahead and purchase two.

Format

Each entry *title* and *date of activity* should be included on your “Table of Contents” page, as well as at the top of the page of the entry itself. Be sure to number your pages and clearly mark all entries so that I can find them easily when reading them. You may use both sides of the paper if you wish, but you do not have to.

Absences

Absences never excuse you from assignments in my class, and that includes *all entries* in your Source Book. In-class notes that you miss due to an excused absence can be made up by scheduling a make-up discussion with me, or with the student or group that presented on the day you were absent. Assignments that I stamp for completion need to be presented to me on the day you return from an excused absence for a stamp.

Organization

- Unorganized Source Books will be marked down during each collection, and I might not see assignments that you completed if they were in the wrong order or out of place. Therefore, keep it organized, clearly labeled, and up-to-date.
- There should also be no loose papers. Your Source Book is not a substitute for your ring binder. Handouts, worksheets, assignments, questions, etc, belong hole-punched in your three-ring binder or in a folder reserved for English class.

Extra Entries

Please feel free to include notes, ideas, questions, rough drafts, sketches or anything else that is *relevant to my class* in your Source Book, even if I do not require it. You do not need to include these extra entries on the “Table of Contents” page, but you may if you wish.

Collection

I will collect Source Books periodically throughout the year for credit, however failure to have your Source Book on a collection day (for whatever reason) will be counted as a late work violation. These collection days will be unannounced and random to ensure that all students are using their Source Books, consistently bringing them to class, and keeping up with their entries.

Copying and Collusion

Based on my guidelines and requirements, there is absolutely no reason why you should allow another student unsupervised access to your Source Book. Loaning your Source Book to another student or letting someone “borrow” or “use” it puts you at risk for collusion (possibly unknowingly). Collusion also constitutes a violation of the International Baccalaureate Code of Ethics, which could result in loss of credit for the assignments.



Source Book Quick Reference Guide

In-Class Notes (Lectures, Discussions, Socratic Seminars, etc.)

Notes need to be more than what I write on the board; they should also include:

- Questions that you have or new ideas that you made
- A summary of the lecture, discussion, or seminar
- Notes on discussion / conclusions made as a class

Study Questions

My study questions are intended to make you think further and deeper about the reading, therefore your responses need to reflect critical thinking, and need to address all parts of the question for full credit.

Criticism and Article Notes

Notes on criticism and articles need to be organized and synthesized in order to make the ideas meaningful for you. It does not need to be neat and pretty, but it does need to reflect that you read and digested the information. Oftentimes, you will also “add on” to notes in class.

Journal Entries

Journaling allows an individual the freedom to take risks, think differently, and to write honestly. Each entry should be approximately *one page* in length and reflect an effort at sustained thought; keep in mind that sustained thought is far different, in my opinion, from organized thought. As long as you address the topics and exhibit effort, you will receive full credit.

A Note About Confidentiality: I encourage you to take risks in your journal writing; I want you to be willing to be honest when you write. However I will report students who tell me that someone is hurting them, that they are hurting themselves, or that they are harming others.

Helpful journaling strategies if you “get stuck”:

- Pose a question and then try to answer it, even if you aren’t sure about the answer.
- Incorporate quotes from lyrics, books, friends, etc.
- Begin with a list and then convert the ideas into prose.
- Take a quote (word, passage, phrase) from the reading, and elaborate on it.
- Play the devils advocate; take a stance you normally wouldn’t take.
- Try beginning a journal entry in letter format with a “Dear _____,”—you may address your “letter” to many people, including a character from the text we are studying, the author, or to a friend or me.

Reading Logs (usually for short stories) 1-2 pages in length, handwritten, and include:

- a. At least three important quotes and explanations as to why they are important
- b. List of characters and important traits
- c. Important narrative element (plot, setting, narrator, etc.)—this may include diagrams, sketches, notes, etc.
- d. At least one important motif, theme or symbol and how it is developed in the short story.
- e. Three questions that you have, or questions for discussion.