**IB Communications Course Syllabus**

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**Tutorial: Thursdays after school 3:30-5:00pm or by appointment**

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www.ibo.org



**Phone: 404-664-8470**

 **Course Overview**

IB Communications is a semester companion course to your IB studies in which you strengthen basic research and writing skills. Our focus will primarily be on non-fiction or Informational texts. By extension, students will produce written, oral, and digital projects that reflect how they see and understand the world.

. This course stresses critical thinking, written and production skills, and the dissection of traditional and media texts for empowerment. Students will learn to examine these texts critically so they are aware of the political, social, and economic effects of the messages that bombard them every day, and so they can learn to write and use media effectively and wisely.

**IB Communications Course Aims**

1. Introduce students to a range of media to supplement learning.

2. Produce critical readers so that students can differentiate between useful and superfluous sources.

3. Develop fluent writing and logic skills.

4. Scaffold needs for structuring long research papers and assignments.

5. Reinforce all skills needed as an IB student.

**Grading Policy**

As an IB student, your success is often based on longer research-based assignments. This class will incorporate time to delve into those subjects as well as individual written assignments.

In addition to IB assessments, you will have an End of Course Test at the end of your junior year, which will count for 20% of your grade.

Your classroom grades will be based on your mastery of Common Core standards via written, oral, and electronic assessments. All standards have equal weight and all assignments will be geared toward these standards.

Reading Literature 20%

Reading Informational Text 20%

Writing 20%

Language 20%

 Speaking and Listening 20%

**Classroom Expectations**

The following expectations will be elucidated upon the first day of instruction. Failure to adhere to these expectations may result in disciplinary action or academic demotion.

1. Be polite.
2. Be prepared.
3. Be punctual.

**Supply List**

1. Access to a Computer, the Internet, and/or a Word Processor After Class Hours
2. All required texts (either electronically, via public library, or via book store)
3. A Flash Drive (You may want to have more than one in case of damage by virus or mysterious disappearance)
4. A One-Subject College-Ruled Notebook. This will remain in class.
5. Loose-Leaf College Ruled Notebook Paper
6. Pens and Pencils
7. A Notebook With Which to Carry All Handouts
8. An Open Mind

**Content Vision**

Below, I have included the four major units and topics we will analyze in this course.

|  |  |  |  |
| --- | --- | --- | --- |
| **UNIT** | **QUARTER** | **ASSESSMENTS** | **CONTENT COVERED** |
| 1 | 1 | 3-4 TESTS | PLAGIARISMFORMAT (MLA, APA)PRIMARY V. SECONDARY SOURCES PEER-REVIEWED SOURCES |
| 2 | 1 | 1-2 TESTS AND 1 MAJOR PAPER | TAKING NOTESOUTLININGTHE RESEARCH PROCESSEDITING |

**General Information**

This syllabus is a general outline of the course and is subject to modification.

* Please note that class attendance is imperative for classroom success. If you have an accepted excuse from a parent, doctor, or school/court official, you have three days to make up missed assignments after school. **NOTE: If you make an appointment and do not show up, a grade of zero will be recorded for the assignment.**
* **Homework is mandatory for success.**
* You have five business days to turn in major projects, complete missed tests/quizzes after school, or complete any other major assignment after the due date. Failure to turn in late assignments within these five business days will result in a 0. Some assignments will not be accepted late.
* Students will be required to turn in typed assignments. All out of class essays must be formatted in MLA.
* We are teaching and learning under new standards called the Common Core Georgia Performance Standards. These standards are much more rigorous than previous standards, and students must be exposed to “cold reads” on formal tests/quizzes on a regular basis. A cold read is a passage of poetry or prose (fiction or nonfiction) that the student has not been exposed to in the classroom. Including cold reads on assessments, helps prepare students for the End-of-Course Test in May, and it helps prepare students for rigorous coursework in college.

**ENGLISH DEPARTMENT POLICY ON PLAGIARISM/CHEATING**

 Plagiarism is the presentation of the words, ideas, or opinions of someone else as your own. You are guilty of plagiarism if you submit as your own the words, ideas, or arrangement of material found in sources such as books, magazines, or pamphlets (including book jackets, *Cliff’s Notes* and similar publications), without crediting the source. The ideas and opinions of someone else, even though expressed in your own words, must be acknowledged in the text and in the Works Cited Page.

 Unfortunately the practice of obtaining essays from the internet is increasing. Colleges and universities take plagiarism seriously. In order to protect the validity of the degree, colleges are taking serious measures to punish those students who “buy” papers. Two common penalties are suspension or expulsion. A guilty student may be suspended for a certain amount of time (a year or a semester). **If a student is expelled, he/she may never again return to that institution or to any accredited college or university in the nation.**

 You are guilty of plagiarism/cheating if you copy the work of a fellow student, a friend or a relative who is no longer in school, or use an essay or any part of another source and submit it as your own. A student who allows such copying is also guilty of cheating. Cheating is outlined in the student handbook, but also includes the use of unauthorized resources on assessment instruments.

Students who have cell phones or other unauthorized electronic devices out during tests/quizzes--will be regarded as cheating on the assignment.

**Penalties in this class for plagiarism/cheating include:**

 (1) An F grade (0) for the work involved; (2) A written referral that will become part of your permanent record.

Please note--Students will gain the necessary skills needed **NOT** to plagiarize.

**BRING YOUR OWN TECHNOLOGY (BYOT)**

Because cellular technology has made it possible for students to navigate learning via their smartphones,IPads, etc., technology usage for academics willbe permitted in the classroom. Students will be given the opportunity to use their devices at speciifed times. In addition to defining words, students willbe able to research topics being discussed in class. If students(s) abuse the policy, a ban on personal technologial usage in the classroom will occur.

**Deficiency Notice and Report Card Schedule:**

**Deficiency Notice**

September 4

November 8

February 7

April 16

**Report card**

October 17 (Mid-Term)

January 10 (1st Semester Report Card)

March 21 (Mid-Term)

June 2 (2nd Semester Report Car

**Nondiscrimination Notice**

Jackson High School abides by state law and state regulations regarding Individualized Education Plans (IEP) and 504 plans. The Atlanta Public Schools shall not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, sexual orientation, or gender identity in its programs and activities.

**A Rubric for Success**

The following rubric describes what you must do to earn each grade. These grades are course grades, not “progress report” grades. Thus, you have approximately four months each semester to meet these standards.

Students who earn an A:

* Always arrive on time, with the necessary supplies, and are ready to work.
* Maintain at least a 3.0 grade point average (GPA) on rubric scores and assessments.
* Demonstrate development of leadership abilities.
* Develop and demonstrate familiarity with writers and their work.
* Complete work assigned/committed to in this class, including web work accessible any time from any Internet connected computer.
* Keep binder well organized with selected exemplars and ready for periodic review.
* Work well independently and with others, and contribute to the workshop groups and class.
* Read at least 1100 pages in progressively more difficult books by semester’s end.
* Improve reading speed, and increase stamina significantly, and grow in fluency, flexibility, originality and quality of writing
* Do at least one major project/exhibition with noteworthy originality and elaboration.
* Show creative adaptations and critical awareness in assignments and projects/presentations.

Students who earn a B:

* Consistently arrive on time, with the necessary supplies, and are ready to work.
* Maintain at least a 2.5 cumulative GPA on rubric scores and assessments.
* Demonstrate development of leadership abilities.
* Develop and demonstrate familiarity with writers and their work.
* Complete nearly all work assigned/committed to in this class to the best of your ability, including web work accessible any time from any Internet connected computer.
* Keep binder organized with selected exemplars ready for periodic review.
* Work with more independence and improved ability to collaborate and contribute to both workshop groups and the class.
* Read at least 800 pages in progressively more difficult books.
* Improve speed, and increase stamina measurably, and grow in fluency and quality of writing
* Do at least one major project/exhibition with adequate originality and elaboration.
* Show ability to translate ideas and concepts in assignments and projects/presentations.

Students who earn a C:

* Usually arrive on time, with the necessary supplies, and are ready to work.
* Maintain at least a 2.0 cumulative GPA on rubric scores and assessments.
* Demonstrate development of leadership abilities.
* Complete nearly all work assigned/committed to in this class, including web work accessible any time from any Internet connected computer, but the quality varies.
* Develop and demonstrate familiarity with at least writers and their work.
* Do at least one major project/exhibition with fluency and elaboration.
* Binder spottily organized with selected exemplars ready for periodic review.
* Work with limited independence; collaboration and contributions to the workshop groups and class are often unproductive.
* Read 600 pages in progressively more difficult books. Improve reading speed, and increase your stamina minimally, and grow in fluency of writing
* Show basic mastery of course tasks and content in assignments and projects/presentations.

Students who earn an F:

* Chronically absent and/or tardy; rarely have the necessary supplies; are not willing to work.
* Have a cumulative GPA below 1.5
* Demonstrate inadequate development of leadership abilities.
* Binder poorly organized, not fully ready for periodic review.
* Complete few assignments in this class; make no observable effort to work or improve.
* Cannot work independently; routinely distract others and undermine class discussions.
* Read less than 350 pages.
* Show no measurable or observable gains in the area of reading and writing; performance may even decline.

**IB Literature and Composition**

**Ms. Keeler’s Copy (sign and hand in)**

By signing this page and giving it to my instructor, we (student and parent/guardian) are confirming:

1. We understand and agree to follow all of the guidelines, statements and requirements stated in this IB COMMUNICATIONS syllabus.

2. We have read and agree to adhere to the Plagiarism Policy.

3. We understand the grading policy and that the grade the student earns in this class is his or her responsibility to earn and to track via Infinite Campus (IC) and progress reports printed from IC.

4. We understand that our class is a learning community. The student will support his or her learning and the learning of his or her classmates by coming to class prepared (with required materials), participating fully, and by completing assignments to the best of his or her ability.

5. We commit to giving our best effort throughout the course and will use all provided resources—teachers, classmates, books, electronic sources, and/or community—to become a learned and connected citizen of the world.

Please complete and sign below.

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| --- | --- | --- | --- | --- |
| Information Needed | Student Name | Parent/Guardian 's Name | Parent/Guardian's Name | In Case of Emergency (Please include a different person in case the parent cannot be reached) |
|  |  |  |  |
| Cell Phone Number |  |  |  |  |
| Work Number |  |  |  |  |
| Home Number |  |  |  |  |
| Email Address |  |  |  |  |

Any additional information about your child that you feel is important for me to know may be noted here.
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Student's Signature and Date Parent's/Leagal Guardian's Signature and Date