

Welcome to English 4

Semester 2: Dr. Carrie Pfeifer



The purpose of this course is to aid students to better appreciate God's gift of language through a review of fundamental grammar and punctuation, vocabulary student, and examination of and practice in writing a variety of essay genres.

Information for Parents

Welcome to Semester 2 of English 4: Advanced Grammar and Writing. This information newsletter was created to provide you information and links to assist your student in their work in this course. My name is Dr. Carrie Pfeifer. I have been teaching this course at St. Croix Lutheran 6-12 for over 4 years and have been teaching high school English for over 12 years. In addition to teaching English 4 and *College in the Classroom* Advanced Writing, I am the Learning Resource Director and Director of Student Residences at St. Croix Lutheran 6-12.

There are a number of tools I have put into place in this course so that your student and you can have access to course materials and information. On the St. Croix Lutheran 6-12 website you will find my teacher page:

<http://www.stcroixlutheran.org/drcpfeiferclasses.aspx>

My teacher page contains some basic information and links to some of the online tools that are available for this course. Let me explain those tools.

Syllabus: The syllabus describes the course and course outcomes, unit contents, instructional strategies employed, grading criteria, and expectations of student behavior.

Unit Schedule: The schedule includes a day-to-day unit breakdown with lesson topics and assignments. This document is in the format of a Googledocs webpage. I use this format because what we accomplish or I assign in class could change. I will update the unit document at least once a week on the weekend. The Googledocs format automatically updates those changes.

Moodle: Moodle is an online course management system that is used by secondary and post secondary systems as a format for collaboration, content delivery,

and assessment. The program is downloaded to our secure server and is only accessible to students enrolled in the course. It requires a login and password to enter and students are only allowed to access materials and assignment upload interfaces that are uniquely identified to them. Students will be required to submit their performances, projects and access quizzes and tests through this site. On the course homepage, students are also able to find additional copies of some course handouts, PDF's of presentation materials, and textbook materials. Since Moodle is password protected, you will



need your student's login and password to access the site. The link to Moodle is:

<http://moodle.myscls.org>

Assignments that are to be submitted in Moodle are not to be directly emailed to the instructor or printed out in hardcopy. I will only grade these assignments via the Moodle interface.

OWL Purdue: The link to Owl Purdue provides support and examples for MLA formatting.

Supplies for the Class:

- A 3-ring binder with a supply of paper. The binder should be dedicated to English 4 and serve as their portfolio of work. The binder should have a slide-in panel on the front. The students have been asked to create a unique insert sheet for their cover that contains their name, the name of the course, and graphics or drawings that reflect their personality. The students will need at least three dividers for various course materials.
- A good supply of notecards. 3x5 lined or unlined is sufficient.
- A working flash drive or a Google docs account. Students will need to be able to transfer electronic materials created during class-time back and forth between home and school. Flash drives must be kept in good working order-excuses of flash drive failure will not be accepted.

Googledocs is a cloud based storage system that allows students to store presentations, documents, and tables. It requires a free gmail account in order to be accessed.

- 2 or more colors of highlighters

Grading Criteria:

Check-points: 5%

- Certain tasks are recorded at the beginning of class as complete or incomplete (100% or 0% is given, respectively). These checkpoint activities are dated by the teacher and are non-recoverable. If a student is absent for illness or family emergencies (as excused by the office) on the day of a check-point the teacher may give them those points if they show the tasks to the teacher within the specified guidelines. Guideline for make-up work is 1 school-day for every day absent. If a student is absent for other reasons an NA will be recorded for the activity.
- **Daily Work:** 10%
- **Quizzes and Progress Drafts:** 15%
- **Tests and Projects:** 30%
- **Performances:** 40%

Please encourage your student to weekly check their online progress report and discuss any questions they have with me. Once report cards are issued, assignments for that grading

period are closed.

Resubmission for certain tasks (for complete credit) may be allowed per mutual agreement between the student and me.

Communication for Questions or Concerns:

When the need arises to clarify homework questions, review grades (as updated in the SCLS Pass System), or receive additional support or clarification in project work students are encouraged to use my email or cell phone contact as it appears at the end of this document. Self-advocacy is an important skill for students to develop; so please encourage them to take advantage these communication opportunities or my before or school office hours.

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