

Teacher Contact Information:

Ms. Laura Furuyama

Email: lfuruyama@pittsburgusd.net

(I respond regularly to emails M-F between 7:30 a.m. and 4 p.m.)

Clever (<i>Logging in to Clever will give you access to Zoom and Google Classroom from one location.</i>)	Zoom Sessions	Google Classroom
Website: https://clever.com/in.pittsburgusd	Website: https://pittsburg-k12-ca-us.zoom.us/join	Website: https://classroom.google.com
USERNAME: Your student ID #	Log in to Clever for access information	Log in to Clever for access information
PASSWORD: pusd + student ID #		

Clever Log In: By logging into Clever, you will have access to your classes via Google Classroom and Zoom all in one convenient location. **Please attempt to log in using Clever.**

- 1) **Students will login to Clever using this website: <https://clever.com/in/pittsburgusd>**
Los estudiantes iniciarán la sesión en CLEVER usando este sitio web: <https://clever.com/in/pittsburgusd>
- 2) **Once at the website, select "Log in with Clever" (It's the bottom option.)**
Una vez en el sitio web, seleccionarán Log in with Clever (es la opción de abajo)
- 3) **Login in using the following credentials:**
USERNAME - (Student ID #)
PASSWORD - (pusd + Student ID #)

NOMBRE DE USUARIO - (número de identificación de estudiante)
CONTRASEÑA - (pusd + número de identificación de estudiante)

We will be meeting virtually every day Monday through Friday via Zoom.

Scheduled Zoom Meeting Times:

Period	Course	Cohort	Morning Meeting Time	Afternoon Meeting Time
1 st Period	English 3	Cohort A	8:30-9:45 AM M/W/Th	1:15-1:45 PM T/F
1 st Period	English 3	Cohort B	8:30-9:45 AM T/W/F	1:15-1:45 PM M/Th
2 nd Period	ELD 3	Cohort A	9:55-11:10 AM M/W/Th	1:50-2:20 PM T/F
2 nd Period	ELD 3	Cohort B	9:55-11:10 AM T/W/F	1:50-2:20 PM M/Th
3 rd Period	ELD 3	Cohort A	11:20-12:35 M/W/Th	2:25-2:55 PM T/F
3 rd Period	ELD 3	Cohort B	11:20-12:35 T/W/F	2:25-2:55 PM M/Th

Attendance Policy:

All students are expected to “arrive” to class prepared and on time. This means that you should begin logging in to Zoom 2-3 minutes before the start of class to ensure that you are in the meeting space when class begins. I will give a 5 minute grace period to allow for glitches. All students who enter after the grace period will be marked as tardy. Per district policy, “Students who do not engage for 3 days, or 60% of the learning, during a week will receive follow-up interventions.”

If you are prevented from logging in daily because of lack of access from home, please reach out to me. You will be provided with alternative assignments.

Grading:

Completed work is corrected and graded by the following format, per district guidelines as outlined in the [PHS Student Handbook](#):

1. **COMPLETENESS** All work must be completed responsibly and to the best of students’ ability.
2. **CORRECTNESS** To receive an
 - “A” grade, at least 90% of the work must be correct.
 - “B” = 80% and up
 - “C” = 70% and up
 - “D” – 60% and up
 - Below 60% correct is an “F” and no credit can be given.

This quarter, student grades will be determined by assessment of a completed weekly reading journal (120 points, 15% of grade), weekly in-class discussions and activities (240 points, 30% of grade), a weekly reading analysis extended response (120 points, 15% of grade), a weekly review assessment (120 points, 15% of grade) and a summative essay with two rough drafts (200 points, 25% of grade), for a total of 800 points.

All assignments for the week will be posted to Google Classroom by 7:30 a.m. each Monday. Unless otherwise stated, all assignments for the week are due no later than 9 p.m. on the Sunday of that week. Late work will be accepted up to one week late with a grade reduction of 5% for each school day that it is late. No late work will be accepted more than one week late (except in the case of a prolonged and verified excused absence due to illness or family emergency). **All written assignments must follow MLA formatting guidelines.**

Every effort will be made to return graded work to students by Friday of the following week.

Assignment Rubrics:

Reading Response Rubric (16 Points)				
Points	4	3	2	1
Claim	Writer makes a strong claim that is precise and takes a position	Writer makes a relevant claim that takes a position	Writer contains an unclear or emerging claim. A vague position	Writer makes no claim or an unidentifiable claim.
Text Evidence	Writer provides abundant, relevant evidence to support claim. Introduces evidence clearly.	Writer provides sufficient +relevant evidence. Introduces evidence clearly	Writer provides some evidence to support the claim. Introduces evidence somewhat clearly.	Writer provides little to no evidence for claim.
Reasoning	Writer thoroughly explains how evidence supports the claim. Goes beyond expectations.	Writer clearly explains how evidence supports the claim.	Writer attempts to explain the relationship between the claim and evidence.	Writer does not attempt to explain the reasoning between evidence and claim.
Grammar Conventions	Writing is free of grammar and spelling errors. Possesses strong voice and tone. Paper is in MLA format.	Writing is mostly free of grammar and spelling errors. Paper is in MLA format.	Writing contains many grammar and spelling errors. Paper may not be in MLA format or format may have significant errors.	Writing contains too many errors that render it unintelligible. Paper is not in MLA format.

Discussion Rubric (16 Points)				
Points	4	3	2	1
Quality of Discussion Comments	Appropriate comments: thoughtful, reflective, and respectful of other people's points of view	Appropriate comments and responds respectfully	Responds with minimum effort ("I agree with Joe")	No post/comment
Relevance of Discussion Comments	Posts topics that are related to discussion content; prompts further discussion	Posts topics that are related to discussion content	Posts topics not related to discussion, makes short or irrelevant remarks	No post/comment
Contribution to the Learning Community	Aware of needs of community; attempts to motivate the group discussion; presents creative approaches to topic	Attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Does not make effort to participate in learning community	No post/comment
Active Listening and Participation	Demonstrates active listening by avoiding distractions, being able to respond fully to questions about the discussion when prompted, and by showing engagement with relevant comments or questions in the chat.	Demonstrates active listening by avoiding distractions and by being able to respond adequately to questions about the discussion when prompted.	Is only able to respond with minimal relevance to comments or questions about the discussion when prompted.	Is not able to respond to comments or questions about the discussion when prompted.

MLA Formatting and Style Guide: All written assignments must be submitted following MLA formatting. We will go over citation and formatting in class. Please visit the [Purdue University Online Writing Lab \(OWL\)](#) for detailed information on MLA formatting.

Required Text: *Between the World and Me* by Ta-Nehisi Coates

If you are unable to pick up your copy on campus before class begins, you may use the PDF version found here:

[Between the World and Me, PDF](#)

Academic Honesty:

It is expected that all work submitted be the student's own original work. Plagiarism is "the practice of taking someone else's work or ideas and passing them off as one's own." Simply put, plagiarism is theft of someone else's intellectual property and will not be tolerated. Student work will be checked for plagiarism, and no plagiarized work will be accepted for credit. Students will need to redo any assignment which is plagiarized. *Repeated attempts at plagiarism* will be

reported to the student's counselor and the student may receive a note of academic dishonesty on his or her school record.

We will discuss academic honesty in class as well as ways to avoid common mistakes. For additional information see [Plagiarism and How to Avoid It](#).

Online Code-of-Conduct:

To maintain safety and security of our online learning community, each student must log in to Clever, Zoom, and Google Classroom using his or her full legal name as it appears officially on school records. Students should also be able to provide their student ID number if asked by a teacher for verification.

Please do not share your login information with others.

Students working online are expected to adhere to the same standards of respectful interaction and civil discourse expected in regular classroom settings to maintain a safe and orderly classroom environment conducive to student learning. Safety in the online setting is first and foremost. Any student who willfully engages in cyberbullying or harassment of others will face disciplinary action. Acts of cyberbullying should be reported immediately to a teacher, counselor, administrator, or other trusted adult.

Per the PHS Student Handbook:

- **Cyberbullying** includes sending or posting harmful material or engaging in other forms of social aggression using the internet or other digital devices. Cyberbullying can happen 24/7.
 - Types of cyberbullying:
 - Flaming: online fights with angry language
 - Harassment: repeatedly sending mean or insulting messages
 - Denigration: sending gossip, rumors
 - Outing: sharing secrets, embarrassing info
 - Trickery: tricking someone into sharing secrets
 - Impersonation: pretending to be someone else, while posting damaging material
 - Exclusion: cruelly excluding someone
 - Cyberstalking: intense harassment that includes threats and creates fear
 - Sexting: sexually explicit photos or materials that may be sent to others
- **Harassment** The definition of harassment is conduct which annoys, threatens, intimidates, or causes fear in another person. It is unwanted behavior that offends, demeans, or threatens another person. The behavior causes a hostile environment. It can include derogatory comments, slurs, improper propositions, assault, physically impeding or clocking behavior as well as visual insults. More severe, Human Rights, perceived difference, race, color of skin, religion, or disability.

<u>Week</u>	<u>At Home Readings, Assignments, & Lectures</u>	<u>In-class Discussion Topics and Activities</u>
<p><u>One:</u></p> <p>8/17-8/23</p> <p><i>Suggested days to complete assignments are indicated in parenthesis...</i></p> <p><i>You will NEVER have weekend homework if you complete your assignments by Friday afternoon. Just sayin'... 😊</i></p>	<p><i>Due Sunday 8/23 by 9 p.m.</i></p> <p>Read BTWM pages 1-25 (M/T)</p> <p>Complete Reading Journal (M/T)</p> <p>Respond to Reading Analysis Question (choose one; respond with minimum of 250 words) (W/Th)</p> <p>Submit weekly review activity (F)</p>	<p><i>In-class assignments due each day at the end of the class meeting</i></p> <ul style="list-style-type: none"> ✓ Implicit bias explored ✓ The concept of race ✓ Rights under the U.S. Constitution and Bill of Rights ✓ Video and discussion: <i>The Danger of a Single Story</i> by Chimamanda Ngozi Adichie ✓ How can our own implicit biases color our views of others and the world around us? What are the dangers in that? ✓ Create a visual representation of Coates's reality vs. the "American Dream" <p>P.M. Sessions:</p> <ul style="list-style-type: none"> ✓ Overview/reminders of MLA formatting ✓ Determining Author's Point of View, Purpose, and Tone
<p><u>Week Two:</u></p> <p>8/24-8/30</p> <p><i>Suggested days to complete assignments are indicated in parenthesis...</i></p>	<p><i>Due Sunday 8/30 by 9 p.m.</i></p> <p>Read BTWM pages 26-50 (M/T)</p> <p>Complete Reading Journal (M/T)</p> <p>Respond to Reading Analysis Question (choose one; respond with minimum of 250 words) (W/Th)</p> <p>Submit weekly review activity (F)</p>	<p><i>In-class assignments due each day at the end of the class meeting</i></p> <ul style="list-style-type: none"> ✓ Historical Background for reading: Attica Prison Riots and COINTELPRO ✓ Rhetorical analysis of Civil Rights Movement speeches by MLK Jr. and Malcolm X ✓ The role of schools in upholding repressive structure or liberating BIPOC communities ✓ Howard University virtual tour ✓ "We Wear the Mask" reflective art piece <p>P.M. Sessions:</p> <ul style="list-style-type: none"> ✓ Common rhetorical devices ✓ <i>Lincoln's Second Inaugural Address</i>

<p><u>Week Three:</u></p> <p>8/31-9/6</p> <p><i>Suggested days to complete assignments are indicated in parenthesis...</i></p>	<p><i>Due Sunday 9/6 by 9 p.m.</i></p> <p>Read BTWM pages 51-75 (M/T)</p> <p>Complete Reading Journal (M/T)</p> <p>Respond to Reading Analysis Question (choose one; respond with minimum of 250 words) (W/Th)</p> <p>Submit weekly review activity (F)</p>	<p><i>In-class assignments due each day at the end of the class meeting</i></p> <ul style="list-style-type: none"> ✓ Historical background: Queen Nzinga ✓ Racecraft, witchcraft, and creation of “the others” ✓ Trace and reflect on the evolution of Coates’s beliefs from childhood to his graduation from Mecca ✓ Discussion of art as a tool for propaganda ✓ Analysis of Jim Crow, Asian exclusion, and anti-Semitic art of the Holocaust ✓ Create a restorative justice collaborative art mural <p>P.M. Sessions</p> <ul style="list-style-type: none"> ✓ More rhetorical devices ✓ Code switching and audience awareness in writing
<p><u>Week Four:</u></p> <p>9/8-9/13 (Labor Day observed 9/7)</p> <p><i>Cohorts A and B will meet together two days this week on <u>Tuesday 9/8 AND Wednesday 9/9.</u></i></p>	<p><i>Due Sunday 9/13 by 9 p.m.</i></p> <p>Read BTWM pages 76-100 (M/T)</p> <p>Complete Reading Journal (M/T)</p> <p>Respond to Reading Analysis Question (choose one; respond with minimum of 250 words) (W/Th)</p> <p>Submit weekly review activity (F)</p>	<p><i>In-class assignments due each day at the end of the class meeting</i></p> <ul style="list-style-type: none"> ✓ Poetry of Amiri Baraka, Zora Neale Hurston, and Richard Wright ✓ The death of Prince Jones and the modern Black Lives Matter Movement ✓ Is safety a higher value than justice? Textual evidence search. ✓ Explorations and presentations on themes, motifs, and symbolism <p>P.M. Session (Thursday & Friday only)</p> <ul style="list-style-type: none"> ✓ Denotation, connotation, and figurative language devices <p><i>*Cohort A will not meet for the p.m. session on Tuesday 9/8.</i></p>

<p><u>Week Five:</u> 9/14-9/20</p>	<p><i>Due Sunday 9/20 by 9 p.m.</i></p> <p>Read BTWM pages 101-125 (M/T)</p> <p>Complete Reading Journal (M/T)</p> <p>Respond to Reading Analysis Question (choose one; respond with minimum of 250 words) (W/Th)</p> <p>Submit weekly review activity (F)</p>	<p><i>In-class assignments due each day at the end of the class meeting</i></p> <ul style="list-style-type: none"> ✓ The roles of historians and Hollywood in upholding “the Dream” ✓ Analysis and discussion of “the struggle” ✓ To what extent does the blame for violence lie with society versus the individual? ✓ Literary elements presentations ✓ Introduction to summative writing prompt and rubric <p>P.M. Sessions</p> <ul style="list-style-type: none"> ✓ Citing textual evidence in MLA format
<p><u>Week Six:</u> 9/21-9/27</p>	<p><i>Due Sunday 9/27 by 9 p.m.</i></p> <p>Read BTWM pages 126-152 (M/T)</p> <p>Complete Reading Journal (M/T)</p> <p>Respond to Reading Analysis Question (choose one; respond with minimum of 250 words) (W/Th)</p> <p>Submit weekly review activity (F)</p>	<p><i>In-class assignments due each day at the end of the class meeting</i></p> <ul style="list-style-type: none"> ✓ Pre-writing workshop (brainstorming and organization of ideas) ✓ Discussion on criticism of Coates’s work ✓ In-class writer’s workshop to develop outline of summative essay with supporting evidence from text and supplemental resources <p>P.M. Sessions</p> <ul style="list-style-type: none"> ✓ Writing in 3rd person P.O.V. ✓ Maintaining consistent verb tense

<p><u>Week Seven:</u></p> <p>9/28-10/4</p>	<p><i>Due Sunday 10/4 by 9 p.m.</i></p> <p>Completed first draft of summative essay</p>	<p><i>In-class assignments due each day at the end of the class meeting</i></p> <ul style="list-style-type: none"> ✓ Punctuation pitfalls <ul style="list-style-type: none"> ○ Comma rules ○ Semi-colons & colons ○ Apostrophes ✓ In-class writer's workshop to develop first draft ✓ Individual conferences with teacher to discuss draft #1 <p>P.M. Sessions</p> <ul style="list-style-type: none"> ✓ Peer group sharing and revision of writing ✓ Individual conferences with teacher to discuss draft #1
<p><u>Week Eight:</u></p> <p>10/5-10/9 (Last day of Q1 is 10/9)</p>	<p><i>All assignments must be submitted by 9 p.m. on Wednesday 10/7.</i></p> <p>Polished, final draft of summative essay</p> <ul style="list-style-type: none"> ✓ Must include draft #1, revisions, draft #2, and works cited page 	<p><i>In-class assignments due each day at the end of the class meeting</i></p> <ul style="list-style-type: none"> ✓ In-class writer's workshop to revise and enhance first draft (M/T/W) ✓ Peer group final revisions (W) ✓ Begin reflective art piece (W) ✓ Individual conferences with teacher to discuss draft #2 ✓ Semester reflective art piece w/ final day "gallery walk" at end of class session <ul style="list-style-type: none"> ○ Open mic/spoken word performance ○ Poetry submission ○ Visual art (drawing, painting, photography, video, or digital art)