

**Instructor:** Phillip Howard  
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**Course Description:**

This senior-level course is hands-on-learning for the students. Students will conduct critical research on colleges and universities while reading and listening to persuasive speeches. Through extended writings and analysis, students will identify the traits and characteristics that define success, in writing, persuasion, and academic study. From there, students will delve into writings and short stories on satire, and the importance it has played in all societies.

**Major Course Objectives:**

After completing the course, students will understand and have an appreciation of research process. They will develop a sequential method for creating persuasive arguments, writings, and speeches. Additionally, students will be able to do the following:

- Use literary knowledge to demonstrate creative thinking and problem-solving skills
- Understand how their responses to a text are shaped by a structured process
- Form connections between the texts and their own experiences
- Use literary devices to enhance critical thinking and discussions
- Write structured and critical essays
- Develop contextual vocabulary skills and applications

Utah has developed a Core Curriculum that outlines specific standards for student learning. The Core curriculum includes ideas, concepts, and skills that provide a foundation on which subsequent learning may be built. The State Core can be accessed at:

<https://www.uen.org/core/core.do?courseNum=4300>

**Course Materials:**

All course materials are online. Students may work at their own pace to complete the course. If students need additional support, they can come prepared to class meetings. Class meetings follow the standard pace. Each day, students must bring the necessary items to school to allow them to complete their work. This will vary depending on the activities the student is planning to work on. Students should plan ahead for what they will need. Students may bring their own laptop. Students should bring a notebook for notetaking, as that learning strategy is highly encouraged. Students may also find headphones helpful during the audio portions of the course.

Students will be reading a collection of online essays and research on universities.

Students will be supplied a copy of these works. Most short stories are available through local libraries; some are even available in electronic forms.

**Format and Procedure:**

All courses will be delivered through the brick and mortar lessons & curriculum. Students will be required to attend Innovations for a minimum of six and a half (6.5) hours per day. Students are required to attend class during specific times to receive direct instruction or participate in discussions.

**Class Meetings:**

Class meeting will be held to go over lessons and provide additional support every other day. Please reference the master schedule for times. Students will be required to attend meetings. In addition to class meeting, teachers and tutors will be available for one-on-one support throughout the day.

Class meetings are weekly Tuesday through Friday 1:45 PM – 2:30 PM  
One-on-one meetings available through request.

**Guidelines for Success**

The below guidelines will help you be successful in class meetings. Keep them in mind as you progress through the content and assignments.

1. Collaborate with your classmates.
2. Learn something new.
3. Have a plan.
4. Be willing to change your plan.
5. You only fail when you stop trying.

**Course Requirements:**

- Students are expected to maintain a steady pace to complete coursework on time. Students must be on time and come prepared to learn.
- Students will be engaged in reading and writing assignments. All writing assignments must be in APA format or they will be returned with zero points. Students will also be participating in group discussions and student-teacher conferences to ensure student understanding and completion.
- Computer labs and laptops will be available to students at Innovations. Due to the unique nature of our school, students must show respect for other students and the resources available to them. Coursework may be completed on or off campus. Students must complete their own coursework. A full list of coursework and descriptions is available online.

**Cheating and Plagiarism:**

Students must complete their own coursework. All tests require a password and **must be taken on campus in the computer lab.**

Cheating includes:

- Completing another student's coursework or having another complete your coursework
- Sharing assignments and test answers with another student
- Using the internet to locate answers to an assignment or test, unless specifically directed to do so.
- Plagiarism includes using someone else's work as your own.
- This also includes not using correct citation and/or not correctly giving credit to the original source.
- Cheating and plagiarism will be grounds for disciplinary actions and/or removal from Innovations High School.

**Grading Procedures:**

Activity and grade listing is accessible online.

Innovations HS follows the SLC School Districts Grading Scale:

|    |           |
|----|-----------|
| A  | 93 - 100% |
| A- | 90 - 92%  |
| B+ | 86 - 89%  |
| B  | 83 - 85%  |
| B- | 80 - 82%  |
| C+ | 76 - 79%  |

|    |           |
|----|-----------|
| C  | 73 - 75%  |
| C- | 70 - 72%  |
| D+ | 66 - 69%  |
| D  | 63 - 65%  |
| D- | 60 - 62%  |
| F  | below 60% |

**Course Schedule:**

Students are permitted to complete coursework at their own pace. However, all coursework must be completed by the end of the year. Students can adjust their own end date online to help manage time. Here is a suggested pace schedule:

| Term and Week  | Assignment                               |
|----------------|--|
| Term 1 Week 1  | Pre-Assessment/APA – Review              |
| Term 1 Week 2  | Research Colleges                        |
| Term 1 Week 3  | Calculate Costs                          |
| Term 1 Week 4  | Research Funding                         |
| Term 1 Week 5  | Application Process                      |
| Term 1 Week 6  | Statement of Purpose                     |
| Term 1 Week 7  | Letter of Recommendation                 |
| Term 1 Week 8  | Virtual College Tour                     |
| Term 1 Week 9  | Logic                                    |
| Term 1 Week 10 | EC College Visit/Project/Post-assessment |
| Term 2 Week 1  | Pre-Assessment/Monroe’s Motivated Seq.   |
| Term 2 Week 2  | “Give Me Liberty or Give Me Death”       |
| Term 2 Week 3  | “Ain’t I a Woman”                        |
| Term 2 Week 4  | “The Great Dictator”                     |
| Term 2 Week 5  | “The Challenger Disaster”                |
| Term 2 Week 6  | “We Stopped Dreaming”                    |
| Term 2 Week 7  | “The Frontier is Everywhere”             |
| Term 2 Week 8  | Shonda Rhimes’ Commencement Speech       |
| Term 2 Week 9  | Logic                                    |
| Term 2 Week 10 | EC/Project/Post-Assessment               |

|                |                                       |
|----------------|---------------------------------------|
| Term 3 Week 1  | Pre-Assessment/Introduction to Satire |
| Term 3 Week 2  | “A Modest Proposal”                   |
| Term 3 Week 3  | “Gulliver’s Travels”                  |
| Term 3 Week 4  | “The Knight’s Tale”                   |
| Term 3 Week 5  | “The Squire’s Tale”                   |
| Term 3 Week 6  | “The Man that was Used Up”            |
| Term 3 Week 7  | “Eve’s Diary”                         |
| Term 3 Week 8  | Political Cartoons                    |
| Term 3 Week 9  | Logic                                 |
| Term 3 Week 10 | Modern Satire/Project/Post-assessment |
| Term 4 Week 1  | Reading Journal 001 – 100             |
| Term 4 Week 2  | Reading Journal 101 – 200             |
| Term 4 Week 3  | Reading Journal 201 – 300             |
| Term 4 Week 4  | Reading Journal 301 – 400             |
| Term 4 Week 5  | Reading Journal 401 – 500             |
| Term 4 Week 6  | Book Summary                          |
| Term 4 Week 7  | Book Questions                        |
| Term 4 Week 8  | Book Project                          |
| Term 4 Week 9  | Logic                                 |

**Class: Language Arts 12 Term 1**

**Teacher: Mr. Howard**

I have read and agree to the rules specified in this disclosure:

Student: \_\_\_\_\_  
print name

X \_\_\_\_\_  
signature

Parent/Guardian: \_\_\_\_\_  
print name

X \_\_\_\_\_  
signature