

English 11

1 credit / Meets every day for one semester

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Prerequisites: English 10

General course description and justification:

Traditional and contemporary British and European literature provide the basis for developing literature and language study. Exploration of universal themes launch students into relevant local and national issues that complement their specific academy and/or career pathways. Focus is on reading, writing, speaking and technological skills for college and other post-high school pursuits, with an emphasis on *persuasion*. There are three required summer reading assignments that must be completed and submitted by the end of the first day of school.

Student Learning Outcomes:

Conceptual Understandings

- Patterns and processes are helpful and transferable.
- Significant meaning can be culled from seemingly mundane incidents in our lives.
- Sometimes it's not *what* you say, but *how* you say it.
(Content and style should not be mutually exclusive.)
- The human voice (and not merely the written words) can be a critical and persuasive tool.
- The ability to 'sell' or 'receive' an idea might be as important as the idea itself.
- Timeless and universal themes contribute to the success of many literary works.
- 'Old' forms and styles can be revived for 'new' applications in the digital age.
- A thesis can be presented in different ways in order to focus and/or organize ideas.
- There are similarities and differences between written, visual, and technological literacy.
- Images are powerful tools to use when appealing to an audience's intellect and emotions.
- Social satire is an effective strategy in facilitating change.
- Visual media is an effective persuasive tool.
- Literature across cultures share many similarities.
- Culture and history continue to influence literature and art.

Content Knowledge

- Thesis construction and placement
- Rhetorical devices used to persuade
- Organizational patterns used in persuasion
- The difference between fact and opinion
- The difference between an author's explicit and implicit message
- Elements of persuasive discourse in relation to purpose, speaker, audience, form
- The difference between primary and secondary sources
- The difference between an intellectual (logical) and emotional appeal
- The role of graphs, charts, and other persuasive visual organizers
- Literary devices and presentation techniques used in media messages
- Six elements of short fiction: plot, character, setting, point of view, style, theme
- Writing process: pre-writing, drafting, revising, editing, publishing and when to think like a "creator" vs. a "critic"
- Roles and responsibilities within an interviewing process
- Role-specific strategies that will help to optimize an interview
- Learning process: plan, implement, assess, reflect, plan
- Common elements among many creative, athletic, and educational processes
- "Hook" strategies
- The imagist movement in poetry and art
- Pukui's contribution to the preservation of Hawaiian language and culture.
- The similarities and differences between written, auditory, and visual literacy.
- The characteristics of a sonnet (Shakespearean/Elizabethan vs. Petrarchan/Italian)
- The difference between literal and figurative language
- Several technological programs to enhance communication
- Poetic devices useful in marketing, advertising, and essay writing
- Satire and its role in persuasion and the real world
- Humorous devices that lend themselves to satire
- The relationship between several opposing forces: nature vs. nurture, cause & effect, pro-action vs. reaction, leading vs. following

Content Skills

- Analyze public documents for thesis development.
- Design a persuasive thesis.
- Analyze public documents for rhetorical devices.
- Effectively employ rhetorical devices to support a thesis.
- Deconstruct persuasive public documents to identify various organizational patterns.
- Employ an organizational pattern to meet the needs of an individual argument.
- Analyze various texts to identify an author's use of fact and opinion.
- Analyze various texts to interpret an author's explicit and implicit assumptions.
- Critique the validity of a text by raising questions and concerns.
- Develop several persuasive documents with specific purposes and audiences in mind.
- Research a thesis to secure primary and secondary sources that support it.

- Strategically employ primary and secondary sources in an argument.
 - Analyze public documents and visual media to identify logical and emotional appeals.
 - Strategically employ logical and emotional information to support an argument.
 - Interpret graphs and charts.
 - Critique and question the assumptions of graphs and charts.
 - Design and manipulate graphs and charts to support an individual thesis.
 - Analyze media messages to identify rhetorical devices and other persuasive strategies used.
 - Design media messages that strategically employ persuasive rhetorical devices and strategies.
 - Present a multi-media argument and then verbally defend it.
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- Recognize the six elements of short fiction within texts, film, and television.
 - Apply the six elements within an autobiographical story.
 - Plan and develop a purposeful, meaningful personal narrative.
 - Demonstrate, in writing, control of grammar, diction, paragraph and sentence structure.
 - Compose 'hooks'/'leads' by using several strategies.
 - Adjust vocabulary for audience.
 - Self-assess with a rubric and reflect on the process.
 - Develop writing goals for the next assignment.
 - Articulate the steps in a creative process and identify when one needs to "create" vs. "criticize/evaluate".
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- Use effective interviewing and persuasive speaking strategies.
 - Adjust vocabulary, questioning, and delivery for audience.
 - Self-assess performances (as interviewer and interviewee) and develop personal goals for the next time.
 - Evaluate various processes and determine which elements are, personally, most helpful.
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- Recognize words that create imagery and compose a word-image.
 - Recognize how symbols extend the meaning of words.
 - Interpret symbols.
 - Design symbols to reflect words.
 - Compare Hawaiian and English translations and interpret written and visual symbols.
 - Employ culture and history to convey meaning in own literature and art.
 - Evaluate and adjust specific written and visual components for audience and purpose.
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- Read and write in a specific rhythm and meter.
 - Deconstruct a Shakespearean sonnet into its many parts in effort to interpret it.
 - Explain why the sonnets are still relevant today.
 - Develop a thesis and translate it into other words as a "heroic couplet".

- Create an extended metaphor to convey a real-world problem.
- Interpret the figurative language encountered in analysis of peers' compositions.
- Employ a computer programs (iMovie and Garage Band) to visually interpret a written composition and convey a message.
- Speak in iambic pentameter.
- Demonstrate effective speaking skills/techniques for purpose and audience.
- Create a persuasive sonnet that strategically uses a variety of poetic devices to convey a message designed for a specific audience and purpose.

- Read and explicate a text for its technical construction.
- Discuss how a text's deliberate construction helps to convey its message.
- Personally connect with one or more aspects of a composition.
- Employ MLA formatting to convey literary analysis.
- Adjust reading strategies to accommodate text's style of writing.
- Identify and respond to universal themes.
- Adjust writing for specific purpose and audience.
- Reflect on and prioritize own life goals.

- Identify personally with and problem-solve specific issues presented in the text.
- Compose a satirical essay based on a researched issue.
- Create a digital story that synthesizes and supports written composition and satirical devices.
- Evaluate music and imagery for strategic use within digital story.

- Compare and contrast various genres of the same story plot.
- Identify historical events that serve as the backdrop for a fictional story.
- Contribute to a group discussion in a meaningful, respectful, and organized way (using transitional phrases is required).
- Evaluate own values for source, relevance, and 'buy-in'.
- Create a compare/contrast chart as a pre-writing graphic organizer.
- Analyze characters from text, evaluate their choices, and make personal connections to them.

Major texts, literature, or resources selected from:

- The Language of Literature: British Literature (text book)
- *'Olelo No'ea* (by Mary Kawena Pukui)
- "Desiderata" (by Max Erhmann)
- *Les Miserables* (by Victor Hugo)
- "A Modest Proposal" (by Jonathan Swift)
- Brothers Grimm folk tales and various Hawaiian myths/legends (oral traditions)
- Award-winning summer reading options in fiction and non-fiction (from various genders, genres, ancestries, and reading lexiles)
- The Maui News and informational text from various periodicals
- "The Bet" (by Anton Chekhov)
- Shakespeare's sonnet sequence

Course outline:

This course is divided into two components: in-class material and at-home, independent material. The following literature and units will be explored *in class* with the intention of identifying relevant issues, developing critical thinking skills, and practicing composition and presentation styles that will enable students to create and pursue their individual Senior Project Proposals.

1. **Introduction: What is literature?** What did it consist of before the invention of the novel? How has the definition changed over time? How can we use literary and poetic devices effectively and for which genres?
 - Summer Reading Assignments
 - The Writing Process (review)
 - Elements of Fiction (review)
 - Analysis of selections from the text and application within individual compositions. (Refer to class calendar.)

2. **Observing moral lessons across cultures: the folk tale.**
Selections by Leo Tolstoy and the Grimm brothers are explicated before listening to Sondheim’s adult musical *Into the Woods* which explores relevant themes of responsibility—to one’s world, community, family and self. How do we balance the often conflicting expectations that are imposed on us? What does it mean to live “happily ever after”? How do we get there? At what or whose expense?

3. **Digital Storytelling**
 - A. What’s the big deal about a **Shakespearean sonnet**?
Students will learn the characteristics of various sonnet forms, analyze them and construct their own based on a specific thesis that addresses a local issue, concern or controversy related to their individual academy. They will then use their Movie Maker program to present their individual sonnets in a digitally and visually literate format.

 - B. This **Modest Maui Proposal** will employ satire, verbal irony and hyperbole as it is modeled after Jonathan Swift’s outrageous essay “A Modest Proposal”. This project will further students’ research related to individual theses designed earlier in the semester.

4. **Make a proposal. Defend it.**
Why are proposals important? How can they be persuasively and effectively constructed? How can we use the ‘power of persuasion’ to our own advantage and by what means?

We can learn plenty from the proposals and speeches of Jonathan Swift, Mary Wollstonecraft and Winston Churchill before identifying, designing and developing our own proposals. Percy Shelley shows us how to verbally defend something that has been attacked.

Characteristics and strategies of persuasive reading, writing and speaking will be learned while *all* students research, cite, outline, write and speak within the context of several projects. Additionally, students will apply these skills to a

controversial issue (local, national or global) of personal interest and convey their position through an *individual* Keynote presentation.

**For many, this will align with academy and Ho'ike Nui (senior project) interests.*

5. Are we victims of circumstance?

Does our environment contribute to our moral character? What is the difference between doing 'bad' things and being a 'bad' person? Is anyone inherently 'evil' and, if so, is it possible to change that nature?

"The Man He Killed" by Thomas Hardy will lead us into the musicalization of Victor Hugo's epic

Les Miserable, the explication of its moral values and the application to ourselves.

6. Standardized Test Preparation: SAT and/or ACT

Kamehameha Schools regularly assesses student progress through NWEA testing. I will also use these results to help students set individual and specific goals as well as to inform my own instruction and content/concept emphasis within our units. KSM pays for all juniors to take the SAT exam in the spring. English 11 will provide opportunities to learn skills related to timed writing, organizing, and correctly answering several types of higher-level multiple-choice questions.

Grading:

In-class assignments:	ten (10) points.
Homework:	twenty (20) points.
Quizzes	five (5) to fifteen (15) points.
Syllabus assignments:	fifteen (15) to thirty (30) points each.
*Products and projects:	twenty (20) to one hundred (100) points.
Tests and exams:	one hundred (100) to one hundred fifty (150) points.

A final percentage will be determined based upon the amount of points you earned out of the total points possible. Your percentage will be converted to a letter grade as follows:

A	93-100%	B-	80-82%	D+	67-69%
A-	90-92%	C+	77-79%	D	63-66%
B+	87-89%	C	73-76%	D-	60-62%
B	83-86%	C-	70-72%	F	Less than 60%

*Rubrics, self-assessments, and reflections are regularly used with products and projects.

Attendance, participation, behavior, and work make-up policy:

Please bring to class everyday:

- One black or blue ink pen
- Lined paper with clean (un-frayed) edges
- Notebook/tablet
- Laptop computer
- A **good attitude**
- A **willingness to participate/try**
- A sense of humor
- A **passion for learning** (Well... I'll try to instill this one if you don't have it yet.)

A few classroom guidelines:

- **Be timely** (This applies to both attendance and assignments.)

* *When you are seated early, you are on time.* Walking through the door 'on time', you're late. (***paradox**: a statement that seems to contradict itself, but may suggest a truth.)
(***oxymoron**: a specialized paradox of only two contradictory words.
For example: *jumbo shrimp, friendly beast, icy hot*, etc...)

Late = tardy = consequence.

Remain seated unless asked by teacher to move around or to relocate.

* *Meet deadlines*--whether it's for an official assignment or a commitment to your group. An assignment *up to* one school day late will receive half credit (i.e., half of the points you would have earned if the assignment was submitted on time).

- **Be consistent** (This applies to both attendance and assignments.)

* Regular attendance and *successful* completion of *all* assignments will help to ensure a passing grade.

- **Be kind** (This applies to both words and actions and, in my opinion, is as important as any other guideline we have.)

* Our treatment of others, ourselves, property and possessions should reflect our Hawaiian and Christian values.

Raise hand, be acknowledged and then speak without interrupting others.
Remember, active listening is as important as speaking in order to communicate effectively. Ask and receive approval before taking, borrowing, using, etc...

Follow the rules and guidelines in the *Kamehameha Schools Maui Campus High School Student/Parent Handbook 2015-2016.*

Other information:

Reading selections and assignments in bold-face will be addressed thoroughly in class. The remaining few, which are in plain font, are to be read independently at home. For many of the at-home reading selections, there are also written assignments to be completed and submitted by the due date which is near the end of the quarter. These are *in addition to* whatever we are working on in class. Refer to the Quarterly Syllabus Assignments regarding these independent reading selections and assignments. Most of these selections will also be addressed within our quarterly tests for which we will review.

Quarter One: August 3 – October 2

Friday, August 21 **Commit to issue to be researched for final paper/persuasive presentation. Thesis statement due.**
Monday, September 14 **Independent syllabus assignments for Quarter One are due (**refer to next page for instructions**).**
Monday, September 21 **Quarter One Test**

<u>Author</u>	<u>Title</u>	<u>Genre</u>	<u>Pages</u>	<u>Products/projects</u>
Anton Chekhov	The Bet	short story	supplement	reflection & discussion S.A.T. timed essay practice
Spenser		sonnet	295-312	
Shakespeare		sonnet	supplement	
Petrarch		sonnet		sonnet, digital sonnet
Various	<u>The Bible (King James interpretation)</u>			
	Ecclesiastes, Chapter 3	wisdom lit.	436	
	Psalm 23	song of praise	437	
	Parable of the Prodigal Son	parable	438-440	
	Ramayana	epic poem	240	
Valmiki	from An Essay on Criticism	epigrams	534-538	
Alexander Pope	'Olelo No'eau	proverbs/imagist poems	supplement	
Mary Kawena Pukui	Desiderata	poem/speech/song	supplement	
Maxwell Herman	The Lotus Blossom Cowers	poetry	794	#2, 6 photo/digital presentation
Heinrich Heine	Irony in Modern Literature	essay	1004	
Stevie Smith	Not Waving But Drowning	poetry	1251	#4
Sade Adu	Pearls	poem/song	supplement	analytical essay
Percy Shelley	from A Defense of Poetry	essay	791	essay of defense (music)
Leo Tolstoy	What Men Live By	folk tale	914	
The Brothers Grimm	various selections	folk tale	supplement	
Stephen Sondheim	Into the Woods	musical play	supplement	personal essay

Quarter One Independent Syllabus Assignments

(These are *in addition to* other readings, assignments and projects being accomplished in class and/or assigned for homework.)

Due at beginning of class on Monday, September 14th.

12pt., Times New Roman, 1.5 spacing, appropriate MLA-style headers on first and subsequent pages.

Assignment #1

A.) After reading the background material, briefly summarize the spiritual lesson or main idea for *each* of the three excerpts in *two sentences*. (Two sentence summary for each of the three excerpts=six sentences in total.)

(background) <u>King James Bible</u>	pg. 435
1.) from Ecclesiastes, Chapter 3 (wisdom literature)	pg. 436
2.) Psalm 23 (song of praise)	pg. 437
3.) Parable of the Prodigal Son (parable)	pg. 438-440

B.) Write a 100-150 word newspaper editorial that is inspired by one of these Bible passages. Pretend that you work for the Maui News and write an editorial (an opinion piece) relating the message of one of these selections to our contemporary life *on Maui*. Explain how a *current (in our news right now) local situation* might be improved if people took the Bible's message to heart. **Format this to look like an editorial** (clever title, organized body that explains situation and introduces relevant Bible verse, your name and town).

Assignment #2

(***Do not complete this assignment until after our lessons on Shakespeare's iambic pentameter and heroic couplets.)

After reading the epigrams from Alexander Pope's "An Essay on Criticism" on pages 534-538 of your text,

- Respond to "Think Critically" question 4 with *three* supporting details from the poem.
- Convey your own message about human nature in an epigram consisting of *only a single heroic couplet*.
- Read the supplement: "Desiderata".
- Create a digital Venn Diagram (using Keynote, PowerPoint, or another program) that compares and contrasts Pope's epigrams, the values within Desiderata, and Kamehameha Schools Maui's ESLRs (**I**ndustrious, **M**oral, **U**nderstanding, **A**ctive). Have at least one point in each compartment of these overlapping circles (a minimum of seven points).

Assignment #3

- Know the difference between three types of irony on page 1004 (verbal, situational, and dramatic) and provide a 30-50 word example of each *from your own life*.

Assignment #4

After reading from the Ramayana by Valmiki on pages 240-251 of your text,

- Enumerate** how this composition is an *epic* by supporting with evidence from the definition and seven characteristics found on page 1435. Use at least *four* signal words and phrases associated with enumeration/description such as:
for instance, for example, such as, to illustrate, in addition, another, furthermore, most important, etc...
***Highlight your enumerative signal words and phrases in **light green**.

- Compare and contrast** Rama's heroic qualities with those displayed by a legendary Hawaiian hero. Use at least *four* signal words and phrases associated with comparison/contrast such as:
similarly, compared with, same as, as well as, both, in the same way, different from, ;however, instead of, although, as opposed to, etc...

***Highlight your compare/contrast signal words and phrases in light grey.

Quarter Two: October 14 – December 18

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|---|--|
| <p>Thursday, October 15
 Friday, October 16
 Monday, October 26
 Monday, Nov. 23-Dec 2
 Monday, December 7
 Monday, December 14</p> | <p>Research for final paper/presentation is to be completed.
 “Works Cited” draft is due.
 Formal Outline and revised “Works Cited” due.
 Deliver formal persuasive presentation. Keynote presentation.
 Independent syllabus assignments for Quarter Two are due (**refer to next page for instructions**).
 Final exam (includes material from Quarters One and Two)</p> |
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<u>Author</u>	<u>Title</u>	<u>Genre</u>	<u>Pages</u>	<u>Product/Presentation</u>
Jonathan Swift	A Modest Proposal		satirical essay	611-623 writing options #3 essay/digital story
Mary Wollstonecraft	satire from A Vindication of the Rights of Women Opposing views and her response		support info. persuasive essay	639-642
Thomas Hardy	The Growth and Development of Fiction The Man He Killed The Convergence of the Twain		support info. poetry poetry	631 #3, 7 868 953 #2, 3 958-961 #2, 7
A.E. Houseman	To an Athlete Dying Young		poetry	965
T.S. Eliot	The Naming of Cats		poetry	1060/1070
Dylan Thomas	Do Not Go Gentle into That Good Night		poetry	1087
Winston Churchill	from The Speeches, May 19, 1940		persuasive speech	1127 Senior Project Proposal
George Orwell	A Hanging		personal essay	1167 #2, 5
Victor Hugo	Les Miserables		novel/musical play	supplement S.A.T. timed essay practice

Quarter Two Independent Syllabus Assignments

(These are *in addition to* other readings, assignments and projects being accomplished in class and/or assigned for homework.)

Due at beginning of class on Monday, December 7th.

12pnt., Times New Roman, 1.5 spacing, appropriate MLA-style headers on first and subsequent pages.

Assignment #1

- A.) After reading about the four new forms in “The Growth and Development of Fiction” on pages 868-869 in your text, provide the titles of two movies that you believe would qualify for a specific category/new form. Do this for each of the four new forms (a total of eight movie titles).

Assignment #2

- A.) After reading about Mary Wollstonecraft (pg. 638) as well as her excerpt from “A Vindication of the Rights of Women” on pages 631-638, create a *relevant* list of *four* questions that you would like to ask her, and then predict what you think her answers would be in 50-75 words each.

Assignment #3:

Read A.E. Houseman’s “To an Athlete Dying Young” on pages 965-966.

- A.) Explain in 200-250 words, how the message of this poem is also relevant for celebrities who have died ‘young’. ***Use the life and death of a *specific celebrity* to prove your point.***

Be sure to use at least *four* **cause-and-effect** signal words and phrases to show the relationship between death (or longevity) and fame: *because of, as a result of, for this reason, so, consequently, since, in order to, may be due to, effects of, therefore, if...then, thus*

Also, you will be comparing and/or contrasting the athlete in the poem to the celebrity you have chosen, so be sure to use at least *three* **compare/contrast** signal words and phrases to illustrate the similarities and differences between them: *similarly, compared with, same as, as well as, both, in the same way, different from, ;however, instead of, although, as opposed to, etc...*

***Highlight your cause-and-effect signal words and phrases in **yellow**.

***Highlight your compare/contrast signal words and phrases in **light grey**.

Read Dylan Thomas’s background and poem “Do Not Go Gentle into That Good Night” on pages 1087-1088.

- B.) Answer question 3, on page page1089, with at least three supporting details from the text. Use **enumerative** signal phrases: *for instance, for example, such as, to illustrate, in addition, another, furthermore, most important, etc...*

***Highlight your enumerative signal words and phrases in **light green**.

- C.) Make the inference of question 4 with at least one reference to the text.

- D.) **Compare/contrast** the attitudes of the speakers of these two poems in a fully developed paragraph that employs at least *two* appropriate signal phrases: *similarly, compared with, same as, as well as, both, in the same way, different from, ;however, instead of, although, as opposed to, etc...*

***Highlight your compare/contrast signal words and phrases in **light grey**. (Question 5 on page 1092)

Quarter One

S.A.T. vocabulary: abate, accolade, adroit, akin, benign, brevity, charlatan, corroborate, cryptic, debunk, didactic, disparate, eclectic, enigma, fallacious, furtive, hiatus, hubris, inane, insipid, jovial,

Terminology related to our writings, readings, products and projects:

Gerund vs. infinitive verbs

Independent vs. dependent clause
simple vs. compound vs. complex sentences
(I) (I + I) (I + D)

Four types of writing: expository, descriptive, narrative, persuasive

Signal phrases for four types of informational text: chronological, enumerative, compare/contrast, cause/effect

Genres

oral literature/oral tradition
folk tale vs. fable vs. legend vs. parable
drama
essay
psalm
epigram
blank verse
free verse
English/Elizabethan/Shakespearean sonnet
Italian sonnet
ballad
limerick
novel
letter
elegy/dirge

Plot

exposition, conflict, rising action, climax, falling action, denouement/resolution
peripeteia (reversal of circumstance)

Character

main/round vs. minor/flat
dynamic vs. static
antagonist vs. protagonist

stereotype

Figurative language

imagery
mood
simile
metaphor vs. extended metaphor
personification
hyperbole
synecdoche

Literary devices

idiom
paradox
oxymoron
euphemism
aphorism
allusion
theme
generalization
parallelism
irony (verbal, situational, dramatic)
style (word choice=diction; sentence length; variety; tone; imagery; dialogue)
voice (first, second, third person)

Poetic and sound devices

assonance
consonance
alliteration
onomatopoeia
rhyme
rhyme scheme
rhythm
meter
foot
catalexi/catalectic foot
couplet
heroic couplet
enjambment

Quarter Two

S.A.T. vocabulary: laud, lucid, magnanimous, mollify, mundane, obdurate, pensive, pragmatic, reticent, regicide, sagacious, sedentary, sequester, shrew, slovenly, staid, stymied, taciturn, torpor, vacillate,

Terminology related to our writings, readings, products and projects:

Genres

autobiography
satire
satirical essay
epic
speech
personal essay
play/musical
diction vs. syntax
cliché
malapropism

anecdote
rhetorical question
denotation vs. connotation
inference
realism
persuasion (logical appeal vs. emotional appeal)
propaganda techniques (snob appeal, band wagon, plain folk, and celebrity endorsement)
straw man

nominative pronouns vs. interrogative pronouns

homonym

vccv (vowel, consonant, consonant, vowel)
ex., *traffic, permit, tunnel, witness, collect, perhaps*

Laptop Computer, Cell Phone and Electronic Device Etiquette

Check your email and daily bulletin OUTSIDE of this classroom.

1. Mr. Oliver will inform you if/when laptops will be used during the day's class.
2. Do NOT turn on your laptop until instructed to do so.
3. Laptop to be used for class purposes only.
4. Make every effort to have homework printed before coming to class.
5. When instructed, all laptops will be shut down. That means the lid is closed tight too.
6. Playing computer games during class time is not permitted.
7. Instant messaging and texting during class time is not permitted.
8. Your laptop computer, phone, and other electronic devices will be confiscated if you do not comply with this etiquette. You will receive detention and your parent/guardian will need to pick up your item(s) from Mr. Oliver.

I, _____, understand Mr. Oliver's expectations regarding the use of my laptop computer and other electronic devices. I understand that items will be confiscated if I do not abide by these expectations. I will only use them for Mr. Oliver's assignments while in his room; not for other classes, projects, games, emailing, instant messaging, playing music, nor any other unrelated reason.

I, _____, understand that cell phone use is not permitted during class time. No calling. No 'ringing'. No texting. Not only is the cell phone to remain out of sight, it is not to be used.

I, _____, understand that iPods are not to be used unless with permission by Mr. Oliver and for a specific assignment. The same goes for headphones/ear buds.

2015-2016
Kamehameha Schools Maui Campus High School
Open Disclosure Statement

Teacher: Michael Oliver
Subject: English 11
Credit: 1

I, _____, received the course description, syllabus, list of daily preparations, guidelines and grading policy. I have read it, Mr. Oliver has explained each aspect of it, and I fully understand what is expected of me in this class.

student signature

I, _____, have been notified of the content of this course as well as the expectations for my son/daughter/student/dependent who is enrolled in it. I will assist as best as I can in order to ensure academic, social, personal, moral and ethical success in this course. I will contact Mr. Oliver as concerns arise, and welcome him to contact me also.

parent/guardian signature

Parent/Guardian,
Please indicate by what means Mr. Oliver is welcome to contact you (or your designee).

name: _____ relationship to student: _____

___ home phone: _____
___ cell phone: _____
___ work phone: _____
___ email: _____
___ other: _____

Is there anything that I should know, or any accommodation that I could make in order to help ensure our student's success (academic, social, personal, moral, ethical)?
Please comment on back.