

2023- 2024 Syllabus

English I

Ms. Honore



Welcome to English I! I am so excited to be your teacher this year! This course will provide you with the tools to help you be successful in high school, college and after. Take this course seriously because it could be one of the most important courses you take throughout your academic career. One of my goals this year is to help you grow as readers, writers and communicators. I will guide you, cheer for you, coach you, and hold you accountable. This class as well as your other courses will require time management.

Course Description: This course follows the [state-approved TEKS](#) and will cover the following things:

- reading skills such as annotating, locating evidence to support a response, and understanding complex texts
- writing skills such as crafting a poem, writing a response to a text, and constructing a grammatically correct sentence
- thinking skills such as analyzing a text, making connections between ideas, and building off prior knowledge
- speaking skills such as sharing opinions about a text, presenting work, and debating an open-ended question

Course Objective: I hope to increase your appreciation of reading and writing by exposing you to as many diverse texts as possible. I want you to leave this class feeling confident about your academic abilities and to truly enjoy reading and writing. Among other things, the English I standards require us to:

- engage in self-sustained independent reading
- engage with an increasingly challenging variety of sources, which may include podcasts, blogs, videos, etc.
- read complex traditional, contemporary, classical, and diverse texts
- write extensively in all genres, including fiction, poetry, argument, etc.

We will be reading texts of all kinds this semester, both as a class and independently. You will have access to our robust classroom library as well as our campus library. Parents, if you would like to learn more about this, [please read this letter](#).

Contact Information:

Preferred Mode of Communication: TEAMS Chat or Email

Email: sassenma@houstonisd.org

Web Address: <https://www.houstonisd.org/SASSENMA>

Room: 202

Materials:

- HISD issued laptop and charger

Grade Weight and Grading Scale:

Formative- 60% (Daily Grades, Quizzes, Homework)

Summative- 40% (Projects, Tests, Essays)

(A=100-90)

(B=89-80)

(C=79-75)

(D=74-70)

(F=69-0)

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Honor Code: East Early College High School embodies a spirit of mutual trust and intellectual honesty that is central to the very nature of learning and represents the highest possible expression of shared values among the members of the school community. The core values underlying and reflected in the Honor Code are:

- Academic honesty is demonstrated by students when the ideas and the writing of others are properly cited; students submit their own work for tests and assignments without unauthorized assistance; students do not provide unauthorized assistance to others; and students report their research or accomplishments accurately
- Respect for others and the learning process to demonstrate academic honesty
- Trust in others to act with academic honesty as a positive community-building force in the school
- Responsibility is recognized by all to demonstrate their best effort to prepare and complete academic tasks
- Fairness and equity are demonstrated so that every student can experience an academic environment that is free from the injustices caused by any form of intellectual dishonesty
- Integrity of all members of the school community as demonstrated by a commitment to academic honesty and support of our quest for authentic learning.

Policy on Electronic Devices: Once students enter classroom, all electronic devices should be silenced and put away such that they are not visible. These include cell phones, headphones, ear buds, etc. Students may only use electronic devices if authorized by teacher. Teachers may use electronic devices for instruction purposes at their discretion.

Make Up and Late Work: Homework and daily class work will not be given full credit, if accepted late. Evaluation on late work will be done on a case-by-case basis at the discretion of the teacher. Make-up work will not be made-up during class time; this time will be reserved for planned instruction. It is the responsibility of the student to get make-up work and to return it to the instructor in a timely manner.

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Student Success: Expect to spend at least twice as many hours per week outside of class as you do in class studying the course content. Additional time will be required for written assignments. The assignments provided will help you use your study hours wisely. Successful completion of this course requires a combination of the following:

- Reading the assigned texts as well as your chosen independent reading
- Attending class in person and/or online
- Completing assignments
- Participating in class activities

There is no short cut for success in this course; it requires reading (and probably re-reading) and studying the material using the course objectives as a guide.

As your teacher, it is my responsibility to:

- Provide the grading scale and detailed grading formula explaining how student grades are to be derived
- Facilitate an effective learning environment through learner-centered instructional techniques
- Provide a description of any special projects or assignments
- Inform students of policies such as attendance, withdrawal, tardiness, and making up assignments
- Provide the course outline and class calendar that will include a description of any special projects or assignments
- Arrange to meet with individual students before and after class as required

As a student, it is your responsibility to:

- Attend class on time
- Participate actively by reviewing course material, interacting with classmates, and responding promptly in your communication with me
- Complete the required assignments and exams
- Ask for help when there is a question or problem
- Keep copies of all paperwork, including this syllabus, handouts, and all assignments
- Attain a raw score of at least 50% on the departmental final exam

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Classroom Principles

- Be respectful to *yourself* and give yourself a chance to learn, grow, and participate fully; to *others* because everyone comes to this classroom with different needs and there will be points where everyone struggles; to *the teacher* because this is a learning experience for me as well!
- Be engaged, because merely being present does not guarantee learning, and we need your voice as part of our classroom community.
- Be courageous, because learning requires acknowledging that there are things we don't know and can't yet do, and also requires us to sometimes allow our minds to be changed.

Daily Schedule

- Independent Reading (20 minutes)
- Hook (5-10 minutes)
- New Learning (10-15 minutes)
- Guided Practice (10-15 minutes)
- Independent Practice (20-25 minutes)
- Closure (5 minutes)

This schedule may change depending on what we are learning, but it gives you a preview of what a typical day might look like.

Tentative Unit Calendar

Much of the work in English Language Arts is guided by the students and their interests or needs. That being said, see below for a tentative unit calendar.

- Book Up, Write Down (Introduction to English I)
 - Why do we read and write, and what do we read and write about?
- Surviving and Thriving
 - Central Texts: Short stories, articles, poems, short films, and choice independent reading
 - Main Writing Product: Argumentative essay
 - What qualities are most necessary for survival?
- Ghosts and Goblins
 - Central Texts: Book club books, short stories, articles, poems, and short films
 - Main Writing Product: Informational essay and short story
 - What societal fears and values are reflected in our horror stories and legends?
 - How do authors create a sense of fear?
- Heroes and Villains
 - Central Texts: *The Odyssey*, short stories, articles, short films, and choice independent reading
 - Main Writing Product: Informational essay and poem
 - Who do we as a society cast as our heroes and villains and why?
- Fiction and Nonfiction
 - Central Texts: Book club books, short stories, and graphic media.
 - Main Writing Product: Correspondence essay and choice creative response

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- Where does the line between fiction and nonfiction blur?
- Murder and Revenge
 - Central Texts: *Romeo and Juliet*, *A Long Way Down*, short stories, poems, and graphic media
 - Main Writing Product: Choice essay and one-act play
 - What is more damaging: action or inaction?
- Justice and Injustice
 - Central Texts: Short stories, articles, poems, short films, and choice independent reading
 - Main Writing Product: STAAR-like essay revision
 - What systems allow justice to occur (or keep it from occurring)?
 - How can we advocate for ourselves and others?
- Self and Selfies
 - Central Texts: Short memoirs, TED talks, and choice independent reading
 - Main Writing Product: Memoir
 - How do we see ourselves and how does that differ from the self we show to the world?