

9th Grade Reading I – Literature and Composition Support for English I Students Course Syllabus 2020-2021

COURSE OBJECTIVE:

The English II curriculum is a rich, integrated study of literature, with an emphasis on composition. Students will be given additional support in order to foster the best possible educational experience in their English I course.

COURSE EXPECTATIONS:

In order to achieve our goal of excellence in literary analysis and to master the skills of reading, students in this course are expected to be present, be prompt, be prepared, be polite, and be productive. Each student will be held accountable for class work, homework and tests. This is especially important while we shift to online learning.

REQUIRED MATERIALS:

Students are expected to come to class prepared and with the required materials. Failure to do so will result in wasted class time, slower learning, and possible disciplinary action. Please have the following items with you every day. (Certain item may be kept in the classroom.) In addition to the following list of supplies, students are expected to carry their PowerUp computer with them--at all times—and an outside reading book that can be checked out in the school library or on their PowerUp computer.

Composition Book
Folder with 2 pockets
Notebook paper

Dictionary and Thesaurus (laptop)
1 box of Kleenex
Blue or Black Ink Pens and Pencils

HOMEWORK REQUIREMENTS:

Homework will be assigned regularly. Consistent failure to complete homework assignments will result in slower learning, below level mastery of objectives, poor grades and parent/teacher/student conferences.

GRADING SCALE:

Grading of student work is based on state and district-required learning standards (Objective) and should provide clear expectations for **mastery** (Closing Product). Expectations for grading should be clearly defined through rubrics, criteria charts, or other evaluative tools. Grades will be provided to students and entered into GradeSpeed in a timely manner. A minimum of 2 grades will be recorded each week and at least 1 Test/Project/Quiz grade every two weeks. GradeSpeed should be monitored to ensure grades are current. The following grade weights will be used to determine six-week

grades:	Classwork/Homework	50%
	Test/Project/Quiz	30%
	Daily/Participation	20%

ABSENCE AND MAKE-UP LEARNING POLICY:

If you are absent, you are required to make up the **learning** that you miss. There is no way to recover the time lost when a student is not class. In an effort to keep your learning on track when returning from an absence, I may require one or both of the following: time in my classroom after school, work/reading to be done at home. These measures are the sole responsibility of the students to initiate and must be completed within one week of the absence(s).

LATE WORK

Assignments are late if they are not turned in at the beginning of class. If you attend school at any time during the day you are required to bring me your assignment. Field trips are not excuses for not turning in your work. Students will be given at least one opportunity to submit late work following an absence. Any work turned in late will automatically lose 10% and for every day that follows they will lose an additional 5%.

ACADEMIC DISHONESTY:

Except during designated group work, you are expected to complete homework, class work, and tests on your own. If you use someone else's work—even a phrase—in an essay or assignment, or talk during a NO TALKING assignment, such as a quiz or test, you will receive a ZERO and your parents will be notified of what has occurred. This is still true in the virtual space. If you copy or otherwise cheat, you will receive a ZERO and your parents will be notified of what has occurred. In the event that this should happen, you will also be assigned detention. Cheating is morally unacceptable and will not be tolerated, but more importantly, cheating does not prepare you to make it on your own.

CONTACT INFORMATION:

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