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English I Course Syllabus 2019-2020

Instructor: Dionecea “Dee” Warr **Email:** dionecea.warr@houstonisd.org **Room:** 2103

Tutorials: Tuesday Morning 8:00 – 8:30 a.m., Thursday Afterschool 4:00 – 4:30,
and by appointment

Conference: 8th period

COURSE OBJECTIVE:

The English I curriculum is a rich, integrated study of literature, with an emphasis on composition. Students will continue to increase and refine their communication and literacy skills. Students will practice all forms of writing frequently, drawing from both literature and personal experience. Students will learn to place emphasis on clarity, correct usage, mechanics and spelling, careful diction, and effective expression. Students will read extensively in multiple genres of literature interpreting the possible influences of the historical context on literary work. By the end of this course, the student will have mastered the reading, writing, speaking, and listening skills as written in the Texas Essential Knowledge and Skills for English I.

COURSE EXPECTATIONS:

In order to achieve our goal of excellence in literary analysis and to master the skills of writing, students in this course are expected to be prompt, be prepared, be productive, be positive, and be polite. Each student will be held accountable for class work, homework and tests.

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 items may be kept in the classroom.)

- Composition Notebook
- Pack of Loose Leaf Notebook Paper
- 2 Blue or Black Ink Pens
- 2 Red Ink Pens
- Pack of Index Cards
- Pencils
- Assortment of Highlighters
- Box of Tissues*

TEXTS:

The textbooks for the course are as follows:

- Holt McDougal's *Literature*, grade 9
- Various fictional novels (provided)

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 should 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%	(min 6)
Test/Project/Quiz	30%	(min 3)
Daily/Participation	20%	(min 6)

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.

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, each day you are absent or for an assignment missed, you are required to send an e-mail to inform me of your absence and/or the need for make-up work. This can also be done through the Remind App; which students will set up in class. I will respond with a detailed account of what you're missing, when those assignments are due, and when you can meet with me if you need additional help.

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. Grade penalties and the amount of time allowed to complete the assignment are as follows:

Late Work related to an absence:

3 days to turn in the assignment	no points deducted	full credit eligible
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Late Work NOT related to an absence:

1 day late	-15 points	max 85
2 days late	-20 points	max 80
3 days late	-30 points	max 70
4 days late	-40 points	max 60
5 days or later	zero assigned to the grade book	

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. 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.

CELL PHONE POLICY:

There will be designated time in class for cell phone (and headphone) usage. Outside of this designated time, the expectation is cell phones and accessories are put away and on silent. Failure to adhere to this policy will result in the device(s) being collected until the end of the day or turned into the office for parent retrieval with a fee of \$15.

Unit Overviews

Unit One

This unit explores the theme of identity, asking students to consider the essential question, “What shapes my identity?” through the reading of literary nonfiction and expository texts. Students are introduced to the workshop instructional model and learn to utilize cognitive strategies to explore literary nonfiction, expository elements, and text structures by crafting precis responses. Students craft a personal memoir, an email, and begin drafting an expository essay. Students are introduced to the writing portfolio as a tool for reflection and tracking growth.

Unit Two

This unit explores the theme of culture, asking the students to consider the essential question, “How does my culture impact my understanding the world?” through the reading of expository and dramatic texts. Students continue to use a workshop instructional model and further develop comprehension strategies to analyze author's purpose and exhibit higher-level thinking skills and analysis by crafting a precis response. Students continue the expository essay from Unit 1 and revise to create a 26-line STAAR expository essay. Students continue to build their writing portfolios and reflect on their growth as writers.

Unit Three

In this unit, students explore the theme of influence by addressing the essential question, “How am I influenced by the world around me?” through the analysis of persuasive techniques in text and media, fiction, and poetry. Students demonstrate their abilities to make connections to the text by crafting a precis response. Students write an argumentative essay utilizing persuasive techniques. In addition, students craft poetry. Students continue to submit selections to their writing portfolios and reflect on their growth as writers.

Unit Four

This unit explores the theme of justice by addressing the essential question, “How do I determine what is right?” Literary nonfiction texts are paired with fictional and expository texts. Students read and make connections between these paired passages, examining text structures and author’s purpose. Students continue to exhibit their analytical skills by crafting various precis responses. Additionally, students write an interpretive response and a 26-line STAAR expository essay. Students submit selections to their writing portfolios and reflect on their growth as writers.

Unit Five

This unit explores the theme of choices by addressing the question, “How do my choices impact my life” through reading and examining historical fiction, media, and expository texts. In addition, students analyze how social, cultural, geographical, and historical context affect the author’s organization and presentation of ideas. Students further analyze texts by crafting precis responses. Students continue to focus on writing and revising a 26-line STAAR essay and will submit selections to their writing portfolios and reflect on their growth as writers.

Unit Six

In this unit, students explore the theme of change by addressing how the question, “How can I affect change through reading and examining media and expository and procedural texts. Students conduct research, craft a research plan, and produce an abstract of findings. Students use their research to produce and present a multimedia presentation. Students will reflect on their growth as writers by examining their writing portfolios and selecting a piece for revision and presentation. The unit ends by focusing on what students have read in this course and planning for summer reading in preparation for English II.