

Honors English I – Fall 2018

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SMART lunch – Wednesday B and Friday A



Course Syllabus and Expectations

Welcome to Panther Creek High School, and to Honors English I. I am excited to have you in my classroom. The purpose of this class is to help you develop many skills to be successful in high school and college, and to help you be an even more independent and enthusiastic reader and learner. The honors level English I course will address content with greater complexity, depth, and pacing; students will be expected to work as self-directed and reflective learners.

Course Description:

- Students will develop a greater appreciation for reading by choosing their own reading materials and reading daily, both in and out of class. (Information soon about Independent Reading Time and Book Clubs)
- Students will read texts from various genres (fiction, nonfiction, poetry, and drama); while much of this reading will be independent, there are also some texts we will read together.
- Students will improve vocabulary, writing, research, speaking, and study skills.
- Students will engage in the 4C's: collaboration, communication, critical thinking, and creativity throughout the course with a variety of activities, such as the FlipGrid app (Information coming soon; also available on a computer)

Materials Needed:

- One 3-ring binder with loose leaf paper
- One-subject college-ruled spiral notebook (full size)
- Books for IRT and Book Club novels (purchased by students, details soon)
- Pencils, pens (black and blue only please), highlighters, and sticky flags or sticky notes

Grading

Assessments carry different weight in final grade computation.

Major grades (i.e. tests, essays, projects including PBL's, journal) – 60%	Grading Scale:	
Minor grades (i.e. quizzes, reading/writing process activities) - 35%	A = 100-90	Documented Mastery
Student Engagement (daily class & homework practice) - 5%	B = 89-80	Major Documented Progress
	C = 79-70	Documented Progress
	D = 69-60	Documented Attempt
	F = <60	Incomplete Documentation

- Each quarter will count as 40%, and the final exam will count 20% of the semester grade.

Assessments are designed to challenge and reflect mastery of Common Core English Language Arts standards. Mastery is assessed using both teacher-directed and student-directed approaches. Grades are earned by demonstration of mastery of standards or progress towards mastery. To earn an above average or superior grade, students must demonstrate mastery, but also depth of critical thinking, creativity, and originality.

Engagement grade (includes in-class and homework assignments):

Daily engagement, both in class at home, is a basic expectation. Homework is assigned nightly and counts as part of your engagement grade. Engagement grades may be taken on a random basis and may not always be made up. If you are absent, remember it is your responsibility to check Canvas for all assignments. **All students are required to enroll in Canvas and the course's Remind group. This will be done in class together the first week of school.**

- Engagement assignments cannot be turned in late (except for absences).
- Any missing engagement assignments will be recorded in PowerSchools as a 40.
- Engagement will be assessed under the "no zero" standard: 4=100%, 3=89%, 2=79%, 1=69%, 0=40%

Grading guidelines are included in the PCHS Student Handbook .

IRT & Book Club Novels

"Students need books that **mirror** their own experience; books that reassure them that they are not the only ones to have been bullied, not the first to lose a friend. They also need books that are **windows**, apertures to other worlds and times, including the hypothetical future."

—Carol Jago, *With Rigor For All*

In addition to self-selected reading for IRT (Independent Reading Time), students will be responsible for securing two novels for Book Clubs: "Genre Choice" & "Social Justice." Reading on phones is discouraged; library or borrowed books are fine. (See Book Club handouts) Students will be speed dating these novels in class before making selections. All should have their "Genre Choice" Book Club novel in class no later than **September 14th** and their "Social Justice" Book Club novel no later than **October 26th**. Student engagement grades will be given for having books on required days. Choosing books throughout the semester that are both "mirrors" and "windows" is encouraged.

SMART Lunch

- You are expected to attend at least 4 SMART Lunches per quarter (2 before and 2 after the interim period).
- Attending 4 SMART Lunches during the quarter will count as an extra credit quiz grade.
- Students will keep up with their own SMART lunch attendance through a personal log and the classroom log.

Late work and makeup work

Major assignments not turned in on the due date will have 10 points deducted for every day late up to 40 points maximum *from the grade earned, not from 100*.

(See Engagement Grade section for policy on makeup/missing engagement grades.)

Journals will be written in a spiral notebook, and 10 entries will count as a major grade each quarter. Information including content and due dates coming soon.

Students who are absent are expected to check Canvas for assignments and are allowed one day per absence to turn in the missing work. The teacher will use professional judgment and discretion for extenuating circumstances and individual situations in regards to academic responsibility.

Quizzes and tests are to be made up during SMART Lunch or after school.

Test Corrections

If no other modifications were provided, test corrections are possible if the original score is a 74% or below. The student MUST INITIATE the process within 2 days of receiving back the original test grade and may earn up to a 75%. Procedure for test corrections will be explained in class.

Unit Overview

- **Unit I: Home & Family**
Essential Questions: What connections exist between home and family? What influences what defines a home and family? How are ideas of home and family both biological and psychological?
Anchor Text(s): "Advice" Selections and *Of Mice & Men*, By John Steinbeck
- **Unit II: Identity & Culture**
Essential Questions: How does an individual's culture shape his/her identity? How do cultural stereotypes impact personal identity? How does one gain a sense of self identity and community identity?
Anchor Text(s): Student "Genre Choice" Book Club Selections and *To Kill a Mockingbird (Part I)*, by Harper Lee
- **QUARTER 1 MAJOR ASSESSMENTS:** Journal, PBL (project will include research), Argumentative essay
- **Unit III: Conformity & Rebellion**
Essential Questions: What factors influence whether individuals conform or rebel? In what circumstances are conformity/rebellion advisable or not advisable? How does an individual's identity determine whether a person conforms or rebels?
Anchor Text(s): Student "Social Justice" Book Club Selections and *To Kill a Mockingbird (Part II)*, by Harper Lee
- **Unit IV: Tradition & Progress**
Essential Questions: How are tradition and progress interconnected? What are the benefits and drawbacks of tradition/progress? How do tradition/progress influence who individuals become?
Anchor Text(s): *Romeo & Juliet*, By William Shakespeare and Personal Research focused on an argumentative topic of choice
- **QUARTER 2 MAJOR ASSESSMENTS:** Journals, PBL (project will include research), Literary Analysis

Communication

- Canvas modules will be set up for each unit containing student notes/handouts, rubrics, assignments, journal entries, external links, etc.
- Students may sometimes be asked to turn in assignments via Google or TurnItIn.com
- Announcements will be sent via Remind. Text the message @engmulrine to 81010 to sign up.
- Grades will be posted on PowerSchools for parents and students to check. Prior to a graded assignment being posted, you may frequently see a symbol for assignments indicating "Missing" or "Turned In"
- **Mrs. Mulrine's email:** kmulrine@wcpss.net

Behavior Expectations

Classroom rules and expectations are designed to create an environment that is safe and allows everyone to learn free from disruptions or distractions.

Tardy Policy: Tardies will be handled as outlined in the PCHS Student Handbook. Students who arrive late should quietly enter, sign the tardy log, and quickly get seated and to work.

Students will meet the PCHS Basic Expectations:

1. Be present and on time.
2. Be engaged
3. Be prepared
4. Be your best

Classroom rules:

- Please bring all necessary materials to class, including notebook, paper, writing utensils, and texts.
- Be in your seat with materials out, from the time the tardy bell rings until I announce it is time to pack up materials.
- Take restroom breaks before class and only ask permission to leave the room in an emergency.
- No food or drinks (except water) during class. (You are permitted to eat in the room before school and during SMART Lunch.)

DIGITAL PORTFOLIOS

All Catamounts will establish (design background, fonts, color, layout, and biographical information) a digital portfolio in English I during their freshman year. These portfolios will eventually contain entries from all classes (core, elective, multiple grade levels), include a variety of artifacts (pictures, video, Slides, Docs), and share a reflective component that uniquely illustrates each student's personal learning journey. These portfolios will include work intended to be shared with classmates, teachers, parents, administrators, college admission boards, and potential employers.

Something to think about...

"We study Romeo & Juliet not to learn about life in Verona but to experience the power and fragility of young love. History books may offer a more detailed description of racism in Alabama during the 1930s, but the fictional courthouse scenes in Harper Lee's *To Kill a Mockingbird* teach readers, through the eyes of Scout, how prejudice can be so deeply rooted within a culture that even Atticus Finch with truth on his side cannot triumph. *Literature offers readers a different way of knowing.*"

-Carol Jago, *Rigor For All*

Your signature below indicates that you have read and understand the course syllabus and expectations for Mrs. Mulrine's Honors English I class and that you are open to experience "a different way of knowing."

Student Signature:

Parent/Guardian Signature:

After turning in this syllabus signed, the student will receive the syllabus back and should keep it in their binder for reference.