

# Honors English I – Spring 2020

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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.

### Materials Needed:

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

## Grading

- ❑ Assessments carry different weight in final grade computation. Included below are the county grading scale and course weighting percentages that will determine all students' final averages.
- ❑ Students are expected to monitor grades in PowerSchools, take advantage of correction opportunities when appropriate, and attend SMART Lunch for extra help when needed.
- ❑ Essays and PBL Projects not turned in by the due date can be submitted late; however, a 10-point deduction will be assessed per day up to 40 points from the grade earned.
- ❑ For further grading policies, see guidelines provided in the *WCPSS/PCHS Student Handbook*.

Major grades (i.e. tests, essays, projects including PBLs, journal) – <b>60%</b> Minor grades (i.e. quizzes, reading/writing process activities) - <b>35%</b> Student Engagement (daily class & homework practice) - <b>5%</b>	Grading Scale: A = 100-90 Documented Mastery B = 89-80 Major Documented Progress C = 79-70 Documented Progress D = 69-60 Documented Attempt F = <60 Incomplete Documentation
<b>Final Average:</b> Q3 40% + Q4 40% + Final Exam 20%	

### 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.** (continued on next page)

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

## MAJOR ASSESSMENTS

**Journals (Informal Writing)** – Students will complete 10 full-page journal entries each quarter, writing one entry in class for nine weeks and one entry for homework at the start of the quarter. These weekly opportunities will practice all modes of writing: expressive, narrative, descriptive, expository, and argumentative. Although entries will NOT be graded for grammar, journals will be used to diagnose individual/class errors for planning lessons. Entries will be due the day after they are assigned with the exception of timed entries. To receive full credit, students must write a full-page response on college-ruled paper and clearly address all parts of the writing prompt assigned. Late journals (for a maximum of 8 points) will only be accepted the following must be completed and/or shared Wednesday/Friday SMART Lunch.

**Process Essays (Formal Writing)** - Students will compose two formal essays: an argumentative research essay first quarter and a literary analysis second quarter. Both essays will require students to engage in the writing process from brainstorming through publishing where students will receive feedback throughout each step. Final grades will be determined using Common Core Writing Rubrics. Students will use Google and Turnitin.com; however, this may change.

**Literature Tests (Class Reading)** - Students will be given one literature test per quarter about the anchor texts read, discussed, and analyzed in class. A variety of questions based upon the reading standards will include multiple choice, constructed response, and essays. Any student scoring below a 75% - C will be given the opportunity for test corrections/remediation during SMART Lunch the week after tests are returned to improve their score for a maximum of 75%.

**PBL -Book Club Projects (Individual Reading)** - Students will have voice and choice in their selection and reading of book club novels each quarter. Although these book selections are connected to literature units and essential questions, all students must return parent approval forms before joining a book club. Students will be asked to purchase a copy of their chosen selection, will meet regularly with their groups to discuss/analyze their reading, and will complete a collaborative standards-based project for both Q3 and Q4.

**NCFE Assessments (Exam Practice)** - Students will take one mid-year NCFE practice test and one end-of-the-year practice test that will be averaged for ONE major grade during the second quarter. These tests will include analysis and critical reading of narrative selections, poetry, non-fiction pieces, and speeches. Both tests will be reviewed in class; however, these tests will not be sent home as they contain state-released questions for teacher use only.

## 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

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

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 regard to academic responsibility.

Quizzes and tests are to be made up during SMART Lunch or after school upon the student's return. It is the student's responsibility to schedule the make-up appointment.

## Writing Help

The Panther Creek Writing Center is available Tuesday, Wednesday, and Thursday during A half of SMART lunch. Experienced peer tutors under teacher supervision can meet with you to help with writing assignments not just for English but for all kinds of classes.

"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*

## 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): *Of Mice & Men* by John Steinbeck and Student "Culture & Identity" Book Club selections
- **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 "Culture & Identity" Book Club selections and *To Kill a Mockingbird (Part I)* by Harper Lee
- **QUARTER 3 MAJOR ASSESSMENTS**: Journal, PBL (project), Argumentative Research Essay, Literature Test
- **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 Student "Social Justice" Book Club selections
- **QUARTER 4 MAJOR ASSESSMENTS**: Journals, PBL (project), Literary Analysis, Literature Test, average of NCFE practice tests from quarter 3 and quarter 4.

## 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, or you may download the app and enroll using the @engmulrine.
- Grades will be posted on PowerSchool 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](mailto: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.)

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## 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*

**Please keep the syllabus in your binder for reference.**