



**English 10**  
**Department of English**  
**Analy High School**  
**2013-2014**

*We do language. That may be the measure of our lives.*  
Morrison, Toni. "Nobel Prize for Literature." Nobel. Stockholm, Sweden.  
7 Dec. 1993. Lecture.

**Course Description**

Aligned with AHS English department agreements, CA performance standards, common core standards and 21<sup>st</sup> Century skills, this course will include readings, assignments and activities to promote:

***Critical Thinking, Collaboration, Communication, and Creativity***

Students will write a(n):

- |                                    |                     |
|------------------------------------|---------------------|
| 1) autobiographical incident essay | 2) comparison       |
| 3) speculation of cause and effect | 4) evaluative essay |
| 5) literary interpretation         | 6) timed essay      |
| 7) mini and longer research papers |                     |

Additionally students will study writing conventions and SAT vocabulary, read fiction and non-fiction texts, present classroom congress speech as well as other presentations.

**Students will be expected to read approximately 90 pages/week.**

However, the focus of our work will be on writing! Expect to have reading or writing homework prior to each class meeting. So much to do, so little time. Let's get started.

**Required Course Texts**

- Card, Orson Scott. *Ender's Game*. New York: Tor, 1991. Print.  
Gibbons, Kaye. *Ellen Foster: A Novel*. Chapel Hill, NC: Algonquin of Chapel Hill, 1987. Print.  
Golding, W., and W. Golding. *Lord of Flies*. London: Faber and Faber, 1963. Print.  
Krakauer, Jon. *Into the Wild*. New York: Villard Books, 1996.  
Lowell, Amy. "The Taxi." - *Poets.org*. Academy of American Poets, n.d. Web. 15 Aug. 2012.  
<<http://www.poets.org/viewmedia.php/prmMID/16107>>.  
O'Brien, Tim. "On the Rainy River." *The Things They Carried: A Work of Fiction*. Boston: Houghton Mifflin Harcourt, 2010. N. pag. Print.  
Sophocles, and Richard Emil Braun. *Antigone*. New York: Oxford UP, 1973. Print.

And one of the following:

- Shakespeare, William, and Norman Sanders. *Othello*. Cambridge [Cambridgeshire: Cambridge UP, 1984. Print.  
Shakespeare, William, and W. H. Durham. *A Midsummer Night's Dream*. New Haven: Yale UP; [etc., 1918. Print.

**\*Other handouts and articles will be posted online or handed out in class.**

**Course Norms**

As we discuss course readings, do activities, share writing, and develop academic level discourses, I encourage all class members to aspire to these characteristics unpacked by Zeichner and Liston (1996):

1. **Openmindedness:** A class member who demonstrates "openmindedness' shows an active desire to listen to more sides than one, gives full attention to alternative possibilities, and recognizes the possibility of error in beliefs that are dearest to her/him."
2. **Responsibility:** A class member who demonstrates "responsibility' carefully considers the consequences to which an action leads."
3. **Wholeheartedness:** A class member who is "wholehearted' regularly examines her/his own assumptions and beliefs and the results of her/his actions and approaches all situations with the attitude that she/he can learn something new."

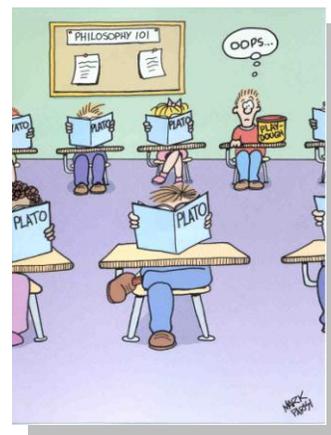
**Professional Attitude:** You are expected to maintain at all times a professional and respectful attitude toward the instructor, your peers, and your own learning. Harassment of any kind—implied, written, oral, or physical towards any member of the class or instructor will not be tolerated. Therefore, keep these three rules in mind:

**1. Respect:** Be respectful of yourself, others, the teacher, personal/school belongings, *classroom subjects*, and the learning environment. This rule entails most classroom misconduct:

- Respect for self includes preparation & openness to learn, integrity & effort in one's work. Bring course materials\*
- **Room 210 is a NO CELL ZONE—I see it. I take it**
- Respect for others includes LISTENING, positive feedback, openness to working with others, and helping to create a safe learning environment
- Respect for the teacher includes refraining from derogatory remarks, listening, participating in planned activities.
- Respect for our environment includes NO GUM, FOOD, DRINK (exception of bottled water), no GROOMING, no INAPPROPRIATE ATTIRE, no destruction of school property

**2. If you think it will make the teacher upset, DO NOT DO IT!**

**3. No Whining.**



**Misconduct System** —see Analy High School Student Handbook for more info.

Step 1. Verbal Warning

Step 2. AHS referral is placed on student's desk. If student plans to continue behavior, fill out necessary documentation to be removed from the class. (The student may be asked to step outside of the classroom for a private conversation with the instructor)

Step 3. Removal from classroom environment, referral to administrator, parent notified.

**NOTE:** Some incidents may warrant skipping Step #1-2. Others may warrant documentation of the incident without removal from class.

**Homework: Homework is due at the beginning of the period.** All assignments should be complete on clean, smooth-edged binder paper and include MLA heading (left aligned full name, teacher's last name, course name/period, date, and center aligned TITLE) or **typed, printed, and stapled before class**. A tentative schedule of assignments will be posted on Ms. Maxson's website and handed out. A tentative schedule of assignments will be handed out in the second week of class. Additional homework assignments or changes to the schedule will be written on the board and verbally explained. **LATE HOMEWORK or IN-CLASS WORK IS NOT ACCEPTED!**

**Absences:** In the case of an excused absence, refer to Ms. Maxson's website or schedule handout AND CALL a reliable classmate for specific information of missed work and current homework. Previously posted homework will be due **the day you return**. Upon returning, see me during the next tutorial to discuss due dates for any work not previously posted. Make sure to fill out a "Late Work Pass" when turning in work late due to absence. Upon returning, see me immediately! Since I am only on campus Mondays, Wednesdays, and Fridays, see me before school or break to discuss due dates for any work not previously posted. Make sure to fill out a "Late Work Pass" when turning in work late due to absence. Unexcused absences receive "0" for class work and homework due days of unexcused absence(s).

**Finding out and making up work due to absence is your responsibility.**

**Tardies:** Any assignment missed due to an unexcused tardy will receive a "0." Excused or not, after the first two tardies of each semester, being late costs you: desk duty, a latte, or participation points—instructor's choice. Tardy absent? Participation points go bye-bye.

**Major Projects:** Major projects such as multi-version essays or projects (worth 51 pts or more) will be accepted **THREE CALENDAR DAYS** after the posted deadline. You must submit late essays with a completed late pass. **Those papers/projects will lose 20% credit.** In other words, assignments turned in late will receive no higher than a "B-." **This policy does NOT include final exams or presentations; those may not be turned in late.**

**Presentations/Final Exams:** BE THERE! Presentations and Final Exams must be done on the due date. With sufficient notice, I will do my best to schedule around any circumstance that might impede you from doing so. **Group Presentations will NOT be delay due to absence of group members.**

**Expectations for Written Work.** DO YOUR BEST! The expectation is that your written work will strive toward academic level quality, i.e., reflecting carefully considered content, clear organization, and error-free mechanics. Work that does not meet this expectation will be subject to grade reduction or no credit. I expect clear, focused, and polished writing on each essay. **If your essay reflects a blatant lack of effort or rushed presentation, I will hand it back and give you NO CREDIT. These students may get to try again, if they stop in before school to review said paper and make necessary revisions. This route will cost a grade reduction. Returned essays are due one week from the date it is returned. There are no third chances.**

**Bathroom Passes:** Class Release Form is found in the clipboard at the front of the room. Only one student will be allowed out of class at a time. Chronic use of the bathroom pass may result in discussion and loss of privileges.

**Plagiarism:** DON'T DO IT! Submitting any assignment that was not done by you or does not properly cite your sources *may* result in failure of the assignment and ultimately, the course. Copying any student's work *will* result in a "0" and documentation/notification of school administration and student's parents *for both parties involved.* Copying published or public documents without proper citation *may* also result in a "0". Additional consequences may occur. Be sure to read your student handbook for *Analy High School.* I will follow the school/ district protocol on plagiarism. Please ask me any questions regarding plagiarism you might have **prior to** turning in any assignment.

### Assignment Categories

- 1. Preparation/Participation:** Come prepared to ask questions, to participate productively in discussions and group work, and to take appropriate ownership of your own learning.
- 2. Essays: Multiple Drafted and In-Class:** The focus of instruction in this course will be on writing skills. *Typically, Final Drafts= 100 pts ~Drafts= 25 pts. due date only ~Peer Edits= 20 pts. due date only*
- 3. Homework/Class work** including: Assigned reading and the accompanying reader responses (at times online) are to be **typed and printed before the beginning of class (or if it is an online response, it must be posted by 9 pm, Sunday prior to class or as indicated by the instructor or calendar.** Several class sessions will involve discussion or other activity based on information from the readings *and the discussion board* in which everyone is expected to knowledgeably participate. There will also be a variety of quizzes to check for understanding and progress of reading assignments; **Vocabulary and Grammar Practice Work:** Students will be asked to complete vocabulary and grammar inside and outside of class;
- 4. Quizzes/Exams** Students will be asked to take various exams throughout the year. Most will take place within class; some exams may be take-home or have take-home portion.
- 5. Presentations/Projects:** Students will be asked to present to small groups and the larger class. Most small group presentations will be of an impromptu style and larger group presentations will be prepared.
- 6. Portfolio** Students will create a portfolio of learning artifacts with a reflection on the compilation.

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**Point Reducers:** Write collected work in pencil: 50% credit.  
No MLA Heading: - 5 points/assignment

## Grading Policy

Grades are based on the following:

**Preparation/Participation:**

1-10 pts./day

**Essays**

100 points Final Drafts

*\*Drafts= 25 pts. due date only Peer edits= 20 pts. Due date only*

**In-class assignments, online participation, homework**

5-40 pts. each

**Quizzes/exams**

5-20 pts/quiz 50-150 pts/exam

**Presentations**

50-100 pts.

**Final Portfolio/Exam**

10% of semester grade

Your qualitative work will be assessed on the following standards-based scale:

- 1) Exceeds expectations
- 2) Meets the standard
- 3) Approaching proficiency
- 4) Deficient

**Assessments are not calculated; they are determined. For this reason, I will not engage in "point" discussions.** I will discuss the merits of the work.

Quarter Grades: A: 89.5-100.0+ B: 79.5-89.49 C: 69.5-79.49 D: 59.5-69.49 F: 0-59.49

Semester Grades: The semester grade is based on the combination of the two quarter grade percentages and the final exams. Each quarter's grade percentage is worth 45% of the semester grade. Final exams account for the additional 10% of the semester grade.

A+: 97.0-100.0+

A: 93.0-96.9

A-: 89.5-92.9

B+: 87.0-89.49

B: 83.0-86.9

B-: 79.5-82.9

C+: 77.0-79.49

C: 79.5-76.9

D: 63.0-69.49

D-: 59.5-62.49

F: Below 59.5



Extra Credit: You may earn up to a half grade increase of your original grade through extra credit. Additionally, you may earn extra credit based on your "STAR" test performance/per English Department Policy.

Extra credit opportunities include: participating in additional online discussions, special projects and enrichment activities, designated discussions.

### Learning Disabilities:

If you have a documented disability and wish to discuss academic accommodations, *please contact me as soon as possible.*

\*Exceptions to these policies may be granted at the discretion of the instructor and only for the most compelling, documented reasons.

### **Tentative Course Timeline**

<b>Month</b>	<b>Major Reading</b>	<b>Major Writing/Speech</b>
August	Poetry and Short Story Selections and "On the Rainy River"	Name Essay Autobiographical Incident Essay
September/October	<i>Into the Wild</i>	Speculation of Cause & Effect Congress Research/Speech
October/November/December <b>November 8<sup>th</sup>: Electra Matinee</b>	Excerpts from <i>Welfare Brat</i> <i>Ellen Foster</i>	Literary Analysis (Interpretation) Comparison
January	<i>Antigone</i>	Timed Writing
February/March	<i>Of Mice and Men</i>	Research Paper Timed Writing Mock Trial
March/April	<i>Lord of the Flies</i>	Research Evaluation
April/May	<i>Othello</i> or <i>Midsummer Night's Dream</i>	Performance Character Analysis
May	"The Taxi" and other poetry	Poetry Anthology Character Tea Final Exam and Portfolio

*Dear Parents/Guardians,*

*I am very pleased to have your child in my Spanish II class this year. I plan to make this year of studying a foreign language an exciting and memorable one!*

*Attached are the course syllabus and class procedures. Please read them over carefully and contact me if you have any comments or concerns!*

*In order for me to contact you throughout the year, I have created an online form that you and your child can fill out with your contact information. It can be found at my classroom website: [www.sites.google.com/site/senoritaportillo](http://www.sites.google.com/site/senoritaportillo) or [www.tiny.cc/spanishclass](http://www.tiny.cc/spanishclass) under Student/Parent Information Form, in the Spanish II section.*

*Please feel free to look around my class website to become familiar with it. I will update it daily with homework and class announcements.*

*I expect this to be an exciting and fulfilling school year for your child, and I look forward to meeting you at Back-to-School night on September 23<sup>rd</sup>, 2010!*

*Sincerely,  
Meggaly Portillo,  
Spanish Teacher*

**I have read and discussed the classroom procedures with my child, and understand the information provided on the syllabus.**

**Student Signature:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_