

English 1 Course Syllabus 2018-2019



Contact Information:
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Course Overview and Rationale:

This class is designed around the North Carolina Standard Course of Study and focuses on reading, writing, speaking, listening, and language to help students improve their literacy skills. This course is *required* for all 9th graders and is one of the four credits of English required to graduate.

Course Objectives:

Students will:

- Read various forms of literature and non-print texts (fiction and nonfiction) to develop an understanding of author, theme, purpose, and self.
- Analyze, infer, conclude, and question literary techniques in a given piece of text.
- Conduct research including gathering, evaluating, and organizing information to support a thesis while using MLA citation methods.
- Write a variety of short and more sustained essays with an introduction, thesis, body paragraphs with evidence, transitions, and conclusions that demonstrate application of the writing process.
- Present information with and without technology for a variety of purposes.
- Collaborate in various group sizes to express opinions, make suggestions, persuade others, and contribute to the group process.

Course of Study:

<i>Main Standards</i>	<i>Unit Title</i>	<i>Unit Abstract</i>
RL & RI 9-10.7 9-10.10 W.9-10.3-5	Unit 1: Narrative Text: The Art of Storytelling- From Here to There	Explore how and why people create stories, focusing on literature concepts and terms through reading various genres on similar themes from the point of view and/or cultural experiences from outside of the United States.
RL.9-10.3 W 9-10.4 SL.9-10.1	Unit 2: Novel Study: Finding the Message- A Dystopian Future	Examine through literature circles how authors uses literary elements—such as character, setting, and conflict— to develop the myriad of themes (censorship, individuality, the power of knowledge, etc.) within a larger body of work.
RL 9-10.3-5 RL. 9-10.9 L9-10.4-5	Unit 3: Drama: All that Drama- Dreams and Love	Analyze how authors, including Shakespeare, create tension and surprise in their stories, specifically through the use of dramatic elements, and continue to explore how themes emerge and develop over the course of a text.
RL. 9-10.4 L 9-10.5 SL9-10.6	Unit 4: Poetry: Do I Dare? Defining Identity Through Poetry	Discover multiple heuristic methods (such as TSP-FASTT) to unpack the “suitcase” of poetry: to help students determine the meaning of words and phrases and analyze the cumulative impact of specific word choices on meaning and tone
W.9-10.9 RI all SL9-10.2	Unit 5: Argumentation & Research: Different Shades of Green: Exploring	Observe and analyze how people construct arguments through a variety of texts including advertisements and

	Argumentation through Environmental Issues	historical documents, culminating in a research project that utilizes understanding of argumentation to persuade.
L9-10.1 L9-10.2 L9-10.6	Unit 6: Conventions of English Language (ongoing throughout course)	Demonstrate command of the conventions of standard English grammar and usage including capitalization, punctuation, and spelling, in both written and oral communications.
Throughout the year , students will utilize the following standards: <u>RL & RI9-10.1</u> cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text and <u>RL & RI 9-10.2</u> determine the author's theme/central idea and purpose for all texts.		

List of Works (Literature will vary depending on level of class and time constraints):

Variety of:

- o Short Stories
- o Flash Fiction
- o Poetry
- o Articles
- o Essays
- o Historical Documents
- o Film-based texts

Texts:

- o *The Lost Boys of Sudan* (Documentary)
- o *The 11th Hour* (Documentary)
- o *Anthem* by Ayn Rand
- o Other Dystopian Novels
- o *Romeo and Juliet* by William Shakespeare
- o *A Raisin in the Sun* by Lorraine Hansberry

Important Dates (tests, interims, etc.)

In accordance with Grimsley policy, tests and major projects will only be **due on Wednesdays** to alleviate pressure from the possibility of multiple tests. If pacing does not allow for this to happen, students will be notified in advance of any tests/assessments due on another day.

Required Materials:

- ☐ 2 writing utensils (pens and/or pencils) - no neon, please!
- ☐ Notebook (college ruled)
- ☐ 3-ring binder

Suggested Materials:

- ☐ Highlighters
- ☐ Extra writing utensils
- ☐ Loose-leaf paper (college ruled)
- ☐ Post-it notes

*** *Students may share their binder with any other course that allows for shared binders****

Classroom Rules and Procedures:

1. **Respect the classroom and its contents**—including your classmates and your teacher. There is a reason this rule is listed as #1. In order for our class and group discussions to be effective, we will all need to be respectful of each other, and the classroom, in every way possible.

2. Be on time and in your seat busy with the “Do Now” when the bell rings. The Do Nows are on the board every day. **Note: If you are not in your seat when the bell finishes ringing, you are tardy. Every third tardy will result in lunch detention. As per Grimsley High School’s school policy,**

every fourth and subsequent tardy results in administrative referral. If you arrive to class more than 5 minutes late without a note, you will be considered skipping, as per GHS policy, and receive an administrative referral.

3. If you are absent for any reason, it is YOUR responsibility to find out what you missed during class each day you were absent. Please check the absent folders to gather any work you can complete. **You must schedule any quizzes or tests with your teacher as completing them during class time or as homework will not be permitted.** As per Grimsley's Policy, students will have 3 days starting on the day they return from an absence to complete missing work before it will be counted as late. Failure to complete assignments from absences will result in a ZERO. Additionally, I recommend finding a friend in class who can give you any notes and/or other information you missed.

4. Be prepared for class. You should have all materials when you walk into the classroom (homework, handouts, pencils, etc.). **Please refer to "Required Materials" to determine what you need for this class.** Please sharpen pencils before class begins. If there is a trend of borrowing materials, parent(s)/guardian(s) will be contacted.

5. Students may not use the restroom in the first 10 minutes and last 10 minutes of class.

Permission to leave the classroom, for any reason, must be granted by the teacher. When students leave the room, they must take a pass from the front of the room and sign out on the designated sheet. Students must sign back in once they return to the classroom. Students may use the restroom as needed. Excessive restroom breaks without a doctor's note will result in appropriate consequences (conferencing, disciplinary actions).

6. All electronic devices must be silenced and put away unless permission has been granted by the teacher. If a device is seen or heard without permission, the student will be sent to in-school suspension per Grimsley High School policy.

7. Hats and bandanas are NOT to be worn in the building under any circumstances.

8. Follow directions the first time they are given. If you are unsure of an assignment, please ask! I will be more than happy to provide further explanation.

9. Cheating will not be tolerated. Any form of cheating will automatically result in a ZERO without the opportunity for extra credit, retakes, or make-up work. This includes, but is not limited to, copying answers, talking during independent work, writing down answers or information when it is not permitted, plagiarizing, looking at others' work, lending your work to be copied, etc.

10. It is critical that students are active in this class. You may lose points for being off task, distracting others, blurting out, etc.

11. Expect various types of assessments on reading, writing, vocabulary, and language use. These assessments will cover details to determine whether or not you are understanding the material.

12. Expect homework practice and independent assignments. The students' ability to engage in classroom activities will be directly linked to these assignments. Homework and other assignments are

due at the start of class whether prompted by the teacher or not. All work should be placed in the appropriate basket for your class and should not be removed once placed.

13. Classwork/homework is considered "late" (60%) if not ready at the time requested. Late classwork/homework can be handed in for late credit any time before the lesson's assessment is due (quiz, test, and/or project). Project/essay graded assignments are considered late (-10 points per day from grade earned) if not ready at time requested. After four days, students may earn no higher than a 60%.

14. The bell does not dismiss you, the teacher does. Do not pack up early—wait to be instructed to do so. Clean the area around your desk. **All students must remain seated before the bell rings.** Please do not line up by the door. If an assignment is due "by the end of class," be sure to place your work in the appropriate basket before leaving the classroom.

15. **Pay attention and stay positive!** This class is meant to challenge you. Remember: I do not give grades, you earn them. However, I am always here to help you with any challenges you may face. Please schedule a tutoring session with me, another English I teacher, or seek other tutoring opportunities if you need extra help.

Classroom Consequences

Students who do not meet the behavior expectations as outlined in this syllabus and in the student handbook will be subject to the following disciplinary actions. *These disciplinary actions are subject to change up to the teacher's discretions and contingent on of the severity of the misconduct.*

1st offense: Warning	2nd offense: Conference with teacher/detention
3rd offense: Parent contact	4th offense: Office referral

Cheating/Plagiarism:

Cheating is a serious offense that will carry heavy consequences. Any student **giving or receiving** answers on independent classwork, homework, projects, tests, essays, or quizzes will receive a zero for that assignment and parent contact will be made. Assignments that are copied from an Internet or print source will result in similar consequences. Be aware that we will be using tools such as **Turnitin.com** to help ensure student honesty and growth. Students will be learning proper parenthetical citation this year and will be expected to cite their work properly to receive full credit.

Grading

*"Our problem is that we make the mistake of comparing ourselves with other people. You are not inferior or superior to any human being. You don't determine your success by comparing yourself to others, **rather you determine your success by comparing your accomplishments to your capabilities.**" -Zig Siglar*

****We expect students to regularly access their PowerSchool grades; please ensure they have log-in information****

Grading Policy: <ul style="list-style-type: none">• Tests/Projects/Papers= 45%• Quizzes= 25%• Classwork/Homework= 30%	Grading Scale: <table><tbody><tr><td>A= 90-100</td><td>B= 80-89</td></tr><tr><td>C= 70-79</td><td>D= 60-69</td></tr><tr><td>F= ≤ 59</td><td></td></tr></tbody></table>	A= 90-100	B= 80-89	C= 70-79	D= 60-69	F= ≤ 59	
A= 90-100	B= 80-89						
C= 70-79	D= 60-69						
F= ≤ 59							

Quizzes, classwork, and homework that is turned in on time will be updated weekly in the gradebook. Please allow more time to see tests, projects, essays, and larger

assessments reflected in PowerSchool. I strive for accuracy and quality in my grading and will notify the student of expected grade inputs for these larger assignments and/or if the weekly deadline cannot be met due to extenuating circumstances.

Promise to Students:

I strive to have a safe, positive environment that fosters learning, creativity, individuality, and collaboration. If you ever feel I am not living up to these promises, please schedule an individual conference with me. I work very hard to make sure that I am true to my word.

I promise to:

- **always believe in your ability to succeed.** This means my expectations are extremely high. I will demand your best at all times, but understand that we all make mistakes.
- **listen to you.** I ask that you bring questions, concerns or comments to me in a calm, respectful manner at the appropriate time.
- **respect you and your ideas.** You do not need to earn my respect.
- **never assign work unless I can explain why it is important** (just ask!). I do not believe in busy work. All my assignments will have purpose, and when possible, direct relation to the real world.
- **always do my best,** I will always work hard. I accepted this job because I love teaching, I love language, I love reading, I love writing, and I love my students.
- **never give up.** If I make a mistake, I will admit the error, and will work to rectify the problem.
- **establish equity over equality;** that is, I will strive to give each of you what you need (fairness) to be successful over requiring you to “fit the mold.”
- **acknowledge and celebrate the diversity in our classroom.** I will learn from you. You are intelligent individuals and each of you brings experiences and perspectives to the class that will help us all grow.
- **protect your right to learn and love school** by following our classroom management plan as outlined in this syllabus every time a rule is broken.



Please feel free to contact me, Melodyanne (Mel-oh-dee-an) Wolos (Woh-los), any time throughout the year with questions, comments, or concerns you may have concerning your student, this syllabus, lessons, assignments, grades, etc. Please also visit my website as I update frequently to reflect what is going on in the classroom including assignments, important information, helpful links, and projects.

I look forward to working with you and your student this year!

English 1 (Wolos)
Receipt of Syllabus

Please return the **Receipt of Syllabus** and **Student Information Sheet** tomorrow with the following signatures to let me know that you have read and understood the information in the syllabus. If you have any comments or questions, please add them at the bottom of this Receipt of Syllabus.

Thank you,
Melodyanne Wolos

To be completed by the parent or guardian

Please read and initial each statement below:

I understand that my child will receive a 59 (F) if he or she has more than 4 unexcused absences during the quarter and has not had them waived.

I have read and discussed the English classroom rules and procedures with my child. I understand the consequences that my child will incur if he or she does not abide by the classroom rules and procedures.

Parent/Guardian name (printed):

Parent/Guardian signature:

(Signature acknowledges you have read and understood the requirements for English I)

Student signature:

(Signature acknowledges you have read and understood the requirements for English I)

Comments/concerns:

Student Information Sheet – Ms. Wolos/ English 1

Student Name: _____

Name you prefer to be called: _____

Phone #: _____

Address: _____

Check Preferred Contact	Parent/Guardian Name:	Best Phone #	Best Email	Relationship to student

Do you have access to the internet at home (circle one)? Yes No

Are you able to print documents at home (circle one)? Yes No

What extracurricular activities (sports, clubs, worship, etc.) are you involved with or interested in?

What are you currently interested in doing after high school (college, work, armed forces, etc)?

Is there anything else I should know in order to help you be successful in this class? Or classroom preferences such as seating (near board, away from walls, etc.), medical requirements (restroom breaks, eat in classroom, etc.)? :

Please list (or attach) any allergies: