



Course Syllabus Honors English I

Instructor Information

Course Description:

This course explores a variety of literature, grammar, and composition. It includes short stories, non-fiction, drama, poetry, novels, and writing of narrative, persuasive, and expository essays. The purpose is to develop correct and effective uses of written and spoken language. This class will reinforce the mastery of skills in reading, writing, speaking, listening, and relating to one another.

This course introduces you to the theme of "coming of age." This year marks an important transition to your high school years. This year you will explore multiple "voices" from writers describing coming of age experiences. You will learn about style in both print and non print texts, along with poetic voices and dramatic performance. You'll conclude the year by analyzing how writers communicate voices through social, cultural, geographical, and historical context.

Prerequisite: Lexile of 1050 or higher on the Scholastic Reading Inventory for incoming Freshmen

Credit: 0.5 credit per semester

Instructional Philosophy:

The Springboard curriculum use themes to convey information, acquire skills, and ultimately perform your level of mastery of the CCSS usually in a creative and or written format. The emphasis is much more on how and why instead of merely what, on producing a product that demonstrates comprehension rather than on tests that quiz on facts. Because of this, Springboard is more mental work and requires students to form opinions based on fact and analysis, the synthesis of ideas and content in order to become a well rounded citizen. I am the instructional guide on your journey here to help you hone your skills and knowledge, and I will not show you they way, but I will help guide you on the path to your maximum potential.

At the same time, Springboard also fosters critical reading and thinking skills more closely aligned with college and career expectations. The daily work and discussions are steps toward each embedded assessment in the course, the questions and expectations of which are clearly defined at the beginning of each unit. In this sense, students become detectives and investigators of the truth, compiling their results based on opinions substantiated by sources explored in class.

Required Materials:

Springboard English Language Arts Grade 9

Pens, Pencils, Highlighters, Post its, Rulers, Color Pencils, Notebook, and Folder

Mac Book

Independent Reading Novel

Behavior Expectations:

Follow all the rules and guidelines as outlined in your student handbook as well as all EHS school rules.

Participation in class:

The following is unacceptable to your learning experience.

- **Speaking while ANYONE is speaking formally in a lesson or class discussion**
- **Lining up at the door before the bell**
- **Having electronic devices other than your Macbook visible.**
- **Coming unprepared for class with ALL materials**

MacBook

CLOSED when we are receiving direct instruction and using other materials

SHARK (open just a tiny bit) when we are soon going to use it or taking a quick time out for other instructions

OPEN when we are using it for class work

NEVER games or videos or instant messaging or surfing websites that are not class work related

Independent Reading Book

May be read when other class work is completed

Course Units:

Semester 1

Unit 2: Defining Style

Unit 1: Coming of Age

Semester 2

Unit 4: Exploring Poetic Voices

Unit 5: Coming of Age On Stage

Major Projects/Assignments:

Unit 2:

Embedded Assessment 1: Writing a Short Story

Various Assignments to Check for Understanding

Embedded Assessment 2: Writing a Style Analysis Essay

Various Assignments to Check for Understanding

Unit 1:

Embedded Assessment 2: Writing an Argumentative Essay

Various Assignments to Check for Understanding

Embedded Assessment 1: Writing and Presenting an Interview Narrative

Various Assignments to Check for Understanding

Unit 4:

Embedded Assessment 1: Creating a Poetry Anthology

Various Assignments to Check for Understanding

Unit 5:

Embedded Assessment 1: Presenting a Dramatic Interpretation

Various Assignments to Check for Understanding

Embedded Assessment 2: Writing a Synthesis Essay

Various Assignments to Check for Understanding

Grading Policy:

Grades will be entered by categories with the following weights:

Tests: 30 %
Quizzes: 15%
Projects: 20%
Classwork: 20%
Homework: 15%

DISTRICT GRADING

SCALE:

100-90%	A
89-80%	B
79-70%	C
69-60%	D
59% >	F

Missing work will NOT be given close to midterms, end of IPR, and end of semester -- because hitting the panic button is a poor habit, and very unfair for those who have completed the work every day.

Late work is to be submitted according to the school's policy of 4 weeks of grace after the previous IPR. Work assigned BEFORE the previous IPR will not be given. This means submitting a semester of work the final week of class is not acceptable at all.

Exceptions to this policy may be made by the teacher providing that a student meets the teacher before or after school for a conference.

Original Work, Cheating, Plagiarism, and Paraphrasing Policy:

WHEN COMPLETING AN ASSIGNMENT, STUDENTS ARE EXPECTED TO DO ORIGINAL WORK FOR THE ASSIGNMENT AND TO NOT REUSE WORK THEY MAY HAVE DONE IN PREVIOUS COURSES. *(YOUR RESPONSES SHOULD NOT BE IDENTICAL TO THE RESPONSE OF SOMEONE IN THE CLASS. IF YOU WORK WITH A PEER ON ASSIGNMENTS, EACH PERSON MUST SUBMIT THE ASSIGNMENTS IN THEIR OWN WORDS.)*

CHEATING CAN BE DEFINED AS "THE GIVING OR RECEIVING OF AID (WHETHER WRITTEN, ORAL OR OTHERWISE) IN ORDER FOR A STUDENT TO RECEIVE UNDESERVED CREDIT ON CLASS WORK, HOMEWORK, TESTS OR ANY OTHER ASSIGNMENT THAT IS HIS OR HER OWN RESPONSIBILITY." *IN THIS CASE, BOTH STUDENTS WILL RECEIVE A "0" FOR THE FIRST OCCURRENCE AND FACE APPROPRIATE ACTION FOR FUTURE OFFENSES.*

PLAGIARISM INVOLVES STEALING ANOTHER PERSON'S WORK (*INCLUDING ANOTHER STUDENT*) AND CLAIMING IT AS ONE'S OWN. IT OCCURS WHENEVER ONE DIRECTLY COPIES ANOTHER PERSON'S INTELLECTUAL EFFORT AND INTEGRATES IT INTO HIS/HER CLASS WORK WITHOUT GIVING PROPER CREDIT TO THE AUTHOR. *IN THIS CASE, BOTH STUDENTS WILL RECEIVE A "0" FOR THE FIRST OCCURRENCE AND FACE APPROPRIATE ACTION FOR FUTURE OFFENSES.*

PARAPHRASING IS DEFINED AS "A RESTATEMENT OF A TEXT OR PASSAGE GIVING THE MEANING IN ANOTHER FORM" (WEBSTER'S NEW UNIVERSAL UNABRIDGED DICTIONARY, 1996). WHEN ONE PARAPHRASES BUT INTENTIONALLY OMITTS AUTHORSHIP OF THE WORK, THIS, TOO, IS A SERIOUS VIOLATION OF ACADEMIC HONESTY.

ALL STUDENTS HAVE AN INDIVIDUAL RESPONSIBILITY TO UNDERSTAND WHAT CHEATING, PLAGIARISM, AND PARAPHRASING ARE. THE STUDENT MUST ALSO BE AWARE THAT THE CONSEQUENCES FOR CHEATING AND PLAGIARISM, OR FOR PARAPHRASING WITHOUT PROPER ATTRIBUTION, ARE SEVERE. WHENEVER YOU HAVE DOUBT ABOUT WHAT CONSTITUTES CHEATING, PLAGIARISM, OR PARAPHRASING, CONTACT YOUR INSTRUCTOR. WITH THE ADVENT OF THE INTERNET, THE POTENTIAL FOR CHEATING BY SIMPLY CUTTING AND PASTING INFORMATION INTO A PAPER IS TEMPTING. BE AWARE THAT THESE DISHONEST ACTIVITIES WILL NOT BE TOLERATED AND INSTRUCTORS HAVE ACCESS TO INCREASINGLY SOPHISTICATED SEARCH ENGINES TO “TEST” THE VALIDITY OF STUDENT WORK. PLAGIARISM, IN PARTICULAR, IS EASILY TRACED.

CONSEQUENCES AND SANCTIONS

EACH STUDENT IS EXPECTED TO BE HONEST IN HIS/HER CLASS WORK OR IN THE SUBMISSION OF INFORMATION TO THE SCHOOL. EISENHOWER HIGH SCHOOL REGARDS DISHONESTY ON CLASSROOM ASSIGNMENTS AND EXAMINATIONS AND/OR THE SUBMISSION OF FALSE AND MISLEADING INFORMATION ON AN ASSIGNMENT AS A SERIOUS OFFENSE. A STUDENT WHO CHEATS, PLAGIARIZES, OR FURNISHES FALSE, MISLEADING INFORMATION MAY RECEIVE A 0 FOR THE ASSIGNMENT.

Essential Learning Outcomes:

- **Students will compare and contrast text structure and elements of a story based on author’s choice.**
- **Given a prompt or argument, the students will cite textual evidence from a fiction and a non-fiction source to either support or refute an argument.**
- **Students will write arguments to support claims using valid reasoning and relevant and sufficient evidence drawing from literary and informational texts (e.g., including Shakespeare, mythology, and the Bible)**
- **Using a variety of phrases and clauses, students will construct the four types of sentences demonstrating appropriate use of the conventions of Standard English grammar and usage when speaking and/or writing.**
- **Students will determine the meaning of words and phrases as they are used in fiction and nonfiction text (including primary sources) in order to analyze the cumulative impact of specific word choices on meaning and mood.**

Instructor may amend syllabus at any time up to his/her discretion

I have read and understand the attached syllabus and course guidelines for Honors ENGLISH 1 at Eisenhower High School.

Student Name (print)

Signature

Parent/Guardian Signature