

**Course:** **English 10 (Pre-AP) Honors**

**Instructor:** **Ms. Susan E. Williams**

**Contact information:**

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**Course Scope and Goals:**

## ENGLISH 10 (PRE-AP) HONORS – 4312H

Course Scope:

This one-year course (*Advanced Composition, Language, and Themes in American Text)* provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors by the accelerated instructional pacing and depth of content. This rigorous honors course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of American prose styles and genres. The course is also structured chronologically based on the genres and movements of American literature. Students are expected to think conceptually about the American past, present, and future as well as about the ethnic and cultural diversity of the American experience. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

Course Goals:

1. To use complex rhetoric in writing or speaking that includes controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through more sophisticated diction and structure in preparation for future advanced placement courses.

[W.9-10.1, 2, 4, 5; SL.9-10.1, 4, 6; L.9-10.1, 3, 5, 6]

1. To become skilled at using a variety of writing modes for a variety of audiences, tasks, and purposes whether writing argument, literary analysis, research, creative, or reflective pieces. [W.9-10.1-10]
2. To explore a variety of American literary, non-fiction, and expository texts of exceptional craft and thought whose range provides opportunities to identify and explain in writing or speaking a writer’s use of rhetorical strategies and techniques.

[RL.9-10.1-7, 9, 10; RI.9-10.1-10; W.9-10.1, 2, 4, 9; SL.9-10.3]

1. To understand how various stylistic effects are achieved by authors’ or speakers’ linguistic and rhetorical choices, and to be able to analyze these choices.

[RL.9-10.5; RI.9-10.5, 6; W.9-10.1b, 2d; SL.9-10.3; L.9-10.5]

1. To analyze, interpret, and criticize a wide variety of primary sources such as documentary materials, works of art, pictorial and graphic materials, and text that reflect an author’s historical, cultural, or social perspective.

[RL.9-10.6, 9; RI.9-10.6, 9; W.9-10.7-10; SL.9-10.3]

1. To engage in research and inquiry not only to gain understanding of a subject, answer a question, and broaden/narrow a topic; but also to draw upon collected evidence in support of written analysis, reflection, and discussion, whether in writing or speaking.

[W.9-10.7-9; SL.9-10.4-6]

1. To develop and demonstrate a range of speaking and listening skills built around American literature that fosters critical listening and informed expression of ideas. [SL.9-10.1, 3-6]
2. To demonstrate control over and consistently use the conventions of standard English grammar as well as the ability to choose words appropriate to audience, task, purpose, and discipline to communicate ideas in writing or orally. [W.9-10.4-6; SL.9-10.6]
3. To begin to demonstrate sophistication in diction, syntax, voice, and structure to prepare for future advanced placement level courses. [W.9-10.1, 2, 4-6; L.9-10.1-6]

**Textbook(S):**  *Elements of Literature* – Fourth Course(Holt), *World Literature* (McDougall Littel)

**Novels/Plays:** The following major works will be read and studied during class this year: *Siddhartha, Oedipus Rex, Antigone, Julius Caesar, Things Fall Apart, A Doll’s House, Chronicle of a Death Foretold*

**Course Materials:** Notebook, paper, pencil, blue/black ball point pens, set of 4-color of highlighters, portable flash drive, 5-section spiral notebook, 1” binder, composition notebook, and 3x5 index cards.

**Grading Policy:** The purpose of grades is to provide effective feedback to students, parents, and the school administration about a student’s progress towards mastery of the established standards for a particular course or subject. It is important to note that **excessive absences** (seven unexcused absences during a semester) may result in a loss of credit in accordance with CCSD Regulation 5113.

Extra credit will not be permitted unless the work is specifically designed to provide more evidence of a student’s progress towards mastery of the established standards.

Students will be graded on a 0-100 point scale, with the following grade equivalents:

|  |  |  |
| --- | --- | --- |
| 90-100 | = | A |
| 80-89 | = | B |
| 70-79 | = | C |
| 60-69 | = | D |
| 0-59 | = | F |

Semester grades will be calculated as follows:

|  |  |
| --- | --- |
| First Quarter Grades | 42.5% of the semester grade |
| Second Quarter Grades | 42.5 % of the semester grade |
| Semester Exam | 15% of the semester grade  Note: Digital Portfolio is a component of the semester exam and is counted as 5% of the semester grade. |
| Semester Grade | 100% |

Quarter Grade Assignment Categories will be weighted as follows:

|  |  |
| --- | --- |
| **Content Mastery** | **60 % of the quarter grade** |
| **Skill Development** | **30 % of the quarter grade** |
| **Active Participation and Employability** | **10 % of the quarter grade** |

**Citizenship Policy:**

The following rubric will be used as a general guideline to determine student citizenship grade:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **Outstanding** | **Satisfactory** | **Needs Improvement** | **Unsatisfactory** |
| Engagement | Consistently involved in class activities; contributes to overall learning process; collaborates with others and/or the teacher. | Engages in class activities, but may have to be encouraged; works with others or groups, but may not initiate collaboration. | Does not engage in class activities; rarely demonstrates initiative and may occasionally disengage from class. | Consistently uninvolved in class activities. Adamant refusal to work. |
| Preparation | Consistently prepared with materials; work is on time and may go beyond expectations. | Student has materials and submits work in a timely fashion and as expected. | Student may have had multiple instances of being unprepared, late work, or not completed as requested. | Consistently unprepared for class. Does not submit work on time or at all. |
| Behavior | Consistently respectful of both classmates and adults; takes responsibility for individual actions; consistently complies with school and classroom rules. | Respectful to both peers and adults. Occasionally accepts personal responsibility. Mostly complies with school and classroom rules. | Disruptive to others. Argumentative and defensive when disciplined. Disregard for school or class rules. | Consistent disrespect to classmates or adults. Regularly disruptive to learning process and violation of school or class rules.  Plagiarism / Academic Dishonesty |

**Student citizenship grades are reported as follows:**

O = Outstanding

S = Satisfactory citizenship

N = Needs Improvement

U = Unsatisfactory citizenship

**Behavior Expectations:**

It is a goal of West Tech Academy to create a college-like atmosphere where students, staff, teachers, and administration interact in a collaborative, professional, and responsible manner. Basic behavioral guidelines include:

* Students will not interfere with teacher instruction.
* Students will not interfere with another student’s learning.
* Students will not engage in behaviors that are not in their best interest, the best interest of others, or in the best interest of West Tech Academy.
* The CCSD Honor Code will be strictly enforced.
* The Acceptable Use Policy (AUP) regarding the use of technology must be followed at all times.

Students and parents are responsible for reviewing the CCSD Student Behavior Guidelines/Honor Code/AUP, the WCTA Student Handbook, and the WCTA Tardy Policy.

**Makeup Work / Late Work**

All assignments are due at the beginning of the period on the established due date.

After any absence, a secondary student is required to initiate contact with the teacher(s) to obtain appropriate makeup work within three school days immediately following the absence. Once contact has been made with the teacher(s), specific makeup work must be completed and returned to the teacher(s) within a reasonable length of time, to be determined by the teacher and communicated to the student/parent or legal guardian. The makeup work must be returned to the teacher(s) by the specified due date if it is to be acknowledged. Students shall be allowed a minimum of three (3) days to complete makeup work.

Graded assignments turned in beyond the three days for makeup work is considered late work. Late work is generally not accepted for credit.

**English Department Major Assignments / Hard Due Dates Policy:**

A major project or major assignment is defined as (1) any assignment that may have a substantial impact on a single quarter grade; (2) these major assignments will be assigned a week or more in advance, and many major assignments will be submitted to Turnitin.com; and (3) major assignments with “hard due dates” will be clearly marked with the phrase HARD DUE DATE.

Students will have the opportunity to turn any assignment in early to accommodate any prearranged absence or activity.

* If the major assignment with a hard due date is submitted one ‘school day’ late, 20% of the total possible points will be deducted.
* If the major assignment with a hard due date is submitted two ‘school days’ late, 40% of the total possible points will be deducted.
* If the major assignment with a hard due date is submitted three ‘school days’ late. 60% of the total possible points will be deducted.
* If the major assignment with a hard due date is submitted after the fourth ‘school day’, it will receive no credit.

*\*Note: This policy applies to both excused and unexcused absences, and it does not pertain to daily homework or to assignments completed in the classroom.*

**English Department Partial Day Absences and Due Dates Policy:**

Students are often absent for part of the school day due to medical/dental appointments, field trips, or other school-approved activities. In all such cases, students are required to hand in previously assigned work that is due on that date. Assignments may be dropped off in the instructor’s classroom or handed to the office receptionist to be placed in the instructor’s mailbox. Many assignments may be e-mailed to the instructor.

**English Department Quiz/Test Make Up Policy:**

Students who are absent (excused or unexcused) on the day of a previously announced quiz or test must be prepared to take the missed test or quiz immediately upon return from the absence. Absent students should not expect any grace period due to the absence. In order to ensure fairness to all students, no additional study time should be granted for students who are absent on major test days. To arrange to make up a test or quiz a student must see the instructor IMMEDIATELY upon his or her return to school to make the appropriate arrangements. A student will be given a maximum of three school days to make up major tests and quizzes. If a student chooses not to make up the test or quiz in an appropriate and timely manner, he or she will receive a zero on the test or quiz. Previously scheduled presentations cannot be made up barring debilitating illness or family tragedy as deemed legitimate by the instructor.

The instructor reserves the right to administer “make-up” tests and quizzes in an alternate format. The make-up exam will cover the same information.

* Re-takes: Students should be allowed to re-take major assessments other than final exams (Chapter, unit, culminating exams) one time without penalty and within two weeks of the original exam (approximately 3-4 class meetings). Additional time and/or opportunities are at the discretion of the teacher.
* Students should only be permitted to re-take the exam if s/he has met the requirements of the teacher to do so (test corrections individually or as a class, re-teaching individually or as a class, completed the study guide if provided, etc.)

Small formative quizzes or other assessments, homework, and other graded items need not be considered for re-takes except at the teacher's discretion.

**Turnitin.com:**

“Recognized worldwide as the standard in online plagiarism prevention, Turnitin helps educators and students take full advantage of the Internet’s educational potential. Used by thousands of institutions in over fifty countries, Turnitin’s products promote originality in student work, improve student writing and research skills, encourage collaborative learning, and save valuable instructor time. Plagiarism Prevention: A proprietary system that instantly identifies papers containing unoriginal material and acts as a powerful deterrent to stop plagiarism before it starts” (Turnitin, n.pag).

Students are required to electronically submit all typed writing assignments to the internet website Turnitin.com before the assigned time on the assigned due date. Students who fail to submit papers to the online plagiarism prevention site will receive a zero credit on the submission assignment. If Turnitin determines a paper has been plagiarized, the student will receive zero credit on the assignment. A second offense will result in a “U” for citizenship and an “F” for 10% of the quarter grade. Furthermore, plagiarism, a form of cheating, can result in suspension according to the Clark County School District conduct code.

**Novels/Texts:**

Students and parents are encouraged to preview all required reading for this course. The English Department at West Career and Technical Academy maintains a focus on teaching classics as a preparation for higher education and for life. If any text is deemed objectionable, please notify the instructor immediately and an alternate selection will be assigned. The evaluation of the alternate text will be comparable, but may not be identical.

In English 10 (Pre-AP) Honors, students will be required to read three (3) novels outside of class in quarters 2, 3, and 4. These books will be chosen by the instructor. Pre-reading, during-reading, and post-reading activities, writing assignments, and assessments may be assigned for each of these novels. Some of the activities will be done in a group format and/or during class time.

**Tardy Policy**

A school-wide tardy policy will be enforced at WCTA. Important items to be aware of include:

* Students arriving to class after the tardy bell without a pass will be marked tardy.
* If the student is more than 30 minutes late to any class period, the student will be marked absent. If the student is late due to a medical appointment, the parent/guardian must provide documentation to the attendance clerk when the student arrives on campus.
* Students tardy to class will be subject to the discipline appropriate for the circumstance and the number of times tardy (as stipulated by the school’s tardy policy).

**Computer Use**

The WCTA has a powerful student WIFI system which extends throughout the school campus. Students will be able to use their own laptops and net books during class, at lunch, as well as before and after school. They will learn how to use Google Apps and other internet based resources to store files, manage their portfolio, and collaborate electronically. An emphasis will be placed on the appropriate use of technology.

**English 10 (Pre-AP) Honors**

**Ms. Susan E. Williams**

**This page must be returned to the course instructor by:** **September 17 (18), 2014**

**Print student name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

By signing this page, both parent/guardian and student state that they have read and understood the course expectations for the course named above.

The parent/guardian may contact the instructor with questions before signing.

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*Student Signature*

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*Parent Signature*