

# English I Honors

2011-2012

Ms. Ellis

*kellis@immaculateheart.org*

**Office Hours:** Tuesdays at 7:00 am and by appointment

**Location:** L5

## Course Description:

The English I Honors course offers incoming freshmen an introduction to various genres of literature such as short stories, poems, plays, and novels, through an exploration of thematic units. In addition to reading challenging works, students will also learn how to approach and execute the traditional five-paragraph essay.

## Academic Content Standards:

*The primary goal of the English department is to help students read well and communicate effectively. Upon graduation from Immaculate Heart High School students will:*

- Read critically and recognize literal and implied meaning in varied classic and contemporary texts, assigned and independently selected.
- Write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of audience and purpose. Students progress through the stages of the writing process as needed.
- Write clearly and use formal conventions of the English language: grammar, spelling, punctuation, capitalization, sentence structure, word choice, paragraphing, and figurative language.
- Speak effectively and employ formal and informal conventions of the English language that are appropriate to a variety of purposes and audiences.
- Respectfully discuss topics, evaluate alternative points of view, and recognize questions and issues raised in the works they read.
- Recognize trends and developments in literature as an art form, including literary movements, styles, and conventions.
- Find, evaluate, and synthesize information for specific purposes, using a variety of properly cited sources.
- Apply knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

## Benchmarks and Performance Standards:

*Students who have successfully completed English I will be able to:*

1. Demonstrate reading comprehension through writing, class discussion, oral presentation, and creative projects (Content Standards 1, 4, 5, 7).
2. Write expository paragraphs with appropriate concrete details and analysis by the end of the first semester (Content Standards 2, 3).
3. Write expository essays that include three body paragraphs, an introduction, and a conclusion by the end of freshman year (Content Standards 2, 3).
4. Make use of prewriting, drafting, evaluating, revising, editing, and publishing to develop and express written ideas (Content Standards 2, 3).
5. Integrate quotations that support each body paragraph's main idea with evidence and appropriate analysis (Content Standards 2, 3).
6. Demonstrate familiarity with the basic literary terms that apply to poetry, drama, the short story, and the novel (Content Standard 6).
7. Determine meaning of new or unknown words using context clues and Latin & Greek roots (Content Standard 8).

## Required Materials:

The English Department requires that you bring to class before the end of the first week of school (or another specified date) **your own unmarked copies** of all the texts listed here. You must also ensure that you purchase the **specified edition** of each text. **Please consult the Varsity Books website for each book's ISBN---an identifying number that will help you distinguish between different editions of the same text.**

1. English I Course Reader 2011-2012
2. Hurston, Zora Neale. *Their Eyes Were Watching God*. New York: Perennial Classics, 1998.
3. Shakespeare, William. *Romeo and Juliet*. New York: Cambridge University Press, 2003.
4. Austen, Jane. *Pride and Prejudice: A Norton Critical Edition*. New York: W.W. Norton & Company, 2001.
5. Wilson, August. *The Piano Lesson*. New York: Penguin Group, 1990.
6. *MLA Handbook for Writers of Research Papers*, Seventh Edition
7. Blue or black pens (Please do not use erasable ink pens) and pencils for scantron tests
8. 3-ring binder or folder for note taking and filing of papers
9. Lined paper (notebook or loose leaf)
10. A composition notebook (**college ruled preferred and 9 ¾ x 7 ½ inches**)

**\*\*It is imperative that you bring your supplies and the text that we are studying every day.\*\***

## Classroom Expectations:

- **Participation:** Daily, active participation in class discussion provides you---as well as the rest of the class---incalculable benefits. Please refer to the English Department rubric for class discussion to understand what is expected of you. The grading of participation will be discussed in class during the first week of school.

- **Web Pages:** The syllabus and the daily work of this course may be found on my web page. I expect you to check this page daily.
- **Make-Up Work:** It is always advised to avoid tardiness and unnecessary absences. However, if absent, **you are responsible** to find out about and make up what you have missed, and you can do so by checking the assignment pages posted on my webpage. You have one day to make up work missed due to an absence. If you are absent on an exam day, please come prepared to take the exam immediately upon returning to school. If absent for multiple days, please plan on meeting with me so that we can discuss an appropriate make-up schedule for your work.
- **Late Work:** My late work policy will be explained in detail during the first week of class. You will be given three “goof slips” that you may use for a variety of circumstances, including turning in a homework assignment late. Once you have run out of slips, however, you will receive zeros on late work. These passes **may not** be used for formal writing assignments, projects, or presentations. However, I do realize that certain situations may arise that result in late work, and if you have need of a **legitimate** extension, please see me **IN ADVANCE** OF the due date so that we can work something out.
- **Academic Integrity:** Plagiarism is the *intentional or unintentional* use of someone else’s WORDS or IDEAS without giving proper credit. This includes paraphrasing a source without giving due credit. See the MLA Handbook, 7<sup>th</sup> Edition for an exhaustive discussion of this matter. As you know, plagiarism is a serious breach of academic integrity and any assignment containing plagiarism will receive a grade in the “F” range.
- **Test Return Policy:** English teachers keep summer reading tests, vocabulary tests, and objective final exams so that assessment questions are field tested and can be revised when necessary. This practice allows the department to reuse most parts of an exam for comparison of achievement from year to year and to adjust the emphasis of instruction when required. Students may access their past tests by making arrangements with their teacher.
- **Other classroom rules:** Generally, students may not leave the classroom unless they have an appointment to see an administrator, a counselor, or permission from me. Goof slips may be used to excuse yourself from class in order to retrieve homework or class materials from your locker.

All classroom rules and regulations regarding conduct, attendance, dress code, grading, plagiarism, etc. shall be implemented and followed as stated in the school handbook.

## Types of Assignments:

- **Writing:** You will respond in writing to most of the major and some of the minor works we study. You will also write timed, in-class paragraphs and essays. You will work on various projects and presentations that involve writing. All essays must be word-processed and include a *properly formatted works cited/consulted page*. Please refer to the English Department rubric for essays for a more detailed understanding of what is expected of you.

You must upload all essays and any other specified assignments to the website: [www.turnitin.com](http://www.turnitin.com). You will need to set up a user profile using a valid email account. You will also need the appropriate class ID number and enrollment password designated for your class period. **You must upload all your written work to Turnitin or you will not receive credit for your work.** Keep the digital receipt you receive to prove you uploaded your work.

Period	Class ID	Enrollment Password (case sensitive)
1	4208400	Darcy
3	4208405	Romeo

- **Homework:** You should plan on spending about thirty minutes to an hour per day reading, writing, revising work, or completing homework for this class. Some days will be heavier than others will---- especially if you do not plan ahead on long-term assignments. Do plan ahead!
- **Vocabulary Development:** You will work on developing your vocabulary because it is essential for reading comprehension and effective writing as well as for the PSAT & SAT. It is wise to always have your pocket dictionary with you in class. Periodically, you will be tested on vocabulary words.

## Grading Policy:

Grades are computed on a point system with, for example, essays worth 100; exams, 50-100 (excluding the final exam); quizzes, 5-25; timed writings, 25; projects, 20-80; and homework, 5-10. As noted above, participation can raise or lower this grade by one half (e.g. B to B+ or B-).

## Grading Scale

100-93 A	89-87 B+	79-77 C+	69-67 D+	59-0 F
92-90 A-	86-83 B	76-73 C	66-63 D	
	82-80 B-	72-70 C-	62-60 D-	

## Course Chronology:

First Quarter	Second Quarter
<p><b>Short Story Unit:</b> Selections from course reader</p> <ul style="list-style-type: none"> <li>• Adolescence/Initiation</li> <li>• Cultural Identification and Struggle</li> </ul> <p><b>Poetry Unit:</b> Selections from course reader</p> <p>Introduction of the 5-paragraph essay and MLA format</p> <p>Vocabulary work</p>	<p><b>Drama Study:</b> <i>Romeo and Juliet</i></p> <ul style="list-style-type: none"> <li>• Love and Marriage</li> <li>• Dramatic Elements</li> </ul> <p>Vocabulary work</p> <p><b>Final Examination on <i>Romeo and Juliet</i> (three body paragraphs)</b></p>
Third Quarter	Fourth Quarter
<p><b>Drama Study:</b> <i>The Piano Lesson</i></p> <ul style="list-style-type: none"> <li>• Family/Legacy</li> </ul> <p><b>Novel Study:</b> <i>Pride and Prejudice</i></p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Independence</li> <li>• Hypocrisy of social institutions</li> </ul> <p>Vocabulary work</p>	<p><i>Pride and Prejudice</i> – Essay</p> <p><b>Novel Study:</b> <i>Their Eyes Were Watching God</i></p> <ul style="list-style-type: none"> <li>• Gender Identity</li> <li>• Self-realization</li> <li>• Figurative Language Journal/Quilt project</li> </ul> <p>Vocabulary work</p> <p><b>Final Examination on <i>Their Eyes Were Watching God</i> (five paragraphs)</b></p>