

English 10 - Course Syllabus



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Mission Statement

To provide the opportunity and encouragement for each student to become a caring, productive, and successful member of the global community.

Course Description

This course is designed to assist students in developing their skills in literary analysis through written and oral expression. This course also focuses on the writing process, vocabulary development and grammatical application skills. You will complete multiple writing assignments, including a formal research paper, throughout the year.

Books

A variety of novels are read during the course of the semester. Often times, the student will have their choice of novels to read. When a student is asked to select their own book, there will be parent and teacher discretion.

Materials needed

- 1 spiral notebook (for English ONLY)
- 3-ring binder (1.5 inch or larger)
- Dividers (6 dividers required: vocab, journals, notes, novel/SSR, classroom info., writing)
- Pencils
- Pens (blue or black ink ONLY)
- Highlighters (different colors)

Journals

Students will complete journal writing multiple times throughout the week in a notebook. The journal prompts will be on various topics that may include persuasive writing, books we are studying as a class, or in conjunction with the SSR book. If a student misses a journal prompt due to an absence, then it is their responsibility to find out what the prompt was and complete that writing by the journal collection date.

Writing

Within this course, students will write multiple pieces including a multi-genre narrative, literary analysis, argumentative essay, and an informative essay. We will spend a great deal of time analyzing, improving, and sharing writing. This is a collaborative classroom and students will be required to have multiple drafts of their writing.

Absences - Excused ONLY

If a student is absent, then they will receive the number of days they were absent to make up the work they missed. For example, if a student is absent on a Tuesday, the work will be due when they arrive in class on that Thursday. Assignments completed during each day will be posted on the the classroom calendar in room 405. When a student is absent, they need to check the calendar, the absent bin, and *then* approach the teacher if they need any clarification or help.

*File this syllabus in the classroom information section of your binder!

Over

Turnitin.com and Google Drive

We will use various tools throughout this course that incorporate technology. You will be required to turn in all of your final papers on turnitin.com, I do not collect any printed essays. The email address the school has provided you will be your login information. We will also utilize Google Drive in this course.

Remind

In this class, you have the option to receive text message reminders at various times throughout the semester through a resource called Remind (formerly Remind101). This app lets me send you a text. I do not have access to your phone number and you do not have access to my phone number when I use this app. For example, in previous years, I have used Remind to remind students about tests, bringing a book to class, or specific homework reminders. It is up to you whether you would like to receive these text messages and you can opt out of them at any time.

Directions: Find the hour you have my class below, and send a text to: 81010, with the text message you see for your class period.

1st Hr: @russeng1

2nd Hr: @russeng102

3rd Hr: @russeng103

Extra Help

I understand that being a high school student can be stressful and I will do my best to help you succeed. I have very high expectations for all of my students. If you feel confused on a topic and would like extra help after school, I am available on Thursday's from 2:30-3:30 in room 405. I am here to help you and I would be happy to talk with you about your concerns. You can talk to me in person or if you are more comfortable, you can email me.

Grading Policy:

Grades will be posted on the 4.0 scale. Assignments will be labeled as one of the following two categories:

1. Summative Assessments: (this category is worth 90% of your grade)

- a. Formal Essays and Projects 4x
- b. Shorter Writing Pieces 2x
- c. Vocabulary Quizzes 1x

2. Formative Assessments: (this category is worth 10% of your grade)

- a. Larger class assignments 4x
- b. Homework 2x
- c. Classwork and Participation 1x


****You will earn an (I) Incomplete in this class if you do not complete all summative assessments.**

Grading Scale: 4-Point Grading Scale Explanation

Rationale:

At Hartland High School we are attempting to bring more consistency and accuracy to the academic marks that we provide for students. In addition, many conversations are taking place about homework, extra credit, late work, and a variety of other grading policies. Teachers are engaging in

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Over 

a simple and easy to understand grading and reporting scale (the 4-point scale), which is consistent with GPA scales and what colleges use.

How it Works:

In class, students will be graded on the following scale:

In the MiSTAR Teacher Gradebook, you will notice that all grades in the gradebook are represented by a number above. These numbers represent the grade that the student received on the assignment. If a student received a B+ on a paper, the gradebook will show a 3.3 for the mark.

Conclusion:

This standardized scale will help bring much-needed consistency and clarity to the marks that students are given in each course and on each assignment. Furthermore, you will be able to directly compare their classroom grades to their overall historic GPA marks. If you have any questions or need clarification, please contact your student’s teacher. Stay tuned, as HHS will be holding informational grading workshops for parents in the fall and winter.

A = 4.0	B = 3.0	C = 2.0	D = 1.0
A- = 3.7	B- = 2.7	C- = 1.7	D- = 0.7
B+ = 3.3	C+ = 2.3	D+ = 1.3	E = 0.3

Academic Dishonesty, which includes all forms of cheating, will not be tolerated. Students caught cheating on homework, quizzes, or tests will receive a zero and a referral. Students will be graded using Formative Assessments (Practice) which includes daily work, homework, pre-test, reviews and warm up activities. This will be 20% of the student’s overall grade. The Summative Assessments (Performance Assessments) include projects, essays, class performance and district assessments. This will be 80% of the student’s overall grade. Student work must be submitted on the date due. Work not submitted on time will be given a deduction of 50%. Larger assignments will receive a grade deduction for each day late. Work must be ready to be submitted on the day due.

Purpose of Standards-Based Grading

The purpose of standards-based grading is to improve student achievement by focusing instruction and the alignment of curriculum with the essential standards. It is based on a specific set of standards that students need to meet for each grade/content level. A standards based approach allows parents and students to understand more clearly what is expected of students and how to help them be successful in their educational program.

A standards-based approach:

- Indicates what students know and are able to do.
- Scores indicate a student’s progress toward the attainment of a standard.
- Clearly communicates expectations ahead of time.
- Is based on complex tasks, as opposed to rote memory.
- Emphasizes the more recent evidence of learning.

English 10 – Course Syllabus

I have read the attached the syllabus and understand what is expected of me in this course. I understand that policies and procedures may change and I will be notified when that happens.

Student Name (print) _____

Student Signature _____

Parent Signature _____

Parent Phone _____

Parent Email _____

Parent(s): Do you prefer to be contacted by EMAIL or PHONE

English 10
Mrs. Russell
Hartland High School 2016-2017
Movie Policy Permission Slip

Hartland High School policy requires permission to show PG and PG-13 videos for educational purposes. On occasion, videos and/or video clips will be shown in class to enhance English 10. If you are uncomfortable with your student watching videos, please indicate below.

_____ I give permission for my son/daughter to watch PG and PG-13 video/video clips to enhance the curriculum.

_____ I DO NOT give permission for my son/daughter to watch PG and PG-13 video/video clips to enhance the curriculum.

Student's name Printed _____

Parent Signature _____ date _____

Phone _____

E-Mail Address _____