

St. James High School English Department 9th Grade Freshman English Course Syllabus Mr. Harden Room 209M



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Planning Period: 12:55-1:40 P.M. Fax: (225) 265-2455

Course Description: Freshman English is a comprehensive English course of literature, composition, and language, including listening and speaking. The study of literature includes reading and comprehending a wide variety of literary forms including short stories, nonfiction, poetry, drama, novels, and spoken and visual texts. The course offers supportive reading strategies for a variety of purposes. This course also focuses on the writing process through response to literature, creative writing, and connections to real-life situations and problem-solving. The study of language targets usage, mechanics, and strategies for vocabulary development integrated into literature and composition components. In addition, the course will teach grammatical concepts and applications. Students will review punctuation, capitalization, spelling, and usage as well as work on logical thinking and various modes of composition, including the research paper. Listening and speaking skills are also developed throughout the course.

Textbooks: McDougal-Littel Louisiana Edition (Ninth Grade Literature)

Glencoe Literature-Course 4

Glencoe Writers Choice-Course 4 (Ninth Grade Grammar)

Glencoe/McGraw Hill-Grammar and Composition Handbook (High School Edition)

This course will cover the following: fiction (short stories), nonfiction works, novels, poetry and interpretation, drama, and plays. It will also consist of grammar practice and composition writing. This course also requires students to conduct and compose a research paper, which will be explained in detail when assigned.

Semester Plan of Action:

- 1. Fiction and Short stories
- 2. Nonfiction stories
- 3. Novel
- 4. Poetry (Poetry Booklet Project)
- 5. Research Paper/Project
- 6. Drama/Tragedy

Novels and Plays include:

- 1. Maya Angelou's I Know Why the Caged Bird Sings (nonfiction novel)
- 2. Elie Wiesel's Night (nonfiction novel)
- 3. Harper Lee's To Kill a Mockingbird (fictional novel)
- 4. William Shakespeare's Romeo and Juliet (drama/play)

Required Materials needed:

School issued Laptop (fully charged)

3-highlighters (varying in color)

1-Binder or notebook

1 pack of Blue or Black Ink pens

1 pack of loose-leaf paper 1 pack of Pencils (Tests are taken in pencil only)

1-pocket folder 1-Personal Pencil Sharpener

1-Composition journal (which will stay at school) 1-USB Flash Drive (at least 1Gb)

Course Objectives

Students will be presented the opportunity to develop skills and knowledge to:

- read, examine, and analyze various subgenres of literature (fiction and nonfiction stories, drama, and poetry) and informative texts.
- determine central themes of text and provide textual evidence to support their findings.
- analyze and identify plot structure, character development, and author's purpose.
- ♣ produce writing with a structure that accommodates the topic by introducing interesting, thought-provoking beginnings with a thesis statement that controls the essay, logical thought processes and clear supportive reasoning, and a concluding paragraph.
- assess and revise essays to assure adequate form and development to improve sentences, and to assure standard punctuation, capitalization, usage, spelling, and transitions.
- create writing which communicates effectively.
- determine sentence correctness for misplaced modifiers, faulty parallel structure, unnecessary shifts, wordiness, ineffective diction, subject-verb agreement, comma splices, run-on sentences, and fragments.
- evaluate data and library resource materials to prepare a formal research paper using correct Modern Language Association (MLA) documentation.
- format writing through computer technology and word processing and apply the 6+1 Trait Writing rubric/checklist correctly for writing assignments.

Conventions of Writing and Development of Reading Skills

Time will be spent in this course to help develop students' competencies with the conventions of writing and the research process. Students will take two diagnostic tests at the beginning and midpoint of the course for the purpose of isolating any areas of concern that they may have with grammar, mechanics, syntax, and interpretive reading skills. Students will be required to review all areas of concern and monitor their own progress through practice sets. Building a good vocabulary will be a component of this course as well. This will include vocabulary words provided from daily assigned builder sets and the denotation and connotation of these words; students will be encouraged to utilize a rich vocabulary in their writing.

Tentative Course Content

Quarter 1:

Introduction to Class Policies & Procedures/Overview of syllabus

Bellwork/Daily Journal

Greek & Latin Roots/Suffixes/Prefixes Study

Vocabulary Builders Informative writing

Essay #1: "All About Me"

Grammar – Fragments and Run-ons/ Using Commas after introductory subordinate clauses/phrases/ Revising Problem Sentences/Paragraphing/Writing with transitions and transitional phrases

Fiction stories: "The Gift of the Magi;" "The Most Dangerous Game;" "The Necklace;" & other short stories

Analysis of plot in fictional literature: To Kill a Mockingbird

Media viewing: To Kill a Mockingbird

Analysis of characters in fictional/nonfictional literature

Essay #2: Compare/contrast writing

Project #1: Book Review (includes PowerPoint presentation)

Grammar—Using Varied Sentence Structures/Voice of Verbs

Edgar Allan Poe Reading Project (non-Honors)

Reading & interpreting poetry and various short stories

Creating a poetry booklet (non-Honors)

Quarter exam

Quarter 2:

Bellwork/Daily Journal

Greek & Latin Roots/Suffixes/Prefixes Study

Vocabulary Builders

Persuasive writing

Grammar— Subject-Verb Agreement/Pronoun-Antecedent Agreement/Unclear Pronoun References

Nonfiction/autobiographical excerpt readings: Night or I Know Why the Caged Bird Sings

Media viewing: Schindler's List

Expository writing

Essay #1: Process Paper

Reading drama: Romeo and Juliet

Media viewings: Romeo and Juliet (both versions)

Essay #2: Research Project

Grammar—Dangling & Misplaced Modifiers

Comprehensive Final exam

Course Requirements and Methods of Evaluation

Assessment and Evaluation:

- 1. Weekly Constructed response and multiple choice tests
- 2. Weekly guizzes (includes Vocabulary Builders, Grammar, and Greek & Latin Roots Study)
- 3. Essay Writing (at least twice per quarter)
- 4. Projects/Presentations (including book reviews and critiques, PowerPoint presentations)
- 5. Daily Class work and homework assignments
- 6. Daily Bellwork/Journal writing
- 7. Comprehensive End of the Quarter Exams

Outside Reading Component:

Students are required to read and critique a teacher-approved novel every other quarter for a grade. Students must bring their novel to class every day.

All in-class assignments (except writing assignments) must be completed in pencil or ink. All writing assignments must be typed, double-spaced, with a size 12-14 point font, in either Times New Roman, Arial, Comic Sans, or Tahoma, and have a 1 inch margin all around. All writing assignments must include the correct heading discussed in class. (See teacher for help with format.)

Grading Policy:

Report card grades are derived from averaging the following:

Major Grades: 4	10% (include Tests/Essays/Projects)
Minor Grades: 3	80% (include Quizzes/Bellwork/Journals)
Quarter Exam: 2	25%
Homework & C	lass Participation: 5%

Students must complete the course with a total of **67%** and may **NOT** fail the final quarter. Students who fail the final quarter will fail the course, regardless of previously earned.

St. James Parish School System Grading Scale:

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100% - 93% = A

92% - 85% = B

84% - 75% = C

74% - 67% = D

66% - 0% = F
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Policies and Procedures

Incomplete Assignment Policy

As stated in the St. James Parish Pupil Progression Plan: A grade of "I" shall be given to a student on the report card for incomplete work. The academic grade assigned to the incomplete work shall be lowered as follows (excluding a student with an extenuating circumstance):

Number of School		Highest Academic Grade
Days Late		Possible to Earn
1 – 2	=	92%
3 – 4	=	84%
5	=	74%
6+	=	67%

A student with extenuating circumstance shall be granted a period of time agreed upon by the student, teacher, and principal, without lowering the academic grade, after which time the preceding number of school days late shall affect lowering the academic grade. A grade of "I" shall be converted to an academic percentage by the classroom teacher prior to the completion of the applicable term/school year.

Academic Dishonesty Policy

As per the district student policy manual, if a student cheats on a test/assignment or plagiarizes he/she will receive one after school detention, no credit on the test/assignment, and an administrative conference.

Online Communications Policy

The word "netiquette" is short for "Internet etiquette." You should be aware of the common rules of netiquette for the Web and employ a communication style that follows these guidelines.

- Blog topics should be treated as serious classroom discussion only, unless noted by the teacher.
- 4 All electronic communication between the student and teacher shall be limited to the sanctioned sources, (i.e., Gaggle, and Moodle accounts) created for the students.
- Any electronic communication through any non-sanctioned means (i.e., texting, Twitter, Facebook) is prohibited, per the district policy manual.

Bathroom Passes

- So that instructional time is not disrupted, students will be allowed **four bathroom passes per quarter**.
- The teacher will sign the student's planner, which also serves as their hall pass. If the student does not have his/her planner, he/she will not be allowed to leave.

Attendance Requirements

- It is the student's responsibility to find out what was missed when he/she was absent. It is also the student's responsibility to make up any tests, essays, or other assignments missed.
- By school and parish policy, if a student has an unexcused absence or tardy, he/she earns a "60%" for each missed graded activity—**NO EXCEPTIONS**.
- ♣ Students have 5 school days to get an absence excused.
- In the case of excused absences, the student has the same number of days he or she missed to complete makeup work. For each day the assignment is late, 10 %-age points will be deducted.
- Completed makeup work must be returned in the appropriate tray.
- If a student is absent on a test day, he or she is responsible for taking the test the day he or she returns (if the absence is excused).
- ♣ No graded work will be allowed to be made up for unexcused absences.

Procedure for Continued Learning following an Extreme Emergency

Please check the district, school, and class websites for announcements and information concerning continued learning following an extreme emergency.

Classroom Expectations:

- 1. **RESPECT** others and yourself at all times.
- 2. Bring materials to class daily.
- 3. No eating, drinking, or profanity in class.
- 4. **ATTENDANCE** is necessary for your academic success.
- 5. Participation and timely completion of **ASSIGNMENTS** are essential.
- 6. Make-up (including brushes and combs) and/or electronic devices are not allowed in class.
- 7. Behavior that affects the learning of other students will **NOT** be tolerated.
- 8. Sleeping or head down on desk will not be tolerated. (2 warnings, and then office referral)
- 9. Remain in your seat throughout the period, and when work is done, you should read your novel.

Disciplinary Actions:

Breaking of any of the school and/or classroom rules will result in the following actions:

- 1. Verbal Warning
- 2. Teacher-Student Conference
- 3. Punish work
- 4. Teacher-Parent Contact (letter, email, or phone call)
- 5. Office Referral

Possible Revisions

The information in this course syllabus is subject to change in the event of extenuating circumstances. All students and parents will be notified of changes.

Acknowledgement and Signatures

By signing below, I am acknowledging that I have read Mr. Harden's syllabus, and I understand its content. I understand that the syllabus should remain in the student's binder, and it is also accessible on the teacher's webpage for the class.

Parent/Guardian's Sig	nature			 Date
Student's Signature				 Date
Teacher's Signature				 Date
Parent Contact Inf	ormation			Ens
Parent/Guardian:				(2 0 K)
Phone #: (.)			
Cell Phone #: ()) 學 後裔
Other Contact #: ()			
Mailing Address:				11-50
	City	State	Zip Code	_
Email Address:				