**Honors English I Syllabus**

Who Am I? And How Do I Know?

Honors English I is an eighteen-week course comprised of eight main components including language, literature, logic, writing, research, media, communication, and informational texts. The class will include extensive outside reading and writing assignments. Students will read and analyze a variety of literary genres.  The emphasis will be on interpreting texts, literally and figuratively, in order to better understand literary technique and style.  Students will also consider specific themes, such as the pursuit of justice and the search for identify, that run throughout the course. It concludes with an End of Course exam and Final Exam.

**Texts:**

*Holt McDougal Literature Grade 9* (Common Core Edition)

*Warriner’s Handbook* 3rd Course

**Outside Texts: Additional Texts:**

*The 7 Habits of Highly Effective Teens*  *The Odyssey*

*Night*  *Romeo and Juliet*

*Great Expectations* *The Giver*

*A Lesson Before Dying*  *Anthem*

*Tuesdays With Morrie* *The Hobbit*

\*\* Additional novels, short stories, poetry, and excerpts may be assigned by the teacher.

**Grade Distribution**

**1st 9 weeks** **2nd 9 weeks**

1. Tests/Papers- 20% Tests/Papers- 20%
2. Quizzes/Projects- 20% Quizzes/Projects- 20%
3. Classwork/Homework- 20% Classwork/Homework- 20%
4. Daily Participation- 15% Daily Participation- 15%
5. Midterm – 25% End of Course Exam- 25%

**Classroom Expectations:**

1. Respect the teacher, classmates, and yourself.
2. Be on time for class and in your seat before the tardy bell rings.
3. Be prepared by having all your materials.
4. Always give your best effort.

**Consequences:**

1st Offense Warning

2nd Offense Teacher Consequence

3rd Offense Office Referral

\*Parents/Guardians will be contacted as needed.

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| **1st Quarter** | **2nd Quarter** | **3rd Quarter** | **4th Quarter** |
| Language  Grammar  Vocabulary | Language  Grammar  Vocabulary | Language  Grammar  Vocabulary | Language  Grammar  Vocabulary |
| Literature  Short Stories  *Tuesdays With Morrie*  *7 Habits of Highly Effective Teens* | Literature  “The Cask of Amontillado”  *A Lesson Before Dying* | Literature  Speeches  *Night*  *Great Expectations* | Literature  Poetry  *Romeo and Juliet*  *The Odyssey*  *The Hobbit* |
| Logic  Inferences  Analogies  Stated/Implied Evidence | Logic  Inferences  Analogies  Stated/Implied Evidence | Logic  Inferences  Analogies  Stated/Implied Evidence | Logic  Inferences  Analogies  Stated/ Implied Evidence |
| Writing  Narrative  Short Story  Annotations | Writing  Informative Writing  Setting Analysis | Writing  Argumentative Essay  Character Analysis | Writing  Multi-Genre  Research Paper |
| Research  Citations  Small Research  Activities | Research  Citations  Small Research Activities | Research  Holocaust  Charles Dickens  Victorian Era | Research  Shakespeare  Homer  Multi-Genre  Research Paper |
| Media  Presentations | Media  Presentations | Media  Presentations | Media  Presentations |
| Communication  Discussions  Presentations | Communication  Discussions  Presentations | Communication  Speeches  Discussions  Presentations | Communication  Discussions  Presentations |
| Informational Texts  Articles/Essays | Informational Texts  Articles/Essays | Informational Texts  Speeches | Informational Texts  Articles/Essays/Research |

**Honors Addendum**

* Students will complete extended independent reading of novels.
* As part of a writing workshop, students will complete an extended multi-genre research assignment using various modes of writing.
* In conjunction with *Great Expectations,* students will create “Master Plan for Success” in which they detail what they can do to make their lives successful, according to their own definition of success**.** They will be expected to research educational paths/careers/jobs, interview people employed in the field of interest, and consider any hurdles that might need to be overcome.
* Students will prepare and present information using presentation software or online tools like Prezi.
* Students will produce writing to be published either on the class website and/or the on class writing wall.

**Renaissance Incentives**

Cardholders will receive these rewards in my classroom each 9-week grading period.

**Blue Card** Drop lowest test grade, candy, and a drink

**White Card** Drop lowest quiz grade and a drink

**Black Card** Sit with a friend for a week and drink

**Gray Card** Omit one question from each test and a drink

**Supplies**

* 3-ring binder (Recommend 1 in.)
* Pack of Dividers (8)
* Loose-leaf College-Ruled Notebook Paper
* Blue or Black Ink Pens
* No. 2 Pencils
* Composition Notebook
* Folder with Prongs
* Post-It Notes
* Planner (Recommended)

**Tardy Policy:**

Regular attendance is necessary for successful completion of this course. You are expected to be in class and in your seat when the bell rings.

**Cell Phone Usage:**

No use of cell phones. Cell phones may be used at times for instructional purposes in this classroom as determined by me.

**Food and Drink:**

Finish all food and drinks before entering the classroom. **ONLY** bottled water is allowed.

**Make-Up Work:**

I understand that you will miss class at times, but that does not excuse you from the work that you miss. It is **your responsibility** to find out what your make-up work is so that you can complete it. You may check the organizer behind my desk for make-up assignments or check with me. You have 3 days to make-up your work for every 1-day that you miss; therefore, if you miss 2 days, you have 6 days to complete make- up work. If you do not make-up your work on time, a **zero** will be recorded as your grade. Quizzes and tests can be made-up during lunch, homeroom, before school, or after school, so set up a time and day with me. The date and time will need to be recorded on the make-up calendar behind my desk. It is your responsibility to follow through with your make-up work.

**Late Work:**

To receive full credit, homework assignments should be turned in on time. For late work, you will need to fill out the designated **Pink Slip** form, located in the **Late** pocket of the organizer behind my desk. You must fill out the form explaining why the assignment will be late. The form **must** be turned in on the day the assignment is due.

**Tests/Quizzes/Projects/Assignments:**

All tests will be announced several days before they are given. Quizzes may be announced or unannounced and will usually only cover a small segment of material. Projects may range from writing assignments to poster board assignments and may be done individually or in small groups. Classwork is any work that we do in class. The End of Course Exam is a state mandated test that is given at the end of the semester.

**Course Expectations:**

1. **Always have your materials.**

You may not leave the classroom to retrieve your materials once the tardy bell has rung. Please have your binder, paper, and writing materials with your everyday. (Note: Your binder should be organized with English materials, not materials from other classes.)

1. **Participate in class.**

This is an honors English course, and I expect on-topic discussions and focused work from my students whether you are meeting in groups or working individually. You are expected to listen actively during class, to participate by asking questions, to engage classmates and me in topical conversations, and to take notes.

1. **Complete “outside” assignments.**

This includes outside reading assignments, projects, papers, other homework as assigned, etc.

1. **Follow classroom procedures.**

For our class to run smoothly and efficiently certain procedures will be established. Learn them and follow them.

*\*Since you have been in school for several years, I’m assuming you know how to act. I hope that we do not have to waste time in class on behavior issues. We are here to learn in a safe, friendly environment.*

**Extra Help:**

I encourage you to seek extra help from me throughout the year. You may set up an appointment with me via email, before class, or after class.

**Parent/Guardian Communication:**

Parents should feel free to contact me at school with any questions, concerns, or comments.

**The meaning of it all…**

We are here to learn. We will give our best effort. We will get success. We will achieve all of this together.

This is our class agreement. Please look over this carefully so that you have a clear understanding of what is expected of you. If you agree to the statements above, please sign below, cut, and return it to me. I am greatly looking forward to working together with you this year!

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read Mrs. Sweeney’s expectations and understand what my responsibilities are to her, the school, my classmates, and myself. I am here to learn. I will give my best effort. I will get success. I will achieve all of this as a community of learners seeking a common goal.

Student Signature: Date:

Parent Signature: Date:

☐ My child has permission to publish written work on the class website.

☐ My child does NOT have permission to publish written work on the class website.

\*This is not a required aspect of the course. If you have any questions or concerns, please do not hesitate to contact me.

**Parent/Guardian Contact Information:**

Name: Relationship:

Telephone Number: Email:

Name: Relationship:

Telephone Number: Email: