

Course Syllabus

Updated 08/02/2017

English 1-2 (Eng.121-122)

Mrs. Duccini 552-5172 (7:00- 7:30) or leave a message bduccini@dbqschools.org

This course emphasizes a mastery of the comprehension, writing and communication skills which were developed in 7th and 8th grade Language Arts. Units will focus on teaching and assessing skills to meet standards in the following categories: literature interpretation, writing, digital literacy, speaking and listening.

Alignment to the Iowa Core Curriculum: Instruction, learning, and assessment are built on the 9-10th grade-band expectations of the Iowa Core Reading, Writing, Listening and Speaking, and Language Strands.

Iowa Core Standards:

Standard 1: Reading Strand - Literature

Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.

Standard 2: Reading Strand – Informational Text

Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.

Standard 3: Writing

Students will routinely write to learn and to communicate for a range of tasks, purposes, and audiences.

Standard 4: Speaking and Listening

Students will participate effectively in a range of rich, structured conversations, collaborations, and presentations.

Standard 5: Language

Students will apply knowledge of the English language and its conventions when reading, writing, speaking and listening.

Assessments:

I will provide a variety of assessments during this course:

- * Conferencing and anecdotal records
- * Journal writing (Writing to Learn)
- * Formative and summative assessments for literature interpretation
- * Formative and summative writing assessments for writing (self, peer, and teacher conferencing).

Content: (See course outline at the end of this document)

Instructional Strategies I will utilize to help my students become independent, critical thinkers.

1. Student-Centered
2. On-line Learning Management through Google Docs
3. Discussion centered within the classroom and on-line
4. Questioning and discussion techniques
5. Connections (personal experience, prior knowledge, world events)
6. Action research and writing (modeling, conferences, discussions, e-mail, etc.)

Resources:

Glencoe text (Course 4), novels and supplemental literature selections as listed on course outline.

Canvas: online learning management system for course content and submission of assignments.

Expectations- As Mustangs, we demonstrate PRIDE in our classroom.

<u>Prepared</u>	<u>Responsible</u>	<u>Inclusive</u>	<u>Dignified</u>	<u>Empowered</u>
*Arrive on Time (Two feet in when bell rings)	*Be honest	*Be respectful	*Respect personal property	*Participate in class
*Have necessary materials	*Comply with teacher requests without arguing	*Help others when needed	*Allow others the best opportunity to learn	*Be an active and respectful listener
*Have agenda	*Leave no trace	*Stand UP for others	*Resolve conflict with maturity	*Collaborate with classmates
*Organize & prioritize	*Appropriate use of technology/electronic devices	*Collaborate with classmates		*Respect opinions of others
				*Ask questions when you need help

Discipline: I will first address inappropriate behavior with the student. If the student does not improve his or her behavior, a parent contact and/or A.P. referral will be made.

Grading:

- I expect students to hand in assignments on time. Late work from students who were not absence from class will only be accepted after a student- teacher conference. Late assignments with a point value of 25 or less will have a 50% grade reduction, while major assignments will have a reduction value designated on the assignment sheet (i.e., research paper = 20% reduction for each day it is late).
- For students who are absences, the make-up ration is 1:2. (i.e. 1days sick = 2 days to make up work). After 3 or more consecutive days of being absent, the student needs to communicate with me within the first or second day upon return to discuss a make-up plan. Late work for a particular unit will not be accepted beyond the date of the completion of the unit.
- If you have academic concerns while you are absent, you may call my voice mail number 552-5172 or e-mail bduccini@dbqschools.org E-mail is the more efficient way to communicate.

PLAGIARISM

(This is what can be found on pp. 32-33 of the student planner.)

Hempstead students are expected to do their own schoolwork. Cheating by looking at another student's schoolwork, copying others' work, copying from other sources or similar cheating is not tolerated. With the advent of the Internet, the availability of information has exploded into a whole new and exciting realm for our students. The accessibility of documents has also brought with it an increasing concern regarding **plagiarism**, which is a form of cheating.

All Hempstead teachers are committed to educating our students about **plagiarism**, helping them understand what **plagiarism** is—especially through specific instruction in individual courses. We aim to teach students how to accurately quote and document sources as well as how to effectively convert researched information into their own words.

Plagiarism is defined by www.dictionary.com as: "a piece of writing that has been copied from someone else and is presented as being your own work; taking someone's words or ideas as if they were your own." Iowa Core Literacy Anchor

Standard #8 for College and Career Readiness states that students will: “Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.”

Cheating, including plagiarism, may result in loss of or reduced credit on an assignment, referral to the Assistant Principal office for documentation on the student’s record, and possible loss of class credit and failing grade.

Plagiarism and cheating exist in many forms and to various extents. Some typical examples are noted here:

1. Copying another student’s assignment/artwork/project; note: BOTH parties are engaging in cheating
2. Using another person’s paper/artwork/project/ in its entirety and calling it your own
3. Copying a paper word-for-word (artwork/project) from an internet document or documents
4. Using sentences from another source but replacing a few words
5. Passing off ideas or critiques as your own when they are someone else’s
6. Not putting quotation marks around exact words pulled from another resource
7. Not documenting the source at all, or documenting the wrong source
8. Not citing the sources used (even when paraphrasing and summarizing)

Incidental plagiarism will be addressed by the classroom teacher, and may include loss of credit for the assignment and parent contact. Consequences for blatant plagiarism and repeated acts of incidental plagiarism are listed below. Disciplinary action by Hempstead administration may include loss of class credit and failing grade.

***Freshmen:** 1st occurrence: 0% on plagiarized piece, possibility of revision for a better grade, parent contact, referral to Assistant Principal for documentation; repeated plagiarized pieces 0% without revision, parent contact and referral to AP Office for possible disciplinary action

GRADING: My standard grading scale for all my classes is as follows:

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

I do not weight grades; grades are based on total points with approximate percentages for grading categories: homework 30-40%, writing 15-20 % (obviously higher for a writing course), 15-20 quizzes and tests, and 15-20% for the semester final. As grades are available online, it will be the student’s responsibility to check his or her grades. Perceived discrepancies should be directed to the teacher through e-mail or during teacher office hours.

OTHER INFORMATION YOU SHOULD KNOW...

Cell Phone usage: your cell phone should be shut off and put in your bag during class time.

- 1st Offense of using cell phone during class time- warning
- 2nd Offense – taken away for class period
- 3rd offense- referred to office and parent phone call

Food/Drinks in the Room

Water is the only beverage that will be allowed in the classroom.

No eating of food is allowed in the classroom. Gum is allowed, but should never be chewed when one is presenting.

Communication: Students if you know ahead of time that you are going to miss class, let’s work out a plan! If you have any questions or concerns about your grade, my expectations, etc., don’t hesitate to discuss them with me. I am known as very approachable person. I’d be happy to offer you extra help. Catch me when I have a “free minute”, and we will set up a time to meet during one of the following blocks of time:

Availability:

- Monday - Friday mornings (except Tuesdays) from 7:00 a.m. - 7:30 a.m.
- Period 7 (prep period: check in the English office, or the English Learning Center/ Writing Center)

Required Reading: Short Stories, *Speak*, *Of Mice and Men*, *The Odyssey*, *Romeo and Juliet*, poetry, and nonfiction

Alternative Works: *The Curious Incident of the Dog in the Night*, *Staying Fat for Sarah Byrnes*
Independent Fiction and Nonfiction selections, Fahrenheit 451

Writing Pieces: personal (descriptive, autobiographical, biographical), expository, analysis, research,
Other possibilities: (comparison, persuasive, creative), essay tests, poetry, informal writing

Unit1: How Do We Read for Deeper Meaning? (Literature Interpretation)

Review: Reading Strategies, Literary Devices/Elements, Inferencing
Introduce: QAR, Close Reading with Annotations, Graded Discussion
Language Analysis: Figurative vs. Literal, Inferencing

Texts:

Selected short stories

Contemporary Novel- *Speak*

Nonfiction: biographical excerpts, articles/essays

Poetry selections

Unit 2: How do We Tell Stories? (Narrative Writing)

Review: Basic Elements of Language and Writing
Introduce: Showing vs Telling and other writing techniques
Assessment: Personal Narrative

Texts:

The Odyssey

Short Stories:

Poetry Selections

Short nonfiction texts:

Unit 3: How do We Interpret and Analyze Text?

Review: Interpretation Techniques from Unit 1
Continue Language Review
Introduce: Character Analysis recording and essay formation
Assessment: Character Analysis

Texts:

Of Mice and Men

Additional Independent Selections (*Speak*, *Curious Incident of the Dog in the Night*, *Miracle* or other preferred choice)

Unit 4: How do we use Technology to Demonstrate our Knowledge?

Review: Interpretation Techniques from Unit 1
Continue Language Review
Introduce: Shakespeare, Elizabethan Era Topic, Research Paper/MLA Formatting for Internal Citations and Bibliography, New Literary Techniques used by Shakespeare
Assessment: Technology Project/Digital Presentation
Additional Research Paper Assessment

Texts:

Nonfiction research articles/essays

Romeo and Juliet

Unit 5: How do We Express our Critical Thinking of Thinking of Text?

Review: Types of Group Discussion

Introduce: Graded Discussion

Assessment: Formal Graded Discussion/Socratic Circle

Texts:

Fahrenheit 451

Unit 6: How do We Synthesize Multiple Texts and Make Personal Connections to Our Own Lives?

Review: Novels and Themes Covered, continue to review language

Assessment: Personal Reflective Essay/Letter

Additional Summative Assessment for Language

Texts:

Additional Short nonfiction pieces, poetry, short stories