

**Course Name: English 1-2 (ENG 1-2)**

**Course Number: ENG121/122**

**Teachers Name(s):** Marcya Grudzina, David King

**Course Description:** This course emphasizes a continuation of the comprehension, writing and communication skills which are developed in 7th and 8th grade Language Arts. Units covered include short story, novel, poetry, mythology, and an introduction to Shakespeare. Additionally, reading, writing, listening, speaking, viewing, and representing skills are taught in conjunction with each genre of literature. Students will recognize and define multiple literary terms. Students will work on grammar, vocabulary, sentence construction, and writing through narrative and expository writing. 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.

**Assessment:** The student's grade will be comprised of homework, class participation, projects, graded discussions, quizzes, writing assignments, presentations, and tests. Active class participation is what will make daily class sessions interesting and thought provoking. This requires that students regularly attend class, but it also requires that students orally communicate in a respectful way in class by asking questions and sharing ideas. Letter grades will be determined by the DCSD grading scale.

**Course Timeline:** The course is broken into 6 learning units. Each unit has a set of DCSD standards that it will focus on. Those individual standards can be found in Canvas. In Unit 1, students will read Speak and Of Mice and Men. In Unit 2, students will focus on writing a short story along with grammar skills. In Unit 3, students will read parts of several translations of The Odyssey, as well as viewing several film versions of the poem: *The Odyssey* (1997) and *O Brother! Where Art Thou* (2000). Second Semester students will read *Romeo and Juliet*, as well as watch scenes from stage performances, Zefferelli's film version and Lührman's film version. Students will read Anthem, and The Hobbit.

**Work Load Expectations:**

- Students should expect assignments to work on outside of class approximately two – three times a week. All assignments will be available through Canvas. Most, if not all, will be submitted through Canvas as well.
- Students will be asked to complete several projects throughout the year. Class time will not necessarily be given to work on these projects.
- Students should expect daily assignments to be completed during class time. Assignments not completed during class become homework.

**Required Materials/Equipment for every class meeting:**

1 Folder, 1 Notebook or loose leaf paper, Writing Utensils, Reading materials

**Communications:** Our classroom phone number is 563.663.5336

Emails: [mgrudzina@dbqschools.org](mailto:mgrudzina@dbqschools.org) & [dking@dbqschools.org](mailto:dking@dbqschools.org)

## Academic/Behavioral Expectations:

Attendance policy: Students are expected to attend class on a daily basis, be on time and be prepared for class to begin with the bell. The DCSD attendance policy 5107 will be followed. This policy can be found in the Parent-Student Handbook or on the DCSD website.

**You** are responsible for the work/knowledge/activities you missed. It is **your** responsibility to use classroom resources (Canvas) to determine what happened in your absence and to gather notes, handouts, and all assignments from missed classes. If the information is not readily available on Canvas or in the designated “student resource center” in my room, students are expected to approach the instructor before school, during 7<sup>th</sup> hr or at 2:25. Students should NOT approach the instructor during passing time or the beginning of class. The attendance policy states “Students are required to do make-up work within a reasonable amount of time for all absences.” In the case of most assignments, I will give you the same amount of time your peers had to complete the assignment. (If they had the assignment due the next class, you have the assignment due the next class after you received it.) Students will be held accountable for long-term projects, published assessment dates or published deadlines **regardless of absences**. For extenuating circumstances, students may request extra time or alternative arrangements may be made at the instructor’s discretion. **It is your responsibility to ask for these considerations**. Points will not be deducted from assignments turned in late.

## Participation Expectations:

You are here for a reason. We are here for a reason. Our reasons for being here mesh perfectly as long as all of us commit to them. When we walk in the classroom, we are showing you with that action that we have committed to actively participate in our learning. When you make the choice to walk into the classroom, you are making the decision to actively participate. It is a contract between us to stay focused, alert and mentally present for this brief amount of time. When you come in the room, we expect you to honor our contract. Please stow away any and all non-class related distractions (electronic or otherwise) and be prepared with the necessary materials out and ready when the bell rings. Students who demonstrate, through actions or speech that they are not prepared to honor that contract, should expect the situation to be problem-solved through teacher-student conferences, parental contacts and/or established administrative interventions.

## Dress Code, I.D.’s, electronic devices:

Students should expect all DCSD & HHS codes to be enforced and the appropriate consequences for failure to comply. This covers (but is not limited to) the dress code, rules about hats/head coverings, the wearing of school I.D.’s. and possession/use of electronic devices. Per District expectation, high school students are expected to wear their student ID while at school at all times. In this classroom, you will be expected to wear your student ID. Infractions of this expectation will result in one of the following consequences: teacher/student conference, parent contact, and/or office intervention.

## Classroom Courtesy:

Any successful learning experience requires mutual respect on the part of the student and the instructor. Neither instructor nor student should be subject to others’ behavior that is rude, disruptive, or demeaning. This classroom will burst with P.R.I.D.E. Classroom rules, expectations and procedures will all reflect Mustang P.R.I.D.E.

Basic Expectations: As the year progresses, we will introduce appropriate expectations and procedures as the situations develop. To begin with, here are some basic rules to follow.

- Arrive to class on time and prepared to participate
- Keep focused on learning until the bell rings
- Use technology appropriately and in the right time and place
- Be quiet and give full respectful attention while either instructors or other students are speaking
- Use courteous, respectful language at all times
- Work collaboratively and appropriately with others focused on learning
- Respect this learning environment and each other
- Follow school guidelines and have P.R.I.D.E.
- Work through challenges in positive and productive ways

### **PLAGIARISM**

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.

“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 for **Freshmen**: 1<sup>st</sup> 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. Disciplinary action by Hempstead administration **may include loss of class credit and failing grade.**