

Course Description

This course focuses on language, composition, and British literature. It includes an intensive study of vocabulary, sentence structure, and multi-paragraph compositions. This course provides the critical reading and writing skills necessary for college and the work force.

Class Information

Before this first week is up, our class will establish routines, organize, and determine important timelines for writing and major assignments for the first six weeks. Senior English will be a challenging year for students, and it is imperative that they complete all their assignments in a timely manner. Late work should be the exception and will receive a reduction in 15 points for each day late. The assignment will not be accepted after two days. Any work not completed when the student is present in class will not be accepted late.

Course Calendar/Schedule:

Six Weeks calendars will be posted in Google Classroom at the beginning of each six-week period. Please keep in mind that dates may be subject to change for instructional purposes,

Google Classroom

Students are required to join our class on Google Classroom. The student must access Google Classroom using their MISD email. Assignments will be posted there, and students will turn in electronic assignments on this site. In addition, students can view their graded assignments and comments for feedback and improvement. Tutorials may also be posted in video format or web based lessons. Students will download tutorials at the end of class for access at home to study or review should they need the additional help.

It is the students' responsibility to access Google Classroom each day for announcements and email reminders. Furthermore, parents and students should review their progress weekly on both Google Classroom and Skyward Parent Portal.

Cell Phones and IPADS

- Cell phones are ***not seen - out of sight!*** This means in all FHS classes, no cell phones will be out during instruction.

LATE WORK

- Teacher designates due date and time for assignment (Beginning of class period, End of class period, designated time of day)
- If student fails to meet the due date and time, then the student has till the next class period (next A day or B day) to turn in assignment to be considered one day late.
- Students will be assessed a penalty of 30% points for up to one class period late.
- Score of a zero may be given for work turned in after one day late.

MAKEUP WORK (because of absence for any class missed)

- The teacher may assign the student makeup work based on the instructional objectives for the subject or course and the needs of the individual student in mastering the essential knowledge and skills or in meeting subject or course requirements.
- A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. When absent, the student is afforded the number of days missed plus one additional day to turn in makeup work. [A/B Block Example: A student misses Monday and Tuesday of the week and he/she returns on Wednesday of that same week. Student work from Monday's absence is considered late after Friday, and student work from Tuesday's absent is considered late after the following Monday.]
- A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment.
- A student is encouraged to speak with his/her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence.
- A student will be permitted to make up tests and turn in projects due in any class missed because of absence. Teachers may assign a late penalty to any long-term project in accordance with time lines approved by the principal and previously communicated to students.
- See UIL Eligibility ("No Pass/No Play") guidelines for additional information related to grades and UIL Eligibility.

Tardies

Students are expected to be in their desk ready to begin work by the time the tardy bell rings. All other, cell phones, iPods, earphones, and electronic devices must be turned off and stowed in their bag or backpack. This is best for the student and the classroom environment. Passes from other teachers in the building will not be accepted without my prior approval.

Parents will be notified of their student's tardies at the 2nd and 3rd tardy. Referral to the principal will begin at the 4th tardy.

Participation

Students are required to participate in class discussion, peer revision, partner activities and group work. When grades are assigned for these activities, they will be reflected in the appropriate categories below. Sometimes, the participation is intended for learning new concepts or reviews. Usually these will be assigned a value of a daily grade. Any major grades assigned in relation to group work will be evaluated on an individual basis only.

MISD GRADING SYSTEM FOR GRADES 9-12

The district high schools use a weighted numerical grading system.* **The following chart reflects the MISD grading system for grades 9-12:**

A	90-100
B	80-89
C	70-79
F	Below 70

An "Incomplete" (I) reflects incomplete student work and is not considered an academic grade.

*See MISD Board Policy EIC (LOCAL).

GRADING PRACTICES

Six weeks grades shall be obtained by averaging student work as detailed below. Daily assignments may count more than once, but no more than twice. MISD Curriculum Based Assessments (CBAs) are calculated as part of the daily work category.

Grade Categories

Regular/Pre-AP/AP

- 60% - Major Grades
(Minimum: 1 test & 1 fully processed essay)

- 40% - Daily Work, Daily Writing, & Quizzes

SEMESTER EXAMS

Each semester, specific exam schedules are designated for MISD high school and dual credit courses. These schedules must be followed. Neither mid-term nor final exams are given early. If a student is absent on the day of an exam he/she will take the exam at a date/time designated by the school.

TEST RETAKES

- Students who fail a major test/assessment (below 70%) will be allowed to retake or correct up to a 70% grade. This does not include semester examinations.
- Students are expected to make arrangements with the teacher to retake or correct a major test/assessment.
- Students are encouraged to participate in tutoring opportunities before retaking a test.
- Each teacher will communicate routine requirements for retakes and corrections in his/her course syllabus.
- All retakes or corrections must be completed prior to the end of each six week grading period unless the student is afforded time, after the six week grading period, as a result of the district's absent/make-up guidelines.

UIL ELIGIBILITY ("No Pass/No Play")

- Semester grades are computed by averaging the numerical grades recorded for each of the three six week reporting periods.
- Each six week grading period will stand alone for eligibility purposes.
- A student who is declared academically ineligible after a six week grading period will be able to regain eligibility if all of the student's grade averages are 70% or higher at the subsequent 3 week grade reporting period.
- See MISD Board Policy FM (LOCAL) – Exempt Courses.

Class Supplies

Required daily

Laptop, charged each day before class.
Black and red pens
Highlighters
Pencil for Scantron tests.

3 x 5 Index Cards
Assigned textbooks, novels, readings

Also required and appreciated -one box of tissue

Academic dishonesty

Teachers determine what constitutes cheating and/or plagiarism.

Consequences for academic dishonesty

Daily Work

- Every Offense
 - Academic and Disciplinary Consequences
 - Assign grade of zero
 - Write a referral
 - Teacher contacts parents
 - Consequence from administrator would be a minimum of AC placement

Exams or Other Major Assessments

- Every Offense
 - Academic and Disciplinary Consequences
 - Assign grade of zero
 - Write a referral
 - Teacher contacts parents
 - Consequence from administrator would be a minimum of AC placement
 - An alternative exam or major assessment can be completed for a maximum grade of 70%
 - Academic Associate is notified and will schedule a meeting with student, parent and teacher

Texts, Readings, Materials

The primary textbook for the class is **British Literature and Connections**. Each student may check out a copy to keep at home. Students will need copies of the assigned novels to read outside of class throughout the year. Copies of most titles are available in the classroom or electronically. Students will be required to read most reading assignments outside of class. Students should have their copies of these texts in class daily.

English IV Approved Reading

Students may participate in class studies from the district approved reading list. In addition, they may participate in independent book studies or literature circle study groups.

A Doll's House
And Then There Were None
All the Pretty Horses
Brave New World
Canterbury Tales
Cry, The Beloved Country
The Crystal Cave
Emma
The Fountainhead
Frankenstein
Life of Pi
Macbeth

Hamlet
Lord of the Flies
Murder in Grub Street
Poisonwood Bible
Pride and Prejudice
A Tale of Two Cities
Tarzan
Tess of the D'Urbervilles
Their Eyes Were Watching God
Things Fall Apart
Wuthering Heights
Short Stories by A.C. Doyle

Supplemental Readings

Parents will find additional help for their child by referring to the textbook issued to their student. The following websites are also sources of information.

1. Writing Topics and Research Information - [www. owl.english.purdue.edu](http://www.owl.english.purdue.edu)
2. Reading and Literacy- <http://www.readwritethink.org/parent-afterschool-resources/grade/9-10/>
3. SAT and College Board information-<http://www.collegeboard.org>

Extra Credit

Extra Credit will not be given for replacing low grades on assignments, tests, major assignments or compositions. All graded assignments are a reflection of the skills and content students must know in order to be successful in this course. Extra Credit is offered occasionally at the teacher's discretion and must be completed on the student's time outside of the school day. Extra Credit assignments are due on time and will not be accepted later than the due date.

First Six Weeks Calendar

Lesson Obj.	Monday	Tuesday	Wednesday	Thursday	Friday
<p>We will learn college prep vocabulary</p> <p>I will practice vocabulary in context.</p>			<p>15 A Day</p> <p>Introductions, Class Syllabus</p> <p>Ice Breaker Activity</p>	<p>16 B Day</p>	<p>17</p> <p>Did you join google class? Remind 101?</p> <p>1.Practice close reading and annotation.</p> <p>Vocabulary Lesson 1 A Day-Due Monday 28th, Quiz Wednesday 8-30. B Day-Due Tuesday 29th, Quiz Thursday 8-31</p>
<p>We will learn and practice close reading strategies.</p> <p>I will annotate a passage</p>	20	<p>21</p> <p>Read a non-fiction expository passage, diffuse vocabulary, Mark features: Bold print Web links Infographics Circle Specialized terms Discuss the information each provides. Answer how to stay safe.</p>	22	<p>23</p> <p>Know? dialogue, graph, narrative nonfiction, pie chart</p> <p>Understanding literary devices in non-fiction.</p> <p>Connections, Close reading workshop. Ch 2. Focus Details</p>	24
<p>We will close read a literary Non-fiction passage.</p> <p>I will analyze a nonfiction passage for details, dialogue, real world applications.</p>	<p>27</p> <p>Understanding literary devices in non-fiction.</p> <p>Connections, Close reading workshop. Ch 2. Focus Dialogue</p>	28	<p>29 Understanding literary devices in non-fiction.</p> <p>Connections, Close reading workshop. Ch 2. Focus: Real World applications</p> <p>Vocab Quiz 1</p>	30	<p>31</p> <p>Student Holiday</p>
<p>We will understand the Independent Reading Project and its purpose</p> <p>I will select a biography for my Book Talk.</p>	<p>3</p> <p>Labor Day</p>	<p>4</p> <p>Prepare for Fishbowl Discussion in teams</p> <p>Fishbowl Discussion</p> <p>Test Grade</p> <p>Connections Test</p>	5	<p>6</p> <p>Lesson 2 Vocabulary Independent Reading Project. Ted Talk, project parameters. Why read books? Create your list. Top 10 Reasons Why I do not Illustrated satire Due 9-11/12</p>	7

<p>We will read an epic and apply the characteristics of the Epic Hero, Theme, and Ideals.</p> <p>I will read Beowulf to discover and record the epic characteristics in the Hero's Enemy</p>	<p>10 Turn in <i>Top 10 Reasons</i> Turn in IRP Title: comment on the IRP link with your biography title and author name.</p> <p>Beowulf Introduction-take notes from the PowerPoint. Turn in to Google Classroom. Reading Groups for Beowulf</p>	<p>11 .</p>	<p>12 Read Beowulf & The Battle with Grendel, pp. 46 to 54.</p> <p>Group activity</p> <p>Character Traits for Grendel-Index Card.</p> <p>Complete the Question for Part 1 in Google Classroom</p>	<p>13</p>	<p>14 IR Vocabulary Quiz, Lesson 2 Metacognition: HIGHLIGHT and turn in the Question for Part 1 in Google Classroom. Beowulf, Part 2, pp. 55 to 61. Complete a trait card for Grendel's mother Three pieces of evidence/ list of character traits on the back.</p>
<p>We will create a visual representation of the epic form and themes in Beowulf.</p> <p>I will select imagery from Beowulf to illustrate</p>	<p>17</p>	<p>18 IR Vocabulary Lesson 3 Discuss -The Imagery handout in Google Classroom. Metacognition: Evaluate and turn in the handout. Introduce The Diptych Project. (Beowulf Test) Review Epic Characteristics.</p>	<p>19</p>	<p>20 Select Imagery for Diptych Project, Conference with the teacher. Begin Illustrations.</p> <p>IRP: Discuss the Book Talk Criteria, handout. Due on October 5th/6th</p>	<p>21</p>
<p>We will present a Book Talk</p> <p>I will prepare the selections to analyze for my presentation</p>	<p>24 Diptych Work Day Write analysis Check for Epic traits, Pagan -living and the dead, Christianity-good vs evil. Complete unfinished elements as homework.</p>	<p>25</p>	<p>26 Vocab Quiz, Lesson 3. Turn in Diptych Major Grade</p> <p>BookTalk</p> <p>Prep day</p>	<p>27</p>	<p>28 Student Holiday</p> <p>End of Six Weeks</p>

Senior English

Ms. Anthony
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Dear Parents,

I am delighted to be your child's teacher. My email address is karenanthony@misdmail.org. Email is the most timely and efficient way to communicate with me. Please email should you need to contact me.

Please sign this form to verify that you have received and read the syllabus for this class.

Student Name

_____ (please print) Block # _____

Parent/Guardian Name #1

_____ (please print)

Phone contact

Email

_____ @ _____

Parent/Guardian Name #2

_____ (please print)

Phone contact

Email

_____ @ _____

Parent Signature
