

2009-2010 COURSE SYLLABUS

English I

Mr. Johnson

Course Description: English I is a communication arts course. The basic aim of this course is to improve students' skills in reading, writing, listening, and speaking. Throughout this full-year course, students will explore a variety of literature and composition.

Instructional Philosophy: The most important skills a person can possess—in life as well as in academics—are communication skills. These skills are best learned through the practices of reading and writing, along with listening and speaking. Students who are respectful, attentive, hardworking, and follow directions diligently will be able to hone their communication skills throughout this course.

Major Course Goals:

- Develop and apply effective speaking skills and strategies.
- Develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction.
- Develop and apply effective research process skills.
- Develop and apply skills and strategies to the reading process.
- Develop and apply skills to interpret and apply information in table of contents, index and glossary
- Apply a writing process to write effectively in various forms and types of writing.
- Develop and apply effective listening skills and strategies, evaluate own and other's effectiveness in presentations.
- Develop and apply skills and strategies to comprehend, analyze and evaluate various types of literature from a variety of cultures and times.
- Write effectively in various forms and types of writing for various audiences and purposes, selecting and applying appropriate format, style, tone and point of view.

Major Course Objectives

- Given a piece of short fiction, the student will choose an appropriate reading strategy and explain how it helps his/her comprehension.
- Given a piece of short fiction, the student will analyze the relationship between the literature and its historical period and culture.
- Given a piece of short fiction, the student will use details from the text to analyze characters, plot, setting, point of view, and theme.
- The student will show evidence of using the writing process.
- The student will compose well-developed text using standard English conventions such as spelling, mechanics, usage, and grammar.
- Given a piece of nonfiction, the student will choose an appropriate reading strategy and explain how it helps his/her comprehension.
- Given a piece of nonfiction, the student will use post-reading skills to interpret the text through constructive response.
- The student will compose well-developed text using a variety of sentence structures, transitions, and active voice.
- Given a piece of nonfiction, the student will analyze and evaluate the author's use of information and logic to express his/her ideas.
- The student will effectively compose multi-paragraph informative writings that include an effective thesis statement, body paragraphs, and closing.

- Given a piece of poetry, the student will choose an appropriate reading strategy and explain how it helps his/her comprehension.
- Given a piece of poetry, the student will analyze and evaluate the author's use of figurative language, imagery, and/or sound devices.
- Given a play, the student will use details from the text to analyze characters, plot, setting, point of view, and theme.
- The student will effectively write a multi-paragraph response to evaluate a piece of literature.
- Given a specific time frame, students will complete a research project that supports a topic, contains information from multiple sources, and conforms to MLA guidelines.
- Given a specific text, students will be able to evaluate and analyze its effectiveness as evidence.
- Given a specific text, students will be able to paraphrase information in a clear, concise manner.

Required Readings:

To Kill a Mockingbird by Harper Lee
Nothing but the Truth by Avi
Romeo and Juliet by William Shakespeare
 700 pages independently logged per semester

Required Writings

Research paper
 Persuasive memo
 Personal narrative
 Various forms of poetry
 Three reading responses per semester

Course Assessment Plan:

Quarterly Grading

Classwork/homework	40%
Major Assignments	40%
Final	20%

Semester Grading

1 st Quarter	45%
2 nd Quarter	45%
Reading Workshop	10%

Classroom Expectations:

Rules:

1. Respect your teacher.
2. Respect your classmates.
3. Respect yourself.

Consequences:

1. Fouls*
2. Parent contact
3. Discipline referrals

***Fouls System:**

The fouls system is both a demerit system and a rewards program designed to keep students in the classroom rather than in the office or suspended. Students will receive a foul for minor violations of classroom rules. Upon receiving the fifth foul, another disciplinary action will be used. Students will begin each semester with a clean slate, and each foul left at the end of a semester will be worth one bonus percentage point.

Procedures:

1. Sit in your assigned seat and begin bell work as soon as you enter the room. Do not leave the room or ask to use the bathroom prior to class if you have already entered. Never count on being able to leave the room during class.
 2. Come prepared each day. Do not depend on others to provide you with necessary materials. Extra copies of handouts can be found in the bin next to the make-up folder.
 3. Check the make-up folder if you have been absent.
 4. Do not log onto computers unless instructed to do so.
 5. Late work will be accepted at a penalty of 25% if it is one day late. Assignments more than one day late will be accepted at a penalty of 50%. No late work will be accepted during the last week of the quarter.
 6. Absolutely no talking or looking around during tests or SSR.
 7. Do not leave the room until dismissed.
 8. Do not leave your seat without permission.
 9. The library will be visited every other week. However, the time we spend in the library will depend solely on behavior in the library.
 10. Only bottled drinks are permitted. Food is not.
- **See handbook for other policies, such as the cell phone policy.

Supplies and Materials Needed:

1. Loose leaf paper—No spiral notebooks!
2. Black ink pens—No pencils or colored ink!
3. Pocket folder or binder—Do not use your textbook as a folder!
4. 100 3”x 5” index cards (for research project)
5. Jump drive (strongly recommended and available in library)

Homework Policy and Grading Scale: Please refer to the Student Handbook for the Homework Policy. The grading scale is as follows:

A.....100-95	C.....76-73
A-94-90	C-.....72-70
B+.....89-87	D+69-67
B.....86-83	D.....66-63
B-.....82-80	D.....62-60
C+.....79-77	F59-0

Extra Help:

Extra help will be available during the PASS Program and before or after school by appointment. I encourage you to seek extra help if you need it.

Contact Information:

Planning period: 12:57-1:47
 Phone: 431-2616 ext. 4142
 Email: jjohnson@centralr3.org (preferred method)

Note:

This syllabus should be viewed as tentative and may be altered if necessary.

Reading Workshop
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English I

As part of the literacy initiative at CHS, students are required to read the equivalent of 14 books throughout the year in English class. A book in this case means 100 pages of read material. So, you will be responsible for logging **700 pages each semester**. Anything you read as part of this class or on your own can and should be logged daily. You may not log reading from other classes for this class. Reading logs are available online, in planners, and on the bookshelf.

In addition to logging 700 pages, you are also required to complete **three reading responses per semester**. The choices for reading responses are detailed below. You may not use any type of response more than once in a semester, and responses must be written on independent reading, not readings done in class. Each response must be **at least one page and typed in common paper format**.

Response 1 – Book Review

In a book review, you express your opinion about the value or worth of the book you've read. Simply stating that something was good or bad is not enough. You need to support your opinion with thoughtful explanations and specific references to the book itself. A book review is not just a plot summary, although you should give a very brief summary of the book to begin your review. You may focus on anything within the book you liked or disliked.

Response 2 – Literary Analysis

In a literary analysis, you examine or interpret an important feature in a book. For example, you might analyze an interesting character, a message or theme from the book, or the way the author builds suspense, etc. Other ideas could include plot, setting, author's style, and more.

Response 3 – Letter to the Author

Write a letter to the author of the book you have read. In your letter, tell the author what you liked about his/her book, provide examples of things you have questions about or don't understand, and add anything else you feel you'd like him/her to know. Most importantly, make a personal connection between your life and the book you read, and include these in your letter.

Response 4 – Dialogue with a Character

In this response, create a fictional dialogue between yourself and a character in the book you have just finished reading. Through the dialogue, address something important from the life of the character you want to discuss or something you have a question about. As you write the dialogue, answer for the character as you believe he/she/it would answer as if the two of you "talk." The format for a dialogue should look like play, with each speaker being identified.

Response 5 – Alternate Ending

For this response, you will need to come up with an alternate ending for the book you've just read. This ending must be appropriate, meaning you cannot insert an ending that does not fit with the rest of the plot. You may also need to include your reasoning for why you wished to change the ending of the book and why you believe your ending is better. This type of response only works with fictional books.