

09-10 COURSE SYLLABUS

English I

Mr. Asher

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

Required Writings

Research paper
 Persuasive memo
 Personal narrative
 Various forms of poetry

Course Assessment Plan:

Quarterly Grading

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

Semester Grading

1 st Quarter	45%
2 nd Quarter	45%
Portfolio	5%
Reading log	5%

Classroom Expectations:

1. Be in your seat and quiet when the bell sounds (if not, then you are tardy); stay there unless given permission to move.
2. Be sure not to move desks.
3. Be attentive.
4. Be quiet when the teacher or another student is speaking or when a performance is taking place.
5. Be sure to raise your hand when you wish to speak.
6. Be honest—your grade will be based on YOUR work, not work copied or completed from or by another student and/or source.
7. Be informed—pay close attention to lectures, assignments directions, and due dates.
8. Be inquisitive!—always ask me to clarify if you do not understand an assignment or explanation.
9. Be sure to ask me or someone in the class about assignments missed due to an absence.
10. Be selective when you use your passport. (Passports will be limited to emergencies)
11. Be sure to place all materials and resources (textbooks, dictionaries, etc...) neatly back on the shelves.

12. Be sure to throw away all trash at the end of the hour. (Don't leave trash on floor, on/in desk.)
13. Be sure to leave when I dismiss you—not when the bell rings.
14. Class time should not be used to do homework from another class, sell candy/fundraising merchandise or groom/beautify yourself. (These behaviors should take place before the tardy bell.)
15. **No food, candy, or drinks allowed in class.**

Supplies and Materials Needed:

1. Loose leaf paper—No spiral notebooks!
2. Black or blue ink pens and pencils.
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)
6. An ink pen other than blue or black for editing and proofreading.
7. **For donation to the classroom** (optional) a box of facial tissue

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	F	59-0

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: 6th Period: 12:57-1:47
 Phone: 573-431-2616 Ex. 4131
 Email: basher@centralr3.org

Note:

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

Please sign and return by _____

Parent(s)/Guardian(s)

Student _____