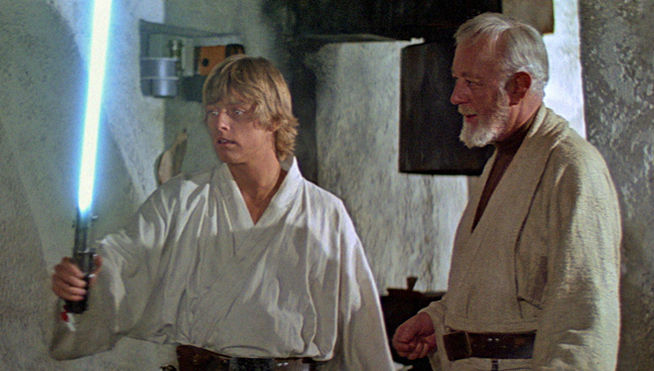
****

**COURSE OUTCOME:**

* This is a college-prep English class introducing students to standard-level reading and writing skills through deep readings of complex text, literature (fiction, nonfiction, poetry, drama, etc.), and writing activities in a variety of genres (including narrative, persuasive, and analytical writing).
* A detailed description of the English I standards/frameworks can be found by visitinghttp://www.tn.gov/assets/entities/education/attachments/std\_eng\_gr\_9-10.pdf. These standards are related to the recently-adopted curriculum.

 **INSTRUCTION:**

* We will practice reading comprehension and writing skills on a daily basis. **An State end-of-course exam will be given in November and it is worth 15% of the final course grade. An IN-CLASS final project will be due in December, worth 10% of the final grade. Details are forthcoming.** In addition, students will complete practice prompts for state writing assessments throughout the year.
* GENERAL PACING: This course is divided into several learning modules, each one focusing on a different genre or theme. Each module generally lasts two weeks, though some (like the novel and play study) will be longer. **The GENERAL pacing guide includes the following:**

**August: Diagnostics, Reading Strategies (Annotation), Writing Practice**

**September: Short Stories, Novel Studies (potentially 2 novels)**

**October: Drama Study (Shakespeare)**

**November: Poetry, Mythology/ *Odyssey* Unit**

**December: Multi-Genre Research Project/ EOC**

**MATERIALS NEEDED:** Students should come prepared **every day with the following materials**:

* Spiral notebook (for journaling)
* Loose-leaf paper (for other activities)
* Pen or Pencil (Please use blue or black ink only)
* Extra pens (red, blue, etc.) for editing papers
* Highlighters for annotating
* At least one pack of index cards
* Notebook or folder for all materials specific to this class
* Any assigned textbooks/novels/etc. we using at that time

Textbook: Prentice Hall Literature (Common Core Edition)

* ***Compliance with Instructional Materials Policy & Procedure:***
  + *In addition to* ***multiple selections from the textbook****, the following is a beginning list of texts and multimedia that may be used fully or partially throughout the semester:*

*Excerpts from The Cube by Annie Gottlieb and Slobodan D. Pesic*

*Killing Mr. Griffin* by Lois Duncan

Excerpts from *The Vintage Bradbury* (Ray Bradbury collection)

*Five Minute Mini-Mysteries* by Stan Smith

Excerpts from *I Read it, But I Don’t Understand It* by Cris Tovani

Excerpts from *Shirley Jackson: Novels and Stories* (Shirley Jackson collection)

Excerpts from *I Am Malala* by Malala Yousafzai and Christina Lamb

*To Kill a Mockingbird* by Harper Lee

*To Kill a Mockingbird (film, NR, 1962)*

Excerpts from *Go Set a Watchman* by Harper Lee

*Angels and Visitations* by Neil Gaiman

*Shakespeare in America* (Folger Shakespeare Library)

*Romeo and Juliet* (*film, NR, 1968*)

Clips from *He Named Me Malala* (Documentary)

Multiple nonfiction articles from various sources, including major newspapers (New York Times, USA Today, Time Magazine, etc.) and websites (Scholastic, American Rhetoric, etc.)

In addition, several other resources (including websites, articles, essays, excerpts, etc.) will be provided as addendums to the syllabus.

* + All objectionable content will be flagged
* The Board affirms that it is essential that the teaching about religion—and not of a religion be conducted in a factual, objective and respectful manner in accordance with the following:

1. Music, art, literature, or drama with a religious theme or basis are permitted as part of the curriculum for school-sponsored activities and programs provided it is essential to the learning experience in the various fields of study and is presented objectively;

2. The emphasis on religious themes in the arts, literature and history shall be only as extensive as necessary for a balanced and comprehensive study of these areas. Such studies shall never foster any particular religious tenets or demean any religious beliefs; and

3. Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated. For example, students are free to express religious belief or non-belief in compositions, art forms, music, speech and debate.

* If any content is considered objectionable, an immediate alternative will be provided upon request. Please do not hesitate to contact me with any concerns about material I am using in my class.

****

**ASSESSMENT:**

* I maintain very high expectation, and I promise to deliver a high-quality education to my students. In return, I expect students to come to class every day prepared to learn. We will be covering increasingly complex texts and focus on improving writing skills. It will not always be easy, but I will do everything in my power to make sure every student succeeds and is learning at a pace that works for him/her.
* **Grading Policy/Rubrics:** Students are given daily grades and quiz grades. Quizzes are usually given each week and are often worth more than daily grades (up to 100 points). Point values vary with each assignment. All major writing assignments will be graded using the TCAP Rubric (a copy of the rubric is attached).

**Exams:** Students will be assessed several times this semester in a variety of formats. We will likely have an average of one quiz or unit exam per week. No one may talk or leave until the last person finishes the exam. This will apply to EVERY test we take—not just the final!

* **Explanation of Assignments & Projects:** Most assignments in this course are due at the end of each class session, unless it is a long-term assignment/project or homework. Homework is due the following day. Students are notified immediately of due dates.
* **Make-Up Work Policy/Late Work Policy:** It is IMPERATIVE that students turn in all assignments ON TIME. Students are given ample notice about upcoming major assignments, and it is their responsibility to make sure that the work is completed in a timely manner. Hardcopies of assignments for the week are available in designated folders in the classroom. If a student misses a class, it is his/her responsibility to **check the folders** and pick up any work that was missed during the absence. I WILL NOT hand the student the work. Each student has up to **3 school days** after a missed classed to turn in make-up assignments (class work, homework, quizzes, tests, projects, etc.) for full credit. **After three days, it is considered late and will only be accepted for partial credit. If the assignment is from the previous grading period, the student will receive no credit for that assignment.**

**Breakdown: If you miss a day:**

1. **Visit the bulletin board labeled “Make-Up Work.” Pick up work from the designated folder for your class. All assignments are dated, so take a copy of the one you missed. If you do not see one, ask me.**
2. **Complete the assignment within three days. Place it in the teal Make-Up Work crate. DO NOT TURN IT INTO THE DAILY ASSIGNMENT CRATE!**

Students will be asked to reflect upon grades regularly, often in the form of a journal entry and/or following a progress report.

**Make-Up Policy for Tests and Quizzes:** Tests and quizzes MUST be made up before or after school. Students MAY NOT make up a missed test during our class time. Students should be aware when a quiz is given and schedule a make-up session if he/she is absent that day! Students can sign up to make up tests and quizzes using the forms in the designated folder (on the Make-Up Work bulletin board).

**Extra Credit:** Extra credit is exactly as stated…extra. Therefore, do not **expect** to receive extra credit (particularly if the original assignment was not completed). I may occasionally offer extra credit opportunities, but no student should expect this or rely upon it to bring up a grade. Completing daily work on time is the primary way to ensure a higher grade!

**Grade Posting Policy**: I will update grades on Aspen once per week. Occasionally, I will put in an assignment that has not yet been made up by a student. Please contact me if you have questions about this.

** GENERAL EXPECTATIONS:**

* **Students:**
* **Attendance Policy:** The more you are here, the more you learn! I stay in contact with parents when students are frequently absent to my class. Those students will be expected to follow the make-up work procedures listed above.
* **Tardies**: Excessive tardies will result in an office referral. A tardy occurs when a student arrives (INSIDE the room) after the bell and **before the 15 minute limit for an absence. Arriving to class fifteen (15) or more minutes after the class has begun and checking out of class before the final bell are both considered absences. TARDY STUDENTS MUST REPORT BACK TO THE MAIN OFFICE FOR A NOTE! On the third tardy, I will contact a parent/guardian. On the fourth tardy, the student will serve one period of ISS. Any following tardies will result in RLC or suspension**
* **Classroom Policy/Procedures:**

**Journals--At the beginning of each class, students will complete a journal entry in their spiral notebooks activity. They are to work on this as soon as they enter the classroom. This will include grammar and writing exercises. It will lead us into our lessons for the day. Journal checks are completed at the end of each week. Students may receive up to 10 points for weekly journals.**

**THE FOLLOWING ITEMS ARE PROHIBITED AT ALL TIMES IN THE CLASSROOM:**

* Electronic devices
* **Any other item** that detracts from the learning (Ex.—putting on makeup in the middle of class, working on assignments for other classes, etc.).
* **Food and drink (water is permitted)**
* **BE PRESENT!!!**

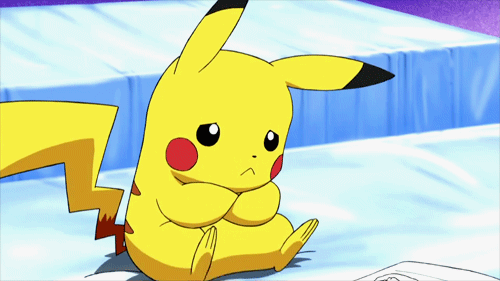
**CELL PHONES—**Cell phones are to be turned off, not visible, and not used in any form or fashion during instruction (unless I have stated otherwise). The consequences for cell phone violations are as follows:

First Offense— Cell phone will be confiscated and held by the teacher **for the remainder of the school day.**

Second Offense— Cell phone will be confiscated for the remainder of the school day. Student will serve a minimum of one class period in RLC.

Third Offense— Cell phone will be confiscated for the remainder of the school day. Student will serve a minimum of one class period in RLC.

(These actions are supported by Knox County Policies and those of Gibbs High School)



**Honor Code: Speak No Evil, Hear No Evil**—This will be a very active class, and we will have plenty to discuss and do. However, I will **not** tolerate distractions. Remain on task at all times and follow instructions. If you have questions, PLEASE ASK!

**Class Agreements: In addition to daily expectations, these are the main values we will observe each day in this class as a group.**

**1. One Speaker, One Mic:** One person speaks at a time. This applies to lecture, discussion, and group work. Raise your hand before speaking.

**2. No one knows everything, but together we know a lot:** We all have something to learn from everyone in the room (teacher included). This also means we all have a responsibility to share what we know, as well as our questions, so that others may learn from us. As students and teacher, it is okay to say, “I don’t know the answer to that. Let me find out and get back to you.” But please, follow up!

**3. Move Up, Move Up:** If someone tends to not speak a lot, please move up into a role of speaking more. If you tend to speak a lot, please move up into a role of listening more.

**4. Respect your space and the space of others***:* Do not touch the property of others without permission. This includes items stored in this classroom. Do not leave trash or other items on the floor. If you borrow something, return in to its proper place. Treat books, desks, and other materials with care. If you lose something, it is your responsibility to find or replace it.

**5. Be Present:** We have a lot to cover in this class, and you are an active participant in every bit of it. You need to be present—not just physically (although that is important), but mentally. Avoid distractions and focus on getting the most out of your time in each class.

* **PLAGIARISM**

According to Harbrace Handbook, 15th edition:

Plagiarism is defined as “presenting someone else’s ideas, research, or opinion as your own without proper documentation, even if it has been rephrased.”

It includes, but is not limited to the following:

1. Copying verbatim all or part of another’s written work;

2. Using phrases, figures, or illustrations without citing the source;

3. Paraphrasing ideas, conclusions, or research without citing the source;

4. Using all or part of a literary plot, poem, or film without attributing the work to its creator.”

* **CONSEQUENCES OF PLAGIARISM**

Plagiarism is a form of stealing and academic fraud. Students who are found guilty of plagiarism will have the option of either redoing the assignment within a specified time period and accepting a grade letter drop or taking a zero on the assignment. Parents should be involved in making the decision.

**The grading schedule is as follows:**

**End of first 9 week grading period October 5 (Friday**

**End of second 9 week grading period December 21 (Friday)**

****

**Teacher:**

* **Communication Strategy:**

Please contact me with any questions or concerns. You may reach me by phone at **# 689-9130, ext. #72570,** or by email at [**crystal.braeuner@knoxschools.org**](mailto:crystal.braeuner@knoxschools.org)(either method will work, but email is usually more efficient). I am available for conferences before and after school, as well as during my planning period (2nd Block).

**Open Disclosure/Parent Notification:** Communication is extremely important to me. I am always available to schedule conferences, answer questions, and discuss all possible ways for your child to succeed in my class.

**- - - - - -- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -**

**Acknowledgement Sheet:**

**Please Detach**

**STUDENTS: Please detach this sheet, sign it, have you parent or guardian sign and fill in the following information. Return this sheet, along with the Commitment Form and Prerequisite Statement, NO LATER than August 15th. It is worth 5 points.**

**Student:** I have read and understand the contents of this syllabus (including the Participation Points Policy, Commitment form, and Prerequisite Statement) and am aware of my responsibilities in this class.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent:** I have read and understand the contents of this syllabus I have read and understand the contents of this syllabus (including the Participation Points Policy, Commitment form, and Prerequisite Statement), and I know what is expected of my child. I am aware that I may contact the teacher at the listed times for questions or concerns.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Best phone number(s) for reaching you: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email address(es): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Is there anything I should know about your child that will help him/her to be successful in this class? This can include study habits, your goals, and any other information you feel is valuable. Please write in the space below (or on the back):