Course Overview:

Freshman English 1 is a full-year course that will introduce and build upon the fundamentals and techniques of expository research-based writing. Basic structural grammar and logical thought will be stressed. The study of new vocabulary is incorporated throughout the course. Freshman English is designed to introduce the short story, the novel, drama, poetry, and non-fiction through the reading of significant writings of authors. Although other shorter units will be incorporated, a few major units of this course will focus on proper research and writing development, author’s craft, and American Civil Rights. The course will move at a slower pace than the academic section, and therefore, students will be able to receive much in-class support with skills and on assignments.

Although all 9th grade Common Core standards will be addressed, emphasis will be placed upon:

**CCSS.ELA-Literacy.RL.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-Literacy.RI.9-10.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**CCSS.ELA-Literacy.RI.9-10.9** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

**CCSS.ELA-Literacy.W.9-10.2b** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

**CCSS.ELA-Literacy.SL.9-10.1a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-Literacy.L.9-10.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Wheeler High School Academic Expectations met by this course:

- Analysis
- **Literacy**
- Communication
- Collaboration
Selected Readings (various short stories, memoirs, poems, and song lyrics will also be introduced):

- *After the First Death*
- *The Absolutely True Diary of a Part-Time Indian*
- *A Separate Peace*
- *The Hate U Give*
- *Of Mice and Men*

Material Required:

- 2-3 inch binder
- pens
- loose-leaf paper
- (sticky notes)

(Students will have their own supplies each day; I will not give them out.)

Class/Behavior Expectations:

* Do not interrupt my teaching.
* Do not interrupt others’ learning.

Teacher detentions will be given for minor infractions; office referrals for major issues, yet there should be no problems if these rules are followed.

Grading Policy:

Tests, Final Writing Assignments, Projects (Presentations) 40%
Quizzes 30%
Class Participation, Group Work, and Homework 25%
Binder 5%

Classroom Policies:

- Students will not receive much homework. Instead, homework will consist of studying and “finish-up” work that was not completed during the class time allotted.
- Quizzes and tests will be taken on the day that they are assigned, for there will be advanced warning. A student will only be excused from taking an exam on the day it is planned if he has had a lengthy absence. If absent on the day of the exam, the student may be asked to take it the next day or after school. If it is not taken within a reasonable time (normally one class week), the grade will become a zero.
- Class participation is essential. Students should be able to exhibit oral knowledge and understanding.
- Projects and final writing will be expected on time. Ten points will be deducted from the final grade for every day the work is late.
- The use of technology (iPods, phones, laptops) is prohibited in this classroom unless directed by the instructor. All technology should be kept in lockers or backpacks. If used without permission, the technology will be confiscated and kept until the end of the period. Multiple offenses will result in teacher detentions and/or office blue slips.
- Extra Credit Projects are not policy and will not be given to boost grade averages.

Classroom Assignment Grading Explanation:
Check plus, plus is a 100  Check plus is a 90  Check is an 80  Check minus is a 70
Sloppy, incomplete, or careless work will not receive credit.
ASSESSMENTS (FINALS & MIDTERMS) For one-credit, full-year courses, examinations are given at the conclusion of each semester—one at the midpoint and one at the end of the school year. For half-credit courses, a final will be given at the end of the semester. All examinations, except in selected classes, are one and one-half hours in length. All students must arrive on time and remain in class for the full duration of the exam period. Students taking the AP test will not be required to sit for a final exam. Seniors are exempt from taking a final exam with a 90% or higher in that class. Normally, no excuse for missing an exam other than illness will be accepted. The principal must give such permission. In cases where an absence from an exam is unexcused, a "0" will be recorded for the exam grade, and no course credit will be given if the exam is the final for the course.

Teacher Availability for Extra Help:

After school extra help will be given by appointment. Students will be encouraged to use study halls or break time for extra-help if they cannot stay after school.

Binder Set-Up (5% of the quarterly grade)

The English Binder must include each of the following sections:

- class notes
- vocabulary
- journal
- handouts
- corrected papers

Each of these sections must be neat, complete, and organized. All binders will be collected at the end of the 1st marking period. Near the end of the 2nd, 3rd, and 4th marking periods, I will randomly select two students to resubmit their binders for a new check. These students must have their binders with them, ready to turn-in on that day, or ten points will be deducted from their final binder grade. All other students will keep the grade that they had received from the last quarter. Any student who wishes to submit his binder for a new quarter check may do so, even if his name has not been chosen, but he must have it with him in class on that day. I will not accept resubmitted binders late.

Assessment:

- organization and neatness (papers are easily accessible and properly organized)
- completeness (all quarter work is included)
- all quizzes and tests have been corrected by the student
- typed self-evaluation is included (This will be explained further towards the end of the semester.)

Looking forward to a great year,

Jes Cawley
Freshman English

Please complete the information on this page. Then sign and return.

Student Section:

I, ____________________________, have read this class syllabus and promise to adhere to it.

Student Comments:

Student’s Signature ________________________________

Guardian Section:

I, ____________________________, the parent/guardian of ____________________ have read the class syllabus and understand all classroom policies. I will encourage my child to do the best he/she can this school year.

Parent/ Guardian Signature ________________________________

Phone Number ____________________________

E-Mail __________________________________________________________________________

Best Time to be reached ____________________________

Comments: