

COURSE EXPECTATIONS (2018-2019)

Academic Junior English
Mrs. Jessica Cawley
jescawley@northstonington.k12.ct.us
Room 121

Course Overview:

Junior English is a full-year course that will introduce students to the importance and unique qualities of American Literature. The course will be taught from a linear perspective; thus, we will begin with literature that discusses the discovery of the New World and end with the most modern pieces possible. The class will be run similar to an American Studies course, for we will study not only the in-depth text and the author's craft, but we will also analyze the historical framework for the literature. Additionally, we will note whether the literature itself was reactive or proactive toward its own time or another to which it refers. Please note that Junior English is considered a college preparatory course. Many genres of writing will be introduced and/or refined. Advanced structural grammar, logical thought, and rhetorical techniques will be stressed. Additionally, students will practice with the SAT test, craft resumes, and create college essays.

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

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.11-12.3

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure:

CCSS.ELA-LITERACY.RL.11-12.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-LITERACY.RL.11-12.5

Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

CCSS.ELA-LITERACY.RL.11-12.6

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

CCSS.ELA-LITERACY.RL.11-12.8

(RL.11-12.8 not applicable to literature)

CCSS.ELA-LITERACY.RL.11-12.9

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Overall Course Objectives:

Students will:

- Read and respond to a variety of literature selections identifying critical elements of each text (character, tone, conflict, setting, plot, and theme).
- Discover the cultural and historical impact on an author's literary work and identify thematic links between literary works.
- Analyze themes common to American literature: for example, the journey, the frontier, individualism, the American Dream
- Take organized notes and assess the reliability of sources.
- Analyze and apply effective speech techniques.

Material Required:

Selected Readings (various short stories, poems, and non-fiction pieces will also be introduced):

The Crucible

The Help

Walden

Into the Wild

The Great Gatsby

A Streetcar Named Desire

The Catcher in the Rye

The Things They Carried

Supplies: 1 1/2 to 2 inch binder, pens, loose-leaf paper, (sticky notes)

(Students will have their own supplies each day, for 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 or content issues. There should be no problems if these rules are followed.

- Although written homework may not be assigned every night, students will be expected to spend some time each evening completing assigned reading or studying notes.
- Homework will not be accepted late. If it is late, it will be a zero, but I will collect it and check it for accuracy.
- Class participation is essential. Students should be able to orally exhibit knowledge of homework and reading. Participation will, at times, serve as a homework check.
- All projects are expected to be on time. In the case of major assignments (essays and projects), ten points will be deducted from the final project grade for every day the work is late.
- All out-of-class essays are required to be typed and to have the proper heading. Any work not typed will receive a ten-point deduction. (MLA format should be followed)
- The plagiarism policy is strictly adhered to. **ANY PLAGIARIZED WORK WILL BE REPORTED TO PARENTS, GUIDANCE, AND ADMINISTRATION. (This includes plagiarizing from another student.) Students will not receive credit for plagiarized work.**

- 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.

Absence and Late Policies:

- If absent, the student must call a friend to ask for the homework assignment and to ask for any notes given that day. Students are responsible for their late work.
- Homework will be taken one day late if the student is one day absent. If the absence is extended, homework must be completed within a reasonable time. It is the student's responsibility to make arrangements to complete this work. It is the student's responsibility to hand in the work or show it to me at a convenient time (not before or during class).
- 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 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, the grade will become a zero.
- **Papers are due on the final due date. Illness and field trips are not legitimate excuses for late papers and will result in point penalties. If ill or on a field trip the day a paper is due, a student may e-mail it, send it in with a friend, or put it in my mailbox by 3pm.**

Grading Policy:

Grading Policy: Each quarter grade will consist of the following:

Tests, Final Essays, and Presentations 40%
 Quizzes, Projects, and in-class Essays 30%
 Class Participation and Group Work 20%
 Homework 10%

The mid-term and final exam will each be worth 20% of the semesterized grade.

- **Extra Credit Projects are not policy and will not be given to boost grade averages.**

Homework Grades Explanation:

Check plus, plus = 100

Check plus = 90

Check = 80

Check minus = 70

Sloppy, incomplete, or careless work will not receive credit.

Wheeler High School Academic Expectations met by this course:

- Analysis
- **Literacy**
- Communication
- Collaboration

Teacher Availability for Extra Help:

After school extra help will be given by appointment. Tuesdays or Thursday are best.

I hope to get the opportunity to contact each parent within the first month of school by e-mail or by phone call to discuss your child’s progress. Feel free to contact me at the school with any questions or comments.

Thank you,

Mrs. Jessica Cawley

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 _____

Student’s E-Mail _____

(The student e-mail is optional but having the student’s e-mail is often helpful for sending announcements and missed assignments.)

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 _____

Address _____

E-Mail _____

Best Time to be reached _____

Comments: