

COURSE EXPECTATIONS
Freshman Advanced English
Mrs. Jessica Cawley
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Room 121

Course Overview:

Advanced Freshman English 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. Advanced Freshman English is designed to introduce the short story, the novel, drama, poetry, and non-fiction through the reading of significant writings of notable authors. Because this is an advanced course, students will be expected to be independent thinkers and workers. This course is designed to be multi-layered (various readings, grammar lessons, and writing projects being conducted simultaneously) and fast-paced; therefore, students must advocate for themselves and ask for extra help, if necessary. Although other shorter units will be incorporated, a few major units of this course will focus on proper research and essay development, author's craft, the development of tragedy, and American Civil Rights.

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.9-10.1b](#) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Selected Readings (various short stories, memoirs, poems, and song lyrics will also be introduced):

Romeo and Juliet *The Chocolate War* *To Kill a Mockingbird* *Oedipus Rex*
Raisin in the Sun *A Separate Peace* *The Absolutely True Diary of a Part-Time Indian*
Little Princes *A Midsummer Night's Dream* *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, 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 issues, yet there should be no problems if these rules are followed.

Grading Policy:

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

Homework Grades 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.

Classroom Policies:

- Late homework will be a zero, but I will collect it and check it for accuracy. Students will have an extra day to complete homework if absent from school. 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).
- 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 missed work.
- 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 of homework and reading.
- Projects and essays are expected on time. Ten points will be deducted from the final project 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.

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.

Suggested Binder Set-Up (Binders are not checked in the advanced course.)

The English Binder should include each of the following sections:

- class notes - vocabulary - journals - handouts - corrected papers

**Teacher Availability for Extra Help:
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.

Wheeler High School Academic Expectations met by this course:

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

Looking forward to a great year. Feel free to contact me at the school by e-mail with any questions or comments.

Thank you,

Mrs. Jessica Cawley

Advanced 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: