Course Objectives
Welcome to class! This course provides a comprehensive study of the communication, reading, writing and research skills that you will need for success in your sophomore year and beyond. This year, we will review elements of poetry, writing (narrative, expository, and persuasive), drama, grammar, vocabulary, oral presentation and various genres of literature. You will explore these elements through group and independent readings, class discussions, research, assignments and presentations.

By the end of the year, you should be able to
• critically examine various forms of literature, as well as verbal and visual media messages,
• write effectively with grade-level grammar and vocabulary skills, understanding the importance of citing primary and secondary sources,
• write informatively about many forms of literature, gaining a better understanding of the writing process as a whole, and
• feel more confident in your abilities as an effective speaker, writer, and reader!

Class Rules
This class will follow all mandates set forth by Washington-Lee High School (see Student Handbook for specifics). I would like to highlight a few things that will be especially important in this class:
• You may not utilize electronic devices in class (unless specified) with the exception of laptops. If I see or hear anything electronic being utilized at an inappropriate time (i.e. cell phones, MP3 players, iPods, etc.), they will be confiscated for the duration of the class. You will be required to write a paper on inappropriate cell phone use in the classroom before your cell phone is returned. Please see me if you have questions or concerns about this.
• Please arrive on time and come prepared with your homework, text(s), writing implement, notebook and paper.
• Participation is vital! Engage yourself fully (e.g., be prepared for class discussions, complete independent work, work successfully with members of group projects, etc.) and pay attention- the next thing someone says could change your life.
• You will come to class fully and appropriately dressed. If you have to ask whether or not something is appropriate, it probably isn’t.

Please be aware that this class is centered on whole class and small group discussion. Each of you will be expected to share your thoughts with the class on a variety of topics. Note that certain topics may spark controversy within the class- they’re supposed to! While we each of us may have differing opinions, it is expected that students will treat each other with the highest level of respect.
Materials
Please bring to class everyday:
  • loose leaf paper (college-ruled- not paper torn out of a notebook),
  • a sturdy folder for handouts,
  • a set of 4x6 or 3x5 index cards,
  • 3-ring binder (I recommend a 2 or 3 inch binder),
  • college-ruled notebook,
  • highlighters,
  • pencils for Scan Tron tests,
  • a blue or black pen (papers written in other colored ink/ pencil will not be accepted), and
  • a one-subject English notebook (NOTE: you will periodically turn this in, so please be sure to have a notebook specifically for English class).

Additionally, I encourage you to buy copies of the books on our reading list below, as having your own will help you with annotating. If you have any trouble finding copies of the books, please see me ASAP.

Grading
Students will be graded in five categories each quarter:

Homework: 15%
Participation and Class Work: 15%
Presentations, Formal Seminars, and Projects: 20%
Quizzes and Tests: 25%
Major Papers (including timed-writing exercises): 25%

Grading scale and quality points are the following:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentages</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>87, 88, 89</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>80, 81, 82, 83, 84, 85, 86</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>77, 78, 79</td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>70, 71, 72, 73, 74, 75, 76</td>
<td>2.0</td>
</tr>
<tr>
<td>D+</td>
<td>67, 68, 69</td>
<td>1.5</td>
</tr>
<tr>
<td>D</td>
<td>60, 61, 62, 63, 64, 65, 66</td>
<td>1.0</td>
</tr>
<tr>
<td>E</td>
<td>0 – 59</td>
<td>0.0</td>
</tr>
</tbody>
</table>
Note that student grades reflect student achievement, and not student behavior. Work habits are also noted in the report card comments, and will be evaluated using the following symbols:

- **X** - Surpasses Expectations
- **Y** - Meets Expectations
- **Z** - Approaching Expectations
- **N** - Needs Improvement”

Quarterly grades will round up when the percentage is .5 or higher. Final grades will be an average of each quarter grade and the final exam grade. Each quarterly grade and final exam is worth 20% of the final course grade. The final grade is calculated using the **quality points** and not percentages, letter grades, number, or point systems.

**Homework**

When we are undertaking a literature unit, you will have daily reading to do which will take at least 30-45 minutes per night. Vocabulary and grammar work is woven into the English course each week; thus, homework in these areas will be given weekly. All assignments must be turned in on time. Late work is subject to a 10% per day grade reduction.

**Attendance and Make-up Work**

You are expected to attend every class session. Of course, there may be circumstances (both foreseen and unforeseen), which will require you to miss a class. Please note that all make-up work (quizzes, tests, in-class assignments, etc.) must be completed within five days of your excused absence; additionally, homework should be submitted the day after you return to school following an excused absence, or it will be subject to a 10% per day grade reduction. If an assignment requires digital submission (e.g. through Google Classroom, Docs, email, etc.), the assignment will earn a 10% per day reduction which includes non-class days and weekends.

You cannot receive credit for an unexcused tardy or absence. When an absence has been scheduled in advance, such as a field trip or athletic event, you must make arrangements to complete assignments, quizzes, or tests prior to the absence. It is your responsibility to communicate these scheduled activities in advance, or your grade may be negatively affected.

**Individual Assistance**

I have an Open Door Policy with all my students and encourage you to come by with any questions or problems that may arise. You may also schedule a lunch or Generals Period appointment in advance. Please take advantage of these opportunities, as I want each of you to reach your highest potential this year.

**Academic Honesty and Integrity**

All assignments must reflect your own thoughts and work. Plagiarism, collusion, and other forms of malpractice are serious academic infractions and will result in a zero score for the assignment as well as a referral to the counseling office (see Level 1 and Level 2 offenses in Student Handbook). Be prepared to memorize this code: "On my honor, I pledge that this assignment reflects my own efforts and work."
Virginia Standards of Learning

**Communication: Speaking, Listening, Media Literacy**

10.1 The student will participate in, collaborate in, and report on small-group learning activities.

10.2 The student will analyze, produce, and examine similarities and difference between visual and verbal media messages.

**Reading**

10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.

10.5 The student will read, interpret, and evaluate nonfiction texts.

**Writing**

10.6 The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.

10.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paraphrasing.

**Research**

10.8 The student will collect, evaluate, organize, and present information to create a research product.
Anticipated Assignment Schedule

Please note that I have the right to change the titles or timeline below at any time.

First Quarter: **Jurassic Park** by Michael Crichton and **Persepolis** by Marjane Satrapi
- Homework
- Participation and Class Work
- Quizzes and Tests
- Presentations, Formal Seminars, and Projects
- Major Papers

Second Quarter: **Titus Andronicus** by Shakespeare (Folger Edition) + Independent Novel Project
- Homework
- Participation and Class Work
- Quizzes and Tests
- Presentations, Formal Seminars, and Projects
- Major Papers

Third Quarter: **Fahrenheit 451** by Ray Bradbury + Dystopian Lit Circle Project
- Homework
- Participation and Class Work
- Quizzes and Tests
- Presentations, Formal Seminars, and Projects
- Major Papers

Fourth Quarter: **The Catcher in the Rye** by J.D. Salinger + either **Black Like Me** by John Howard Griffin (AP) or **Out of the Dark** by Patrick Modiano (IB)
- Homework
- Participation and Class Work
- Quizzes and Tests
- Presentations, Formal Seminars, and Projects
- Major Papers

Final Exam
- Vocabulary, Grammar, and Literature Terms
- Essay Component
  
  *The final exam will cover vocabulary, literary terms, and major themes and ideas discussed throughout the course.*

**Assignments listed are major assignments for each quarter. Other assignments may be included. Please also note that the book selections and times may change with the needs of the class.**
Quick Facts Sheet

*Full syllabus available on Google Classroom and Mrs. Reed’s APS site.*

- **Purpose:** To help students enhance the communication, reading, writing and research skills they will need for success for sophomore year and beyond.

- **Electronic Devices Policy:** Keep computers, phones, and other electronic devices away unless otherwise specified. Failure to adhere to this policy will result in the confiscation of said device and a written response about proper technology use in the classroom (1/2 page for the first offense, 1 page for the second offense, etc.).

- **Required Materials:** College-ruled loose leaf paper, a 3-ring binder, a sturdy folder, a one-subject notebook (college-ruled), set of index cards, four different colored highlighters, pens (blue/ black AND red), pencils and the novels we study in class.

- **End-of-Year Grading:** Quarterly grades round up when the percentage is .5 or higher. Final grades are calculated using the quality points and not percentages, letter grades, numbers, or point systems.

- **Hall Pass Policy:** No need to ask to use the restroom or get a drink. If the pass is hanging up, you may go (if it’s not….don’t 😊).

- **Absences:** Communicate foreseen absences in advance with Mrs. Reed and craft your makeup plan BEFORE said absence. Students get up to one week (five school days) to make up work for unforeseen absences. Unverified absences/tardies do not qualify for extended deadlines or makeup opportunities.

- **Late work:** Any assignment submitted after a given deadline is subject to a 10% per school day grade reduction. If the assignment requires digital submission (e.g. through Google Classroom, Docs, email, etc.), the assignment will earn a 10% per day reduction which includes non-class days and weekends.

- **Honor Code:** “On my honor, I pledge that this assignment reflects my own efforts and work.” Know this. Memorize this. Be ready to accept the consequences if you choose to lie, cheat, or steal intellectual property from others.

- **Open Door Policy:** Communicate any questions, concerns, requests, absences, etc. early and often. I’m here to help. 😊

BE PREPARED FOR A QUIZ ON THIS SYLLABUS IN THE VERY NEAR FUTURE.
SYLLABUS INFORMATION SHEET

After reviewing the quick facts sheet and online syllabus, please tear sign and return this sheet to Mrs. Reed by Wednesday, September 14th, 2016. Note that a fully copy of the syllabus is on Mrs. Reed’s APS site and on Google Classroom.

To Be Completed by Student:

Student’s Name: ___________________________  Period: ________

Email address: ____________________________

“I have read and understand/ support the English 10 Intensified course description, and will adhere to all policies listed in this syllabus.”

_________________________________________  Date _________
(Student signature)

To Be Completed by Parent/Guardian:

In addition, please provide a phone number, email address, or both. Thanks!

Parent/Guardian’s Name(s): ____________________________

Email: __________________________________________

Phone: __________________________________________

“I have read and understand/ support the English 10 Intensified course description.”

_________________________________________  Date _________
(Parent/Guardian signature)