English I Syllabus

**Instructor Information**

Mrs. Ashley Hutchinson

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Office: 312C Room: 320

Planning: 3rd period

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**Course Information**

English I is designed to be taken in the student’s freshman year, and focuses reading (informational and literary texts), writing, speaking and listening, and language skills that are anchored by college and career readiness standards.

**Absences and Make-up Work:**

If you are absent, you may make up any work that you missed, as long as you do so within the prescribed time frame. Also, be mindful of the school policy that you may only miss seven days in a course. More than seven absences will result in a failing grade for the course. Once you return to school, you have three school days per day absent to turn in the missed work. For example, if you are absent on Tuesday, you will need to turn in make-up work by Friday. Check the class website for missed assignments. If there is nothing on the website, check with me. It is your responsibility to get any notes that you may have missed. Additionally, you have FIVE school days to make up missed tests. To avoid any problems, you should, upon y our return to school, immediately schedule a day to make up the test after school. All work is expected to be in on time. No late work will be accepted.

**Academic Integrity:**

The penalty for plagiarism is a zero for the assignment. Copying part or the whole of anyone’s work is plagiarism. Understand that plagiarism is an offense that will not be tolerated under any circumstances Please maintain academic integrity at all times, both in and out of class.

**Textbook:**

Holt’s Elements of Literature, Third Course.

**Materials:**

* Composition book for evidence commentary journals and daily starters
* 3-ring binder for storing materials. It is recommended that you maintain sections for
  + Vocabulary and terms
  + Writing instruction and activities, including drafts
  + Readings
  + Other assignments
* Pencils, paper—the obvious
* Pens, colored pencils, markers, crayons, or highlighters of at least **three** different colors.

**Rules:**

1. Be Respectful of your peers and the Rose faculty.
2. Be responsible for your work and your behavior.
3. Be seated and working when the bell rings.
4. Follow all rules in the school handbook, including rules regarding dress code and electronic devices, which will be confiscated if visible in the classroom.

**Classroom Management Policy:**

1. Classroom or school violations are recorded on a discipline referral.
2. Parents are called if the infraction is repeated or of a serious nature.
3. When a student receives 3 violations, he or she is sent to the Choice room.
4. Some violations require immediate administrative attention and are handled accordingly.

**Assignments/Grading Policy**

All assignments must be submitted on time. No late work is accepted. Students will be assessed both formally and informally. Assessments include papers (including a research paper), tests, presentations, projects, quizzes, seminars, classwork, and homework.

Daily Grades (classwork and homework): 20%

Quizzes: 25%

Major grades (tests, projects, papers): 55%

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| Date | Unit | Readings | Activities (will not necessarily be done in the order listed) |
| Week 1 |  |  | Welcome; Syllabus; Rules; Procedures  Receive 1st vocabulary list  Vocabulary practice activity  Identify community problems  Introduction of Argument Writing  Write an argument about a community problem  Complete Cloze Timeline  Language Skills |
| Argumentative Writing  And  Informational  Reading | Selected informational texts including  “The Trayvon Martin Killing”  Bush 9/11 Bullhorn Speech  Daily Reflector Articles  “Images of Hitler” |
| Week 2 | Vocab quiz; New vocabulary; Vocabulary activity  Forming collaborative groups  Problem solving  Introduction to research  Evaluating research sources  Language Skills |
| Week 3 | Vocab quiz; New vocabulary; Vocabulary activity  Paraphrasing  Avoiding plagiarism  Using informational texts  Language Skills |
| Week 4 | Vocab quiz; New vocabulary; Vocabulary activity  Introduction to rhetoric  Analyzing media  Creating persuasive media  Write script for ouRTube video  Language Skills |
| Week 5 | Vocab quiz; New vocabulary; Vocabulary activity  Revision of script  Creating ouRTube video  Language Skills |
| Week 6 | Vocab quiz; New vocabulary; Vocabulary activity  Finish ouRTube Video  View videos  Language Skills |
| Week 7 | Reading Literature  And  Writing Explanatory and Informational texts | Selected Poems and Short Stories  To Kill a Mockingbird  The Hunger Games | Vocab quiz; New vocabulary; Vocabulary activity  Language Skills  Read TkaM  Reading check quizzes  Research setting and related issues |
| Week 8 | Vocab quiz; New vocabulary; Vocabulary activity  Language Skills  Read TkaM  Reading check quizzes |
| Week 9 | Vocab quiz; New vocabulary; Vocabulary activity  Language Skills  Read TkaM  TkaM Test |
| Week 10 | Vocab quiz; New vocabulary; Vocabulary activity  Language Skills  TkaM Essay  Begin reading Hunger Games |
| Week 11 | Vocab quiz; New vocabulary; Vocabulary activity  Language Skills  Read HG  Reading check quizzes |
| Week 12 | Vocab quiz; New vocabulary; Vocabulary activity  Language Skills  Read HG  Reading check quizzes |
| Week 13 | Vocab quiz; New vocabulary; Vocabulary activity  Language Skills  HG Test  Explanatory essay |
| Week 14 | Writing Narratives  And  Reading texts | TBA | Vocab quiz; New vocabulary; Vocabulary activity  Language Skills  TBA |
| Week 15 | Vocab quiz; New vocabulary; Vocabulary activity  Language Skills  TBA |
| Week 16 | Vocab quiz; New vocabulary; Vocabulary activity  Language Skills  TBA |
| Week 17 | Exam Review |
|  |  |  | **1st period exam** |
|  |  |  | **2nd period exam** |
|  |  | **3rd period exam** |
|  |  | **4th period exam** |
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\*This schedule is subject to change. Pay attention in class and check the website to make sure you have a current schedule. Language skills as well as speaking and listening skills will be implemented throughout the course and not separated into any one unit.

**Signature Form**

I have read and I understand the expectations and procedures of this English I class.

**Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Student Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Parent E-Mail Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Dear Parent or Guardian:

Your child’s success in English I is my priority for this class. Please know that I will do everything I can to ensure that each student is learning and maximizing his or her potential. Each student will be treated fairly and equitably, and I hope that you will share with me any suggestions or comments that you may have about this class or your student. I am committed to effective communication with parents and students throughout the course, so please feel free to contact me at any time.

Sincerely,

Ashley Hutchinson

Questions/Comments/Suggestions:

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\*Students, please return this form to Mrs. Hutchinson.