

Welcome to Ms. Hayden's English 10 Regents Class!

vhayden@newpaltz.k12.ny.us

Ms. Ecker will start the year with you all, as I am on maternity leave! See you in November!

Reading	Writing	Goals
<p><u>Possible</u> texts, subject to change:</p> <ul style="list-style-type: none"> - <i>Oedipus Rex</i> by Sophocles - <i>Macbeth</i> by William Shakespeare - <i>The Things They Carried</i> by Tim O'Brien - Many short texts - articles, stories, poems - Book Clubs: Contemporary and class novel choices <p>Along with supplementary short fiction, poetry, non-fiction, articles and opinion pieces</p> <p>You will participate in the Sustained Silent Reading initiative. You will read <i>a book of your choosing</i> every day for 10-20 minutes.</p>	<p>Writing Purposes</p> <ul style="list-style-type: none"> - Express and reflect - Inform and explain - Evaluate and judge - Inquire and explore - Analyze and interpret - Take a stand and propose a solution <p>Types of Writing</p> <ul style="list-style-type: none"> - Journaling/ free-writes - Argumentative writing - Literary analysis - Poetry and poetry explication - Narrative - Visual analysis - Research 	<ul style="list-style-type: none"> - Read and write A LOT - Understand how you learn best - Find something to be curious about - Take academic risks - Manage your time well - Prioritize your tasks in an efficient way - Develop a healthy relationship with grades and assessment - Take ownership of your learning and your actions - Communicate openly with teachers and peers - Understand that learning can be a messy process - Change your mind when given new information and perspectives

The New York State English Regents Examination: Part of our job this year is preparing for the New York State English Regents Examination. The three-hour exam has three sections. We will prepare for the exam in an authentic way, as the types of questions on the Regents mirror the types of critical thinking we will do all year.

<p>Part One: Reading Comprehension (approx. 60 minutes): Students closely read three texts and answer 24 MC questions. Each test will usually contain one literary text, one poem, and one informational text.</p>	<p>Part Two: Argumentative Writing from Sources (approx. 90 minutes): Students closely read four texts and write a source-based argument, as directed by the task.</p>	<p>Part Three: Text Analysis Response (approx. 30 minutes): Students will closely read one text and write a two-three paragraph expository response. In their responses, students must identify a central idea in the text and analyze how one writing strategy develops this central idea.</p>
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Google Classroom: At the start of the year, you will join a Google Classroom for your section of English. Though there will be times when you will receive hard copies of materials/assignments, most of your work will be done through the digital platform.

Supplies: School-issued Chromebook (in-class and charged each day), paper, pens, a book of your choice for Sustained Silent Reading time. Find an organizational system that works for you!

Grading and Feedback

- You will receive number grades and written, qualitative feedback on your assignments – both important! Be sure to read through all feedback provided. Most of the time a number grade will make more sense when it's paired with my comments! If there is ever a time when you don't understand your grade, please let me know.
- **Late work:** I will accept late assignments for partial credit. Please, when you know an assignment will be late, let me know and we can work together. If you have ANY extenuating circumstance (life happens!), talk to me as early as possible. **Penalty for late assignments will be built into each rubric or assessment tool.**
- **Revision:** You can revise all writing assignments *as many times as you want* for an improved grade. In order to do so, you must meet with me on an individual basis so we can discuss your ideas for revision.
- **Participation grades:** I value when students actively participate in their own learning. Admittedly, participation grades can be tricky as they can be seen as subjective. I will be sure to demonstrate concrete actions which will help you earn full participation in any activity. Coming prepared with supplies and remaining on task are great ways to start.

Understanding the Gradebook

I will maintain up-to-date records of all your assessments. Please use the gradebook to check in with your own progress, but try to build a healthy relationship with the number you see on the screen or on the tops of your papers. Always do your best, but also know that **you are so much more than your grades!**

I use the “total point” method for your quarterly grades.

Total points earned ÷ Total points available = Final Grade

- Assignments that require more work or depth of knowledge will be worth more points. Prioritize these assignments.
- Please note that at the beginning of each quarter, your grade will be greatly impacted by each assignment because there are not many total points available. As the quarter progresses and you have more assignments, each assignment will have less of an impact on the final grade.
- Some assignments will receive an ungraded ✓ or an “M” for missing in the gradebook. This is to record attendance or completion/collection of assignments *at the time* they are due. I will not go back to revise these marks unless, for some reason, they were inaccurate in the first place.

Expectations

- Language is important, and words matter. Racist, sexist, homophobic, xenophobic, or other abusive language will not be tolerated. Language is powerful and we must use our powers for good!
- We will review the definition of plagiarism, which is broader than simply copying work. Instances of plagiarism, which can be intentional or unintentional, will always result in a conversation. We will discuss how to revise the work so that it properly gives attribution to the original creator and so that it reflects your own thoughts and ideas. If plagiarism occurs, I expect a complete revision of the assignment, otherwise no credit will be granted for the assignment.
- Together we will build a safe learning environment that, hopefully, will feel like a community. Think about what that means. What do you need from a community? What can you contribute to a community? We will adhere to the behavior policies from the High School Student Handbook as a starting point.
- Try your best. Come prepared to class and ready to learn. Push yourself to participate when asked. Complete assignments in a timely manner.

How can I help? If you are struggling with an assignment, meeting the expectations of our class, or ANY other issue, please let me know and I will try to help or put you in contact with someone who can help. Talk to me in class, after class, or come find me on your lunch break. I will stay after school each day until 2:45.

Alternatively, you can always email me! Communication is so important. I won't know you need help unless you tell me. I've tried, but I can't read minds.