

English 9 Course Syllabus 2017-2018

Ms. Crandall - room E101 & A105
crandala@wlwv.k12.or.us

Office Hours: M-F 7:30-8:30 a.m and 3:15-4:00 p.m.
Testing center: T, Th 7:30-8:00 a.m and 3:30-5:00 p.m.

Course Overview

Welcome to English 9! This course emphasizes the interior and exterior forces that shape identity and the development of empathy through a genre-based study of literature. Students will develop an understanding of literary terminology, develop reading, writing, and speaking skills, and develop analytical and critical thinking skills through the study of literature. Students will focus on self-discovery as well as on developing an empathetic world view.

Major works include *Hotel on the Corner of Bitter and Sweet*, *Romeo and Juliet*, *Speak*, *Night*, *To Kill a Mockingbird*, *Aristotle and Dante Discover the Secrets to the Universe*, *A Long Way Gone*, and a variety of supplemental short stories, poems, plays, and film.

Semester 1: Identity: Coming of age, culture and heritage, relationships.

Essential Questions:

- *Who am I? How do I define myself?*
- *How do interior and exterior forces shape my identity?*
- *How can I learn from experiences (my own and others') in order to grow?*
- *Who am I in times of trial?*
- *How do I stay true to myself?*

Semester 2: Empathy: Sympathy versus empathy, moral code, understanding multiple perspectives.

Essential Questions:

- *What is empathy?*
- *How do I practice empathy?*
- *How is reading literature an experience in empathy?*
- *What are the effects of empathy?*
- *Why is empathy important to the human experience?*
- *What is our responsibility toward each other?*

Students completing English 9 will be able to:

- Successfully create expository paragraphs examining themes and devices used in literature.
- The student will consider the lessons of life through literature and the relationship it has with the world.
- Demonstrate ability to see others' personal perspectives; develop empathy, compassion.
- Demonstrate proficiency with English prose (punctuation, spelling, syntax, usage) and with organizational skills (appropriate introductions, conclusions, transitions, and organizational structures).
- Demonstrate ability to analyze a literary work and the ability to synthesize aspects of several works, making connections regarding theme, style, and/or structure.
- Logically support own interpretation of literature with documented references from the literary work.
- Demonstrate ability to articulate feelings and beliefs through narrative, descriptive, and expository writing.
- Explore elements of style in own writing and work to polish that style and strengthen his/her voice.

Grading policies/practices:

While grades are limited in their scope, my goal is to have your grade accurately reflect your effort and growth in the class. Daily work and quizzes are worth 5-10 points. Longer tests and writings are usually worth 25-50 points. Major projects, essays, and tests are usually worth 75-100 points. Grades are on the 10% scale (90-100% = A) **You have access to the gradebook. Be sure to check it.**

Late Work:

Daily work will not be accepted late unless you have an excused absence. It is your responsibility to find out what you missed and submit the assignment the next day. Projects and major writing assignments will be accepted late with a loss of 10% for each of the first three days and half credit thereafter. Tests or quizzes will need to be made up in the testing center at the first available opportunity.

Warm Ups:

Each day at the beginning of class, you will have instructions for a warm up activity. This must be completed during the warm up time, and you'll receive credit for completing it. To maintain equity in our learning environment, this part of the class must be silent. If you're absent, you can find the warm up questions on our website.

Supplies needed for this course:

1. A **notebook** for note-taking, journaling, and warm up activities.
2. The **text** we are currently reading (provided by me)
3. A personal **system for organizing** notes, handouts, passed back work, and documents related to the writing curriculum of the course – a folder, a small binder, or few sections of a binder work well.

Attendance and Behavior Expectations:

You are expected to be in class on time. Please respect our classroom community; we need and want you here on time! If you are tardy, please stop by the attendance office for a note before coming to class. If tardiness or absenteeism become an issue, we will follow the school's detention and parent notification policy.

Phones:

There will be sporadic times when you will be asked to use your phone for the class. Other than that, my policy is that phones are not part of this class. I will not check my phone during class, and I expect the same of you. You will be required to put your phone in my desk if it is out during class. Please avoid the hassle.

Website Access:

All teachers will maintain a classroom website that provides course information. Online grades will be updated at least every two weeks. Classroom websites can be accessed on the West Linn High School website. In addition, we will be using Google Classroom as a home base for our class.

Plagiarism:

Failing to cite your sources in your writing or formation of ideas is intellectual theft. There is a zero tolerance policy for plagiarism in this class. If plagiarism occurs, you will receive no credit on the assignment and will have a conference with me. Please refer to the West Linn High School Honor Code.