

**NOUVEL CATHOLIC CENTRAL HIGH SCHOOL**

**COURSE SYLLABUS**

<b>COURSE DESCRIPTION:</b>	Honors English I: Literary Genres/Composition-9 <sup>th</sup> grade  This course is designed to introduce students to a variety of literary genres as well as development of reading, writing, and critical thinking skills. The primary objective is to teach students the writing and cognitive skills necessary to produce quality formal and informal MLA writing styles. The honors level encourages student responsibility, creativity, leadership, motivation and requires the student to work at a faster, yet more efficient pace, than other levels.
<b>MAJOR COURSE GOALS:</b>	<b>The overall thematic focus will cover inter-relationships and self-reliance.</b>  Common Core State Standards <ul style="list-style-type: none"><li>• Determine a theme or central idea of a text and analyze in detail 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.</li><li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience.</li><li>• Writing routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li><li>• Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher –led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. Come to discussion 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</li></ul>

	<p>stimulate a thoughtful, well-reasoned exchange of ideas.</p> <ul style="list-style-type: none"> <li>• Demonstrate command of the conventions of Standard English grammar and usage when writing and speaking.</li> <li>• Use parallel structure.</li> <li>• Use various types of phrases (noun, verb, adjectival, adverbial, participial, and prepositional) and clauses to convey specific meaning and add variety and interest to writing or presentations. Writing skills will be developed by studying and practicing the writing of sentences and paragraphs leading up to skilled essay writing in various styles.</li> </ul> <p>TLW be able to analyze, draw conclusions and question literary elements including character, setting, plot, conflict and theme.</p> <p>TLW be able to produce a variety of quality writing styles.</p> <p>TLW demonstrate understanding of a novel.</p> <p>TLW be able to read various forms of literature to analyze the purposes, motivations, and points of view of various authors.</p> <p>TLW be able to review literature sufficiently to make and support a thesis statement.</p> <p>TLW effectively communicate using appropriate verbal skills.</p>
<p><b>COURSE ASSESSMENT PLAN:</b></p>	<p>Unit tests-50-100 pts., 25-30 in class quizzes-10-20 pts., 15-25 in-class writing assignments-10-30 pts. Projects-30-50 pts. Poetry unit, <i>To Kill a Mockingbird</i> project and a second semester project. Presentations-10-30 pts. Participation and discussion-3-10 pts. Class work 5-10 pts., homework 5-10 pts. Two final exams-20% of final semester grade-first and second semesters</p>
<p><b>SUPPLIES AND MATERIALS NEEDED:</b></p>	<p><i>Literature :Timeless Voices, Timeless Themes(Gold),Prentice Hall, 1999</i></p> <p><u>DRAMA</u></p> <p><i>Romeo and Juliet (William Shakespeare)</i></p> <p><u>SHORT STORIES</u></p>

	<p>“The Most Dangerous Game” (Richard Connell)</p> <p>“The Birds”(Daphne du Maurier)</p> <p>“The Red-Headed League”(Sir Arthur Conan Doyle)</p> <p>“ Golden Kite, the Silver Wind” ( Ray Bradbury)</p> <p><u>INFORMATIONAL TEXTS</u></p> <p>From “Rosa Parks: My Story “ ( Rosa Parks)</p> <p>“ I Know Why the Caged Bird Sings” (Maya Angelou)</p> <p>“I Have a Dream” (Martin Luther King Jr.)</p> <p>“There is a Longing” (Chief Dan George)</p> <p><u>READING AND WRITING TEXTS</u></p> <p><i>Survival, T.H. Peek Publisher</i></p> <p><i>*Chapter 1-Essay structure</i></p> <p><i>*Chapter 5-Analysis Essay</i></p> <p><i>* Chapter 7-Essay Exams</i></p> <p><i>*Appendix A-Sentence Structure and Mechanics</i></p> <p><i>*Appendix C- A Guide to Stylistic Revision</i></p> <p><i>Novels: One Day in the Life of Ivan Denisovich ( Alexander Solzhenitsyn), Great Expectations ( Charles Dickens), To Kill a Mockingbird ( Harper Lee), Wuthering Heights (Emily Bronte)</i></p> <p><i>Notebook and or binder used exclusively for this class.</i></p> <p><i>Flash drive, pens, highlighters, loose leaf paper</i></p>
<p><b>EXTRA HELP:</b></p>	<p>Students are encouraged and often required to conference outside of class time (before school, after school, or appointment). Dialog is imperative in order to understand and remedy any issues that arise. Students are always welcomed to share their thoughts and needs.</p> <p>Tutoring is also available.</p>
<p><b>INSTRUCTIONAL PHILOSOPHY:</b></p>	<p>Learner will develop a comprehensive understanding and appreciation of literature. Academic success will occur through</p>

	<p>hard work, motivation, and respect for all facets of the class. This is an honors class and expectations are high and demanding.</p>
<p><b>MAJOR COURSE PROJECTS AND INSTRUCTIONAL ACTIVITIES:</b></p>	<p>Research, Unit presentation, Vocabulary development, analytical compositions, student initiated project/presentation, and group projects (<i>Romeo and Juliet</i>.)</p> <p>Novel performance project – <i>To Kill a Mockingbird</i> (first semester) 50-75 points</p> <p>Unit and theme based project and presentation (first and/or second semester) Poetry Unit. 50-75 points-<i>Great Expectations</i></p>
<p><b>CLASSROOM EXPECTATIONS:</b></p>	<p>Students are expected to arrive on time to class prepared to begin when the bell rings. They should be seated with materials on their desk.</p> <p>Active class participation and discussion is required.</p> <p>Being unprepared will result in a loss of points.</p> <p>Active participation in Turnitin.com.</p> <p>Students are expected to do their own work. Plagiarism is unacceptable and will result in an automatic zero.</p> <p>All work <b>must</b> be submitted on time.</p> <p>Extra credit will not be given.</p> <p>Attendance is crucial. If there is an absence it is the student’s responsibility to check with the teacher upon their return at the beginning of class. A prearranged absence for any reason requires that students make prior arrangements with the teacher in advance (preferably at least a week).</p> <p>Classroom participation</p> <p>It is imperative that proper behavior and respect for all is practiced.</p> <p>Student infraction will be handled at the discretion of the teacher.</p>
<p><b>HOMEWORK POLICY AND GRADING SCALE:</b></p>	<p>Homework is an extended, crucial component of the learning experience. It provides the opportunity for practice and enrichment not available within the time constraints of the class.</p>

	Various methods of evaluation will be used. The purpose is to give exposure and experience to a variety of procedures. All work will be assigned point values as determined by their importance. A final semester grade is composed of first quarter grade (40%), second quarter grade (40%), and semester examination grade (20%). The grading scale used is published in the Nouvel student handbook.
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