



Advanced English I

Ruben Brown

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Conference Period: 8th period: 3:30pm – 4:20pm

Tutoring Opportunities: Tuesday – Thursday by appointment before or after school (8:30am – 9:00am or 4:25pm – 4:55pm)

Class Materials:

- Grade 9 Holt Literature: A class set will remain in classroom
- Canvas
- Office 365
- Five Tab Index Dividers
- Wide ruled notebook paper
- Blue or black ink pens

Access to Canvas and Office365 tools is available to students through our [Single Sign-on Portal \(SSO\)](#). Students receive their SSO login during enrollment.

Course Description:

In English I, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students will read and write on a daily basis. Students read extensively in multiple genres, such as stories, dramas, novels, and poetry from world literature. Students learn literary forms and terms, and interpret the possible influences of the historical context on a literary work. Rigorous writing instruction emphasizes organizing logical arguments, theses and evidence. Writing instruction emphasizes sentence structure, paragraph development and development of comprehensive papers with focus on persuasion, reporting and description. Students will revise and edit their writing as part of the writing process. Composition practice is coordinated with guided reading of fiction, nonfiction, drama and poetry. The course will focus on critical thinking skills, literary analysis and development of writing styles. English I students are required to pass the State of Texas Assessments of Academic Readiness (STAAR) end-of- course (EOC) exam to meet part of the graduation requirements.

Course Goals:

Students who complete this course successfully will be able to:

- Analyze how the author's use of syntax, diction, and sensory language in literary nonfiction and short story supports meaning.
- Identify the implicit connections and thematic links between texts representing similar and different genres.
- Demonstrate an adequate command of written conventions.
- Write a persuasive essay that contains a clear position, uses a logical organizing structure, sufficiently develops relevant reasons and evidence, creates an appropriate tone through clear and specific word choice, and demonstrates an adequate command of written conventions.
- Edit drafts to correct errors in grammar, sentence structure, capitalization, punctuation, and spelling.
- Revise drafts to strengthen the introductory and concluding paragraphs, add facts, specific details, and relevant examples to bolster the author's thesis, strengthen transition within and between paragraphs, improve the effectiveness of sentences, and demonstrate appropriate style and word choice.

Student Evaluation:

The grading system for this course is as follows:

- Grade averaged 60% Major 40% Minor
- Major grades – tests (including District Common Assessments, projects, final essays, research papers, presentations); minimum three per six weeks
- Minor grades – quizzes, daily assignments, journals; minimum four per six weeks
- Each six weeks will count as 1/6 and the semester exam will count as 1/7 of the semester grade.
- A letter system (S, N, U) is used to report a student’s conduct based on proper/responsive conduct and citizenship
- Per Board Policy EIA (LOCAL), “The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a **failing** grade. This policy applies only to initial identified major grades and does not apply to daily assignments and quizzes. Upon reteach and retest, the new test, project, etc. recorded will be a high score of 70%.
- Official grades will be in Skyward only and can be accessed by student and parent through Family Access.

Assignments, exams, expectations outside of the classroom:

Each grading period will consist of 3 summative assessments: a multiple-choice test; a process essay; and a project-based assessment. On rare occasions students will additionally be required to complete some assignments outside of class.

Attendance/Tardy Policy/Make-Up Work:

Each grading period will consist of 3 summative assessments: a multiple-choice test; a process essay; and a project-based assessment. On rare occasions students will additionally be required to complete some assignments outside of class.

Attendance/Tardy Policy/Make-Up Work:

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and within the time specified by the teacher. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero for the assignment. Students shall have time equal to days absent from class plus one day to complete all missed assignments. A student is encouraged to speak with his or her teacher if the student knows of an absence ahead of time, including absences for extracurricular activities, so that the teacher and student may plan any work that can be completed before or shortly after the absence

(From the EMSISD Student Handbook)

Because tardiness disrupts the classroom and negatively affects the learning environment and students are allotted adequate passing time to travel from one class to the next. Excessive unexcused tardies will be addressed by campus administration. Repeated instances of tardiness will result in more severe disciplinary action, in accordance with the Student Code of Conduct.

All missed tests and quizzes must be completed outside of class during tutoring times. It is the student’s responsibility to make arrangements to take care of missed tests and quizzes. Major projects will be due on the due date. If the students know about the absence in advance, the student should make arrangements to have the project turned in on the due date.

Classroom Expectations:

English I students will respectfully participate in all classroom activities. Campus tardy policies will be enforced by all English I teachers. Students will be expected to be in their assigned seats, with your materials on their desk, prior to the tardy bell. Students will not be able to leave class during direct instruction or during the first or last 10 minutes of class

Preliminary Schedule of Topics, Readings, and Assignments

1st 6 Weeks: Literary Non-Fiction, Memoir and Short Story;

2nd 6 Weeks: Fiction, Poetry and Informational;

3rd 6 Weeks: Fiction, Poetry and Informational;

4th 6 Weeks: Literary Text Sets (Drama and Poetry)

5th 6 Weeks: Multiple Genre Text Sets (Fiction, Poetry and Informational)

6th 6 Weeks: Literary and Argument Text

Academic Integrity: Update from GRH

Academic integrity values the work of individuals regardless if it is another student's work, a researcher, or author. The pursuit of learning requires each student to be responsible for his or her academic work. Academic dishonesty is not tolerated in our schools. Academic dishonesty, includes cheating, copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or other supervising professional employee and considers written materials, observation, or information from students. Students found to have engaged in academic dishonesty shall be subject to disciplinary and/or academic penalties. The teacher and campus administrator shall jointly determine such action.