

English 10: Literature and Composition

Trimester A

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Welcome to 10th grade English! We will be studying a variety of areas within Language Arts, some will be review and many will be new. Below is a list of the topics we will be covering during the term as well as some general expectations.

Learning Targets:

■ Reading

- Read and comprehend the explicit meaning of literature
- Make inferences about central themes and characters in a work of literature.
- Identify passages from different points throughout a work of literature to support inferences
- Read and comprehend the explicit meaning of informational text
- Determine author's purpose and infer author's message for an informational text.
- Identify passages from different points throughout a work of info text to support inferences

■ Writing

- Develop a precise claim (thesis) that establishes body organization.
- Use transitions (words, phrases, and clauses) to link major sections of text and clarify relationships between paragraphs and ideas
- Provide evidence to support claims and identify weaknesses in counterclaims
- Introduce evidence that supports a claim in writing.
- Explain how evidence supports a claim and/or undermines counterclaim in writing.
- Maintain formal, objective writing voice.
- Embed information smoothly.
- Cite sources correctly using MLA format.

■ Presentation

- Synthesize information from multiple sources.
- Utilize presentation aids and technology to augment audience understanding and interest during a formal presentation.
- Maintain formal academic presentation style.
- Embed information smoothly.
- Cite presentation sources correctly using MLA format.
- Choose words purposefully.

■ Discussion

Because studying literature is not just about taking tests and writing papers, my class include much discussion time for you to try out your thoughts about what you have read. Discussion is also a time to respectfully listen to your colleagues and respond to their ideas. It is not always about being right or winning a debate, but most often it is about communication: speaking AND listening. For many of us, we are better at one or the other of these pieces of effective communication. My goal is to encourage and instruct in ways to become better at *both* of these skills.

■ **Evaluation:** Based on written and oral assignments, quizzes and tests. All grading will be based on the following:

English 10 Tri A Grade Weights and Policies

10% = formative assessments and other miscellaneous work

30% = common assignment – **informational text** analysis **process writing**

Learning target: reading & writing

15% = summative Socratic seminar

Learning target: reading & speaking

15% = common summative **lit reading** test

Learning target: reading

15% = common assignment – research presentation

Learning target: presenting and researching

15% = district common summative assessment on-demand info text analysis

Learning target: reading & writing

Late work Policies

- For small formative assessments that you don't want to count (such as Socratic seminar annotation)
 - Not for grading: 0 for not complete, 1 for somewhat complete, 2 for well-completed
- For small homework assignments to be used in class that day
 - Half-credit for missing class prep work, full-credit for on-time and acceptable class prep work
- For small formative assessments graded based on correctness
 - Full-credit but no feedback when turned in late
- For a major assignment
 - No late penalty; it just converts to an incomplete final grade
 - Re-writes on major accepted to replace the score if student has follow-up 1-on-1 with teacher
- Nothing late accepted in the last week of the trimester unless required to pass the course

I want students to be successful in my class; I am available after school for help or assistance with make up work. I post grades on AHConnect and students receive a mid trimester grade at parent-teacher conference times. Students have access to grades online, and I encourage students to check them weekly so that students learn to clarify grades, to

be aware of missing assignments, take responsibility and advocate for themselves. While technology is a generally a wonderful tool that can be accessed 24/7, people aren't available 24/7; I'm not at my computer or by my school phone at all times during the day because I am instructing and working with students. That being said, I will answer both emails and voice messages within 24 hours.

- **Plagiarism:** Plagiarism is a practice that is sometimes misunderstood by students. The following definition included in Student Judicial Affairs, October 1999, University of California, Davis, provides clear guidelines on the parameters of plagiarism:

“Plagiarism means using another’s work without giving credit. You must put others’ ideas, even if those ideas are paraphrased in your own words.”

The fuzzy area for students centers on the part of the definition which concerns others’ ideas, even if those ideas are paraphrased”. Students should be aware that the teacher will probably be familiar with critical work related to the novel or play which may be the basis of an analysis assignment in this class.

The Internet also presents a moral dilemma to students. Because it is possible to find papers online, students may be tempted to access these papers. This is a very risky practice at best due to the possible consequences that may follow:

1. Student receives a 0 for the assignment
2. Student’s name is turned in to the office and plagiarism is noted on student’s permanent record
3. Student’s parent/guardian is contacted
4. Student becomes ineligible for National Honor Society for one year

■ **Materials:**

Writing utensil, notebook or loose leaf paper, folder or binder, independent reading book, post-it notes, highlighter

Final Note:

- Over the last few years, cell phones have become a problematic piece of technology in the classroom. Though they are useful tools in many areas of our lives, the classroom is not one of them. **DO NOT USE THEM IN THE CLASSROOM.** Violation of this common courtesy will result in referral, detention, and possibly suspension. **Referrals for cell phone use are cumulative and apply to all classroom situations.**

If you have any questions, I am available the Language Arts Resource Center (LARC) before or after school.