

**Mrs. Armstead's English 9 Honors
2010-2011 Syllabus**

Contact Information: **Phone:** 410 313 6945 **Email:** samantha_armstead@hcpss.org
Planning: 4A/4B (10:14-12:20) **After School:** M-F (until 3pm)
Webpage: armsteadenglish.wikispaces.com

Course Description: Ninth grade students will analyze and demonstrate the importance of structural elements in a personal narrative, the role of character development and point of view in descriptive writing, the use of literary techniques in poetry, debates, and persuasive essays, and the unifying nature of a theme in an expository essay.

Daily Supplies and Learning Materials:

- Binder (for English only) with dividers and loose-leaf
- Pens/pencils/highlighter(s)
- Sadlier-Oxford vocabulary book (school provides)
- Agenda Book
- Assigned novel

*Dividers include: Warm-up, Grammar, Literature, Vocabulary, and Writing

Expectations:

- Be on time.
 - Enter the classroom and be seated quietly by the late bell.
 - Promptly begin working on the warm-up.
- Be prepared.
 - Bring required materials to class on a daily basis (items listed above).
 - Students will not be permitted to visit lockers during class time.
- Be attentive.
 - Pay attention: listen and respond appropriately during lessons.
 - Avoid disrupting teacher instruction and student work time.
- Be respectful.
 - Value the people, materials, and equipment in the classroom.
 - Rude and unkind behavior will not be tolerated.

Classroom Rules:

- No eating/drinking (**other than water**) in the classroom.
- Maintain a clean work area. Throw out trash; straighten desks; and push in chairs.
- Mrs. Armstead dismisses class, the bell does not.
- Tardiness is unacceptable. Consequences will follow school policy.
- Participate in discussions, group and individual activities, and presentations.
- Withhold comments respectfully until called upon.
- Ask topic appropriate questions.
- Avoid grooming during class; this includes brushing hair; applying make-up; adjusting outfits; spraying perfume, cologne, body splash or deodorant, etc.

Grading Policy:

- Assignments: Various activities are assigned, including home/class work, quizzes, tests, assessments, projects, and formal/informal writing assignments. Point values for these assignments are determined on a raw point scale. A rubric is provided for all projects, papers, and other writing assignments.
- Homework: Homework is an integral part of this course and often acts as a buffer for balancing quiz, test, and project scores. Homework will be assigned nightly and reviewed daily. These assignments range between 10 and 20 points.
- Extra Credit: Extra credit is rarely assigned. Do not request extra credit assignments.
- Grading Scale:

| | |
|------------|----|
| 100-89.5% | A |
| 89.4-79.5% | B |
| 79.4-69.5% | C |
| 69.4-59.5% | D |
| 59.4- ↓ % | E. |
- Student Feedback: Students will receive one grade report printout prior to interim reports and quarterly report cards to ensure progress awareness. Teacher/student conferences will occur randomly throughout the quarter. Parents and/or students may request grade printouts at anytime via conference, email, or telephone conversation.
- Make-up Work: Make-up work is only assigned for excused absences (parent/guardian note). The amount of days absent = the number of days to complete the work. If you exceed the number of allotted days or fail to communicate with the teacher, you will receive a zero for incomplete work. Unexcused absences = an automatic zero.
- If you exceed 9 days of unexcused or a combination of excused/unexcused absences (everyday class) or 4.5 days (every other day class) you are likely to be denied credit. See your teacher.
- Late Work: Late assignments are not accepted.

Course Content:

Grammar

Parts of speech/sentences
Phrases/Clauses
Fragments/Run-on sentences
Language Strand curriculum

Usage

Varying syntactic structures
Completing/combining sentences
Revising sentences
Speech patterns

Speaking/Listening

Note taking
Discussion/idea presentation

Vocabulary

Context clues

Usage of terms

Figurative language

Research Process

Credibility/Validity
Locating/retrieving information
Applying info/ Note taking
Drafting/Peer editing/Revision
Parenthetical documentation
Works Cited

Composition

Timed writes/CR structures
Paragraph construction
Paper formatting

Literature

Short stories/Poetry

Course Outline: (9th Grade English) World of Discourse

1st Quarter (August 30th-November 4th)

Unit: Writers Record Experience

Text: Night, by Elie Wiesel

Skills: Writing Process

Personal Narrative

Research Process

2nd Quarter (November 8th-January 21st)

Unit: Writers Invent Character and Point of View

Text: Lord of the Flies, by William Golding

Skills: Character Development

Character Analysis

3rd Quarter (January 25th-April 1st)

Unit: Writers Choose Language

Text: Raisin in the Sun, by Lorraine Hansberry

Skills: Play Format

Dialect

Fluency

Poetry

4th Quarter (April 4th-June 16th)

Unit: Writers Create Meaning: Theme

Text: To Kill a Mockingbird, by Harper Lee

Skills: Critical Reading

Literary Analysis

- ❖ **You must bring assigned texts to class on a daily basis.**
- ❖ **Loss of assigned OM texts results in a designated fine (based on school purchase price). Failure to pay fines results in placement on the *Student Obligation List*; consequences follow according to school policy.**

Mrs. Armstead's Parent/Guardian and Student Acknowledgment Form:

Dear Parent/Guardian:

Please complete this sheet legibly and accurately, and return it to Mrs. Armstead via your son or daughter. Student should place the remaining syllabus in his/her English binder for future classroom reference.

Student Name: _____ **Period:** _____

Home Address: _____

Student Mode of Transportation: (circle one)

Bus Parent/Guardian Pick-up Walk Other: _____

Parent(s)/Guardian(s) NAME: _____ **(Relation)** _____
_____ **(Relation)** _____

Home Phone: _____ **(Name of contact)** _____

Work Phone: _____ **(Name)** _____
_____ **(Name)** _____

Cell Phone: _____ **(Name)** _____
_____ **(Name)** _____

Email Address: _____ **(Relation)** _____
_____ **(Relation)** _____

Student Signature*: _____ **Date:** _____

Parent Signature*: _____ **Date:** _____

*Signature indicates that the parent/guardian and student have read these policies and understand all expectations and penalties for any violations.