

English 10

GEORGE WASHINGTON HIGH SCHOOL

Course Syllabus 2011-2012

TEACHER: Mrs. J. Hawke, B.A. in English/Journalism-Communications, Averett University

CLASSROOM: C-106

PLANNING/DUTY TIME: 11:19-12:11 and 2:42-3:30

PHONE (WORK): 434-799-6410

E-MAIL ADDRESS: mrshawke@gmail.com

WEBSITE: <http://english.mrshawke.com>

COURSE DESCRIPTION: The tenth-grade student will become a skilled communicator in small-group learning activities. The student will read and critique literary works from a variety of eras and cultures. Attention will be given to the analysis of consumer information, such as labels, owners' manuals, warranties, and contracts. The student will critique the writing of peers and professionals, using analysis to improve writing skills. The student will continue to build research skills by crediting sources and presenting information in a format appropriate for content. Grammar knowledge will be expanded as the student presents, writes, and edits materials, applying the conventions of language.

OBJECTIVES/STANDARDS OF LEARNING:

Oral Language

- 10.1 The student will participate in and report on small-group learning activities.
- Assume responsibility for specific group tasks.
 - Participate in the preparation of an outline or summary of the group activity.
 - Include all group members in oral presentation.
 - Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
- 10.2 The student will critique oral reports of small-group learning activities.
- Evaluate one's own role in preparation and delivery of oral reports.
 - Evaluate effectiveness of group process in preparation and delivery of oral reports.

Reading Analysis

- 10.3 The student will read, comprehend, and critique literary works.
- Identify text organization and structure.
 - Identify main and supporting ideas.
 - Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.
 - Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
 - Identify universal themes prevalent in the literature of different cultures.
 - Examine a literary selection from several critical perspectives.
- 10.4 The student will read and interpret informational materials.
- Analyze and apply the information contained in warranties, contracts, job descriptions, technical descriptions, and other informational sources, including labels, warnings, manuals, directions, applications, and forms, to complete specific tasks.
 - Skim manuals or informational sources to locate information.
 - Compare and contrast product information contained in advertisements with that found in instruction manuals and warranties.
- 10.5 The student will read and analyze a variety of poetry.
- Compare and contrast the use of rhyme, rhythm, and sound to convey a message.
 - Compare and contrast the ways in which poets use techniques to evoke emotion in the reader.
 - Interpret and paraphrase the meaning of selected poems.
- 10.6 The student will read and critique dramatic selections.
- Explain the use of asides, soliloquies, and monologues in the development of a single character.
 - Compare and contrast character development in a play to characterization in other literary forms.

Writing

- 10.7 The student will develop a variety of writing, with an emphasis on exposition.
- Generate, gather, plan, and organize ideas for writing.
 - Elaborate ideas clearly through word choice and vivid description.
 - Write clear, varied sentences.
 - Organize ideas into a logical sequence.
 - Revise writing for clarity of content and presentation.
 - Proofread and prepare final product for intended audience and purpose.
- 10.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.
 - Apply rules governing use of the colon.
 - Distinguish between active and passive voice.
- 10.9 The student will critique professional and peer writing.
- Analyze the writing of others.
 - Describe how the author accomplishes the intended purpose of a writing.
 - Suggest how writing might be improved.
- 10.10 The student will use writing to interpret, analyze, and evaluate ideas.
- Explain concepts contained in literature and other disciplines.
 - Translate concepts into simpler or more easily understood terms.

Research

- 10.11 The student will collect, evaluate, organize, and present information.
- Organize information from a variety of sources.
 - Develop the central idea or focus.
 - Verify the accuracy and usefulness of information.
 - Credit sources for both quoted and paraphrased ideas.
 - Present information in an appropriate format, such as an oral presentation, written report, or visual product.
 - Use technology to access information, organize ideas, and develop writing.

COURSE REQUIREMENTS AND INSTRUCTIONAL METHODS: Students will be given the opportunity to earn points for each activity completed as part of the class. Activities will include, but are not limited to: assigned readings, journals and essays, collaborative-learning activities, mini-projects, and class participation. In addition, points may be given for preparation and organization. Students will be made aware of points available and points earned through the use of rubrics and checklists.

GRADING SCALE: A=100-94 B=93-86 C=85- 77 D=76-70 F=0-69

CLASSROOM RULES:

1. **Be respectful.** Mutual respect is crucial in creating a positive learning environment. I will not tolerate rudeness, name-calling, bullying, or excessive playfulness. If someone is treating you in a disrespectful manner, please let me know immediately.
2. **Be present.** Emergencies sometimes arise; otherwise, you should be in class every day. I will allow you to leave class only in emergency situations, so take advantage of the time between classes to go to the bathroom and water fountain. If there is a medical issue, please have your parent contact the nurse, who in turn will speak with me so that arrangements may be made.
3. **Be prepared.** It's hard to be successful at anything without the proper materials. English class is no exception. Make sure you have what you need for class each day, and keep your materials organized. I will not allow you to go to your locker or elsewhere to retrieve materials during class.
4. **Be scholarly.** A scholar is a self-motivated person of integrity, someone with an inquisitive, positive, and open mind who is ready and willing to question, think, and learn. Scholars aim to soak up information and apply it to what they have already experienced in order to retain and use the information. This is you if you want it to be.

DISCIPLINE PROCEDURE: The following consequences may occur when discipline infractions are made: warning, student conference, parent contact, referral to guidance, behavior contract, and referral to principal.

REQUIRED MATERIALS: I will be checking materials 1-10 for a grade on Monday, August 22, 2011.

<p>Bring these to class every day:</p> <ol style="list-style-type: none"> 1. A large three-ring binder (<i>at least 2 inches and preferably with a D-ring</i>) 2. Loose-leaf paper (<i>Lots of it! Papers with ragged edges will not be accepted.</i>) 3. Five dividers (<i>labeled Literature, Writing, Research, Vocabulary, and General</i>) 4. Two wireless, bound composition notebooks (<i>labeled "Writer's Notebook" and "Daily Language"</i>) 5. Blue or black pen 6. Red pen or pencil 7. No. 2 pencil. <i>Occasionally, for testing.</i> 8. White-out 9. Highlighter (any color) 	<p>Keep in class:</p> <ol style="list-style-type: none"> 10. At least 200 index cards (<i>any size or color</i>)
	<p>Keep at home:</p> <ul style="list-style-type: none"> • Dictionary • Thesaurus • Newspapers and/or magazines

All students must have:

- A valid email address. *This is required for Turnitin.com, which the GWHS English department uses for paper submission. If you do not have one and cannot set one up, please let me know as soon as possible.*
- Internet access. *This is required for research, especially. An Acceptable Use Policy form will be sent home from the office and must be signed and returned ASAP.*

OTHER MATERIALS: These are not required, but they are recommended or requested.

<p>WISH LIST. These are items we could use in the classroom. ☺</p> <ul style="list-style-type: none"> • Tissues • Air freshener • Clorox wipes • Construction paper • Glue sticks • Markers • Crayons • Colored pencils • Poster board • Tape 	<p>These would be very helpful for your child:</p> <ul style="list-style-type: none"> • Flash drive (portable storage for computer files) • Calculator (to keep up with grade points)
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ASSIGNMENT GUIDELINES: (1) Use loose-leaf paper. (2) Write your name, the date, and the title on every assignment. (3) Work independently. Not following these guidelines will result in a loss of points per assignment.

LATE WORK: Assignments are due when class begins. Most work will be accepted late, with a deduction of 20% per day (-20% for up to one day late, -40% for up to two days late, and so on). If you are in school at all on an assignment due date, your work is still due on that day—even if you check in after or check out before class.

MAKE-UP WORK: I record daily activities in a make-up binder. The day you return from an absence, you should check the make-up binder to see what you missed. *It is not my responsibility to approach you concerning make-up work.* You generally have the same number of days to make up work that you missed from school. If you miss a test or quiz or assignment due date, you should be prepared to take the test or quiz or turn in the assignment at the beginning of the class period on the day you return. The late work policy applies to make-up work, also. If you miss class before a test or assignment due date, you will not be given extra time.

EXTRA CREDIT: Only students who have turned in every assignment completely should expect to be allowed extra-credit work.

SYLLABUS STATEMENT: This syllabus is subject to change at my discretion in order to accommodate instructional needs. I will notify students of any changes.