**C:\Program Files (x86)\Microsoft Office\MEDIA\CAGCAT10\j0217698.wmfC:\Users\Fielder\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\3C2NXWSW\MC900239011[1].wmfClass Procedures/Syllabus**

**English 9**

**Mr. Fielder/Mrs. Spence**

**2014-2015**

Welcome! I am excited about the opportunity to work with you over the course of this school year. Before we embark on our journey to become literate and thoughtful individuals, it is imperative that I share some procedures that will make the class run smoothly while keeping both teacher and student highly organized.

**EXPECTATIONS**:

1. Bring all of your class materials every day. This includes paper, writing utensils, your homework, a book to read, and all other necessary class materials.

2. Treat others with kindness and dignity. Respect everyone.

This includes teachers, guest speakers, other staff and other students. Just about any school behavior rule will fall under this category. Think before you act and speak. The school handbook and rules will be strictly followed and enforced.

We cannot have open and honest class discussions without respect for one another as learners and as people.

3. Participate in all class activities. This means individual, as well as partner, group, and whole-class activities.

**PLANNER:** You are NOT required to bring a planner every day, and are therefore not required to write down your homework assignment every day, but I encourage you to do so. Each day’s assignment will be posted on a board in class. This will remind you what your homework is. There is NO EXCUSE for not completing your homework or not bringing it to class. Lesson plans and a weekly outline are available via Mr. Fielder’s website at <http://mrfielderclinton.weebly.com>.

**OPENERS:** Every day when you enter class there will be a set of instructions posted on the board. This is an integral part of the class structure, so opener production and efficiency will be strictly monitored and enforced.. Sometimes there will be readings, scrap pieces of paper or other materials for you to pick up on your way in. Read the directions carefully and get right to work. THERE IS A TIME LIMIT FOR MOST OPENERS, AND MANY ARE GRADED, SO YOU’LL NEED TO WORK QUICKLY!

**IN-CLASS ASSIGNMENTS:** Part of learning to be a citizen in our country includes the ability to work with others toward a common goal. Therefore, you will be asked to work in groups from time to time. Depending upon the assignment, you will be graded on participation or for the written assignment itself.

**HOMEWORK AND CLASS READINGS:** The amount of homework you will have will depend on the unit, but expect to have homework every time we meet. This may or may not happen, and more often than not we will have an assignment every two to three days. It is extremely important for you to complete every homework assignment in a neat and timely fashion. They are designed to help you practice, review, or extend upon what we are learning in class. Not only will a lack of homework completion negatively affect your final grade, it will also restrict your learning, which is the ultimate objective of this course. Also, you are expected to thoroughly complete each and every assigned reading. Unannounced quizzes will be used to test comprehension of reading selections throughout this course.

**TESTS AND PROJECTS:** We will take a test or complete a large project at the end of each unit. Tests and projects are opportunities for you to demonstrate that you learned what you were supposed to. If you complete your homework regularly and study, you will find these tests to be easy. Study guides may be given for each test. If completed, the study guides can add 5% extra credit toward your final test grade. We will utilize the CPS data collection system for most quizzes and tests.

**MC900212061[1]RE-TESTING/MAKE-UP PROJECTS:** *Students will be allowed to re-take some tests, and they will also be allowed to re-submit large projects after they have been graded.* In these instances, the student will be given a certain time/date by which the re-test must be taken, or by which the project must be re-submitted. In these events, the score of the original test/project will be averaged with the score of the re-test/new project in order to formulate a grade for the two.

**LATE WORK:** I will accept late work. However, if you do not turn your assignments in on time, you will receive half credit for the late work. The only exceptions will be made for cases in which the student actively seeks out the teacher before the due date and provides circumstances which would warrant an extension. A logical explanation must be made and presented, and additional tasks may be assigned by the teacher at the time. Late assignments may still be submitted up to the test date at the end of the unit. However, more points may be reduced depending upon the quality of the work.

**EXTRA CREDIT:** After not completing or organizing your notes, not participating in class, not completing your openers, not doing your homework and not studying for quizzes or tests, do not expect me to offer extra credit to help boost your grade. Other than study guides, I will rarely give extra credit assignments.

**GRADING:** Your report card grades will be determined by a combination of your learning log entries, homework completion, participation and completion of in-class assignments, quizzes and tests.

**GRADING CATEGORIES:**

*Grades per nine-week periods will be calculated as follows:*

15% = Homework

10% = Classwork/Participation

25% = Quizzes

50% = Tests/Projects

*A semester grade will be calculated in the following manner:*

1st nine weeks = 40%

2nd nine weeks = 40%

Semester exam = 20%

*In compliance with Clinton High School policy, the grading scale is as follows:*

97-100% A+ 74-76% C

94-96% A 70-73% C-

90-93% A- 67-69% D+

87-89% B+ 64-66% D

84-86% B 60-63% D-

80-83% B- Below 59%-0 E

77-79% C+

**EXTRA HELP:** If you do not understand something, if you are falling behind, if you want to work on homework/projects with assistance, or if you have been absent for an extended period of time, **you need to see me before or after school to set up a time for you to come into the classroom for help**. Be proactive; do not let yourself fall behind!

**ABSENCES:** When you return from an absence, you should *check the absence folder for your hour.* Any notes or assignments that you missed will be in that folder with your name on it. You have two class days to turn in make-up work. If you are absent on a test day, you will make the test up AS SOON AS YOU RETURN TO SCHOOL! If you miss school, you are still responsible for any notes or work that you missed.

MC900436077[1]**CELL PHONES:** All cell phones must be off and in lockers. The cell phone policy located in the school handbook will be strictly enforced.

j0292982**HELP ON HOMEWORK AFTER SCHOOL HOURS:** Please access my website at <http://mrfielderclinton.weebly.com> for weekly lesson plans, helpful documents, and other resources.

**Back packs/bags of any kind are strictly prohibited in Mr. Fielder’s classroom!**

\*\*You may only use Pencil, Dark Blue or Black ink on assignments in this class. If you use any other writing utensil, you will be told to redo the assignment. I do NOT grade assignments written in marker, colored pencils, etc. They will be handed back to the student to be redone.

**Unit Outlines**

**Please note that the particular assignments/readings on this overview are subject to change with teacher’s discretion. Also, specific dates are not provided because the pacing will be modified to account for student progress toward learning objectives; more/less days may be necessary to learn/practice skills.**

**Unit I: High School Literacy - Informational Texts (September-mid October)**

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| **Unit theme:** Students will analyze the features, forms, and types of informational texts to become more efficient and fluid readers. Students will also practice and implement multiple informational reading strategies and techniques. |
| **Skills:**   * Identify and utilize basic expository text reading strategies * Identify expository text features; differentiate between text features and explain their functions * Analyze the structure of expository paragraphs (topic sentences, facts/opinions/expert opinions, organizational patterns, tone, style) * Construct expository essays utilizing basic paragraph organizational patterns * Analyze expository articles utilizing “Close and Critical Reading” strategies * Utilize ACT/EXPLORE test reading samples and questions to practice expository reading skills * Identify the role of transitions in expository writing; successfully implement transitional statements into expository essays * Properly utilize commas in expository writing * Analyze expository paragraphs for topic sentences and main ideas * Become familiar with ACT English and Reading test formats |
| **Major Assessments:**   * Unit pre/post tests * ACT-Persuasive Essay * Expository essay utilizing the six major expository paragraph organizational patterns * Content quizzes throughout the unit (at least two) * Utilization of “Close and Critical Reading Strategies” and answering four accompanying questions |

**Unit II: High School Reading – Literature (Early October-Thanksgiving Break)**

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| **Unit theme:** Students will read and analyze the plot structure, literary techniques employed by authors, and figurative language in short stories. Students will compose a personal narrative, as well as a persuasive essay. As a culminating project, students will create a multi-media presentation applying themes from the short stories to selected media and their own lives. |
| **Skills:**   * Explain the differences between narrative and expository texts * Introduce the term theme; identify and apply themes evident in selected short stories * Analyze and apply plot structure terms to short stories * Identify figurative language used in short stories * Explain the concept of characterization and analyze how an author builds a character in a narrative * Plan, draft, revise, edit, and publish a personal narrative * Analyze the structure of an ACT-style persuasive essay; write a well-structured ACT persuasive essay * Develop a multi-media presentation based on themes from short stories/outside media sources * Utilize context clues to identify unfamiliar words/phrases * Use reference materials to correctly define unfamiliar words/phrases * Utilize “Close and Critical Reading Strategies” for narrative texts |
| **Major Assessments:**   * Unit Pre/Post Tests * Figurative language quizzes * Plot Structure quizzes * Personal Narrative (essay) * ACT persuasive essay * Multi-media presentation |

**Unit III: High School Writing/Research (Late November-Early January)**

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| **Unit Theme:** Students will utilize reliable internet resources to effectively research and compose a 3-4 page paper in correct MLA style and format. |
| **Skills:**   * Plan, draft, revise, edit, and publish a history-based research paper (following proper MLA format) * Construct bibliography and note cards with compiled research information * Construct a properly-formatted MLA bibliography * Locate appropriate source materials using scholarly data-bases * Utilize reading strategies from first unit of year to obtain information from research articles * Construct a thesis statement, with paragraphs that support the thesis statement * Explain the difference between a summary and a paraphrase; construct summaries and paraphrases |
| **Major assessments:**   * Bibliography note cards (5) * Informational cards (20) * Rough draft of Research paper * Final paper, including works cited * Rough draft of Research paper * Unit pre/post-test (MLA format, summary/paraphrase questions) |

**How Parents should contact Mr. Fielder with questions/concerns:**

1. **E-mail:** [Jeremy.fielder@clinton.k12.mi.us](mailto:Jeremy.fielder@clinton.k12.mi.us)

2. **Call** the school and leave a message: (517) 456-6511

3. Visit the class **website** for weekly class schedules, lesson plans, homework assignments, power point presentations, and class notes: <http://mrfielderclinton.weebly.com>

**4. Parents:** If you’d like my cell number, please e-mail me and I will share it. All I ask is that it is NOT distributed/made known to students and/or others without my specific permission!

5. **Planning hour: 4th hour (10:48-11:37)** Please e-mail me or call the school to schedule an appointment. If you’d like to stop in you are more than welcome, but I will have meeting/obligations from time to time.

6. **Sit-in on a class:** Have you ever wondered “what does my son/daughter do in his/her class?” If so, you’re probably not alone. I’m more than happy to welcome you into my class so you can see what an hour in my classroom is like for your student. Please just e-mail or call so I am prepared to welcome you!

7. **Before-school meetings/appointments:** I’m also available before school on most weekdays. Please call/e-mail to set up an appointment!

**Parents:** I know how important your child’s education is to you. Please don’t hesitate to contact me with any question you may have. Even if it is a simple question regarding a homework assignment/due-date: no question is a bad one. Students do have a tendency to “forget” important details from time to time ☺.

**How Students should contact Mr. Fielder with questions/concerns:**

**1. E-mail:** [**Jeremy.fielder@clinton.k12.mi.us**](mailto:Jeremy.fielder@clinton.k12.mi.us)

**2.** **Website:** <http://mrfielderclinton.weebly.com>