

English 9 Syllabus: Introduction to Literature and Composition

Mr. Cartwright

Greenville High School

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To be signed by student and parent/guardian

Curriculum & Grading:

The GHS English curriculum is an integrated approach to skill acquisition that should result in student achievement of the goals of The Maine Department of Education Core Curriculum Standards for English Language Arts.

9th grade English at Greenville High School is designed to develop a lifelong love of learning through proficiency of achievement in reading, writing, comprehension and speaking. Each student will keep a portfolio of her/his work and will demonstrate the ability to meet curriculum standards in reading, writing, speaking and listening and English conventions and usage.

Students will each keep a “dialectic journal” that he/she will use to “have conversations” with the texts we will encounter in this course. Students will experience the writing process from determining the audience and brainstorming to revision, editing and publication. Students will gain confidence and begin to see writing as a “recursive process” in which their writing can always be reworked and improved upon.

Students will work to incorporate proper vocabulary, grammatical conventions, and essay structure and thesis statement. Students will gain experience and confidence in a variety of purposeful writing and speaking activities. Students will learn how to work in groups and make presentations in front of an audience.

Over the course of the academic year, we will engage in a number of learning activities, studying and analyzing several genres of literature. Our lives are based upon human interaction. The ways in which we relate to others and to our society shape and define who we are.

In this quest to improve our human interaction, we will learn to better understand ourselves. Through an in-depth analysis of a broad range of readings, including short stories, poetry, news articles, editorials, plays, non-fiction and novels, we will explore purpose and interpret societal issues and personal interactions. We will draw parallels among themes and characters, as well as make connections between the ideas in the works we read and issues in today’s society.

Selected works, publications and lesson selections:

1. Animal Farm, Orwell
2. The Red Pony, Steinbeck

3. To Kill a Mockingbird, Lee
4. Romeo and Juliet, Shakespeare
5. The Hobbit
6. Teen Tribune (news, articles)
7. Various media products including commercials, editorials and print ads
8. Poetry and short stories by a variety of authors
9. Other books as selected
10. Vocabulary and daily oral language studies as assigned

Guiding Questions:

During the year, we will revisit these four over-arching questions pertaining to the literary works we will read:

1. How do the elements of literature affect a reader's response to the work?
2. How does literature reflect the human experience?
3. How does literature reflect the struggle between the rights of the individual and the individual's responsibilities to his society?
4. How does literature teach the universal lessons about acceptance, courage and justice?

Required Supplies:

- Assignment notebook/folder
- Blue or black pens for completing all written work
- Notebook paper (3 hole)
- Post-it notes (sticky notes for book marking)
- A 3-ring 1-1.5 inch notebook for English class only
- If possible, a USB thumb drive for back-up storage
- Charged school-issued laptop

Class Policies & Expectations:

We will work together to create a positive, productive and compassionate learning environment based upon mutual respect. Participation in class is tantamount to success.

- 1) We will arrive on time and prepared for class
- 2) We will follow teacher directions
- 3) We will treat others with tolerance and respect
- 4) We will raise our hands or wait for an appropriate time to speak or share a comment or idea
- 5) We will listen when others are talking and respect opposing views and opinions expressed by peers during class discussions

- 6) We will word process all formal papers/reports, following MLA guidelines, and print these assignments outside of class before the beginning of the school day, unless other approved methods are agreed upon.
- 7) We will show respect by using the breaks prior to class to use the bathroom.
- 8) We will not bring food or drink to class
- 9) We will not use electronic devices in class without prior instruction or approval
- 10) We will respect the property of others and of the school

Homework:

Homework helps demonstrate student understanding and proficiency and provides information necessary for instruction. Students are expected to complete homework assignments of reading and writing between class sessions. Homework is important and necessary and should be completed carefully and thoughtfully. Students will use home study time to prepare for class participation. All work should be completed using blue or black pen. Unless otherwise instructed, each student should complete work alone. Homework is due at the beginning of each class.

Unexcused late work will be subject to a two-point deduction in grade for every day late. Late work will be accepted due to absences, and student will have as many days to make up work, as student was absent. Absences and tardiness will be handled in accordance with GHS standard policies.

Plagiarism:

Copying another's work (or cutting and pasting material on the internet) and claiming it as your own is against school policy and will result in loss of credit and/or suspension or expulsion.

Literature Guides:

Reading prepared summaries of books in place of assigned texts deprives one of the power and originality of the author's language and does not allow one to practice discovering meaning in full works of literature. This is viewed as cheating. Keeping up with reading assignments and related activities and learning to ask questions as you read are practices worthy of your time and attention.

Make-up Work and Extra Help:

I am available for make-up work completion or assistance Monday through Thursday after school by mutual appointment. Please solicit my help rather than wait for me to discover you need help.

Grading Standards & Scale:

Grading will be done in accordance with Greenville High School standard policy and will involve student-centered learning in order that each student may be able to demonstrate proficiency in meeting standards in reading comprehension and analysis; a range of writing including arguments, narratives, memoirs, journalism, research-writing; and speaking and listening both in class discussions and in oral presentations to a range of audiences.

50% of the assessment will be based upon tests, essays and portfolio (including projects);
25% of the assessment will be based upon homework and class participation;
25% of the assessment will be based upon quizzes, notebook and journal
extra credit will be used at the teacher's discretion

Communication:

I encourage visitation by parents/guardians. You may contact me by e-mail at alan.cartwright@ghslakers.org or by leaving a message with the office.

Please sign this document below after reading (both student and parent/guardian)

By signing your name, you agree to follow the guidelines described in this syllabus. This document will serve as an informational reference for you and a contract between us. This contract means you are committed to learning and succeeding in English Class this year.

Student Signature _____

Parent/guardian _____

*Please retain this in the reference section of your English notebook.