



Instructor: Ms. Horne  
Classroom: 120  
Email: [ehorne1@cps.edu](mailto:ehorne1@cps.edu)

## **COURSE PURPOSE**

In this skill based course, students will extensively read a variety of modern literature from ethnically diverse literary traditions. Some important goals of the class are to learn about other cultures in order to build understanding, tolerance and acceptance of others and ourselves, to promote an understanding of the literature in their cultural/historical contexts, use critical thinking to discover relationships between American culture and other cultures, and recognize the basic emotions and motivations that underlie all human behavior. Students will also expand on the writing skills developed in previous English courses and share their insights with others through writing and discussion.

## **COURSE OBJECTIVES**

By the end of this course, students will...

- Read and analyze a literary work for theme, history, and meaning
- Read and analyze a text through a critical lens
- Recognize and analyze the impact of authorial choices on meaning
- Write academically for a variety of purposes including: personal narratives, literary analysis, speech, synthesis etc.
- Research and advocate for social issues in their community
- Volunteer at a non-profit organization that provides services to the surrounding community
- Draft, edit, and submit a college admissions essay

## **CLASSROOM RULES** 🗝️🗝️🗝️

1. Come to class prepared and on time.
2. No eating or drinking (water is acceptable)
3. Be polite and respectful
4. Personal grooming is not appropriate or allowed
5. Keep hands, feet, and inappropriate comments to yourself
6. No electronic devices unless authorized
7. Refrain from having side conversations especially when the teacher is talking

## **RESPONSES**

1. Verbal warning
2. Student conference with teacher
3. Phone call home
4. Referral and write-up



## CLASSROOM EXPECTATIONS AND PROCEDURES 🗝️🗝️🗝️

As a student in this class, you are held to high work and character standards. Please follow expectations and procedures to ensure that our classroom community runs smoothly.

### *Entering the Classroom*

1. Students should enter the room, find their assigned seat, and begin taking out materials.
2. Begin working on bell ringer immediately.
3. Bell ringers are independent work meaning there should be **NO** talking during this time. Bell ringers last 5-10 minutes.

### *Tardy to Class*

1. Once the bell has rung the door to the classroom will be shut and locked.
2. Students who are tardy must have a signed passport or retrieve a tardy pass from the ticket stations located in the hall.
3. **STUDENTS WILL NOT BE ALLOWED IN THE CLASSROOM WITHOUT A PASS.**

### *Absences*

1. Students are responsible for collecting work they missed while absent. I will not remind you to collect or return missing assignments.
2. Upon returning from an absence, students should check the class website to view the day's activities and get handouts.
3. The total number of days absent will be the total time allotted for turning in missing work (e.g. If you are absent two days, you have two days to complete missing work).

### *Turning in Assignments/Returning Assignments*

1. All assignments submitted should have a full heading including: name, date (submitted), class, and student number. Assignments without a full heading will be returned. Please see example below.

Name

Ms. Horne

English IV Period 3

Date

2. If an assignment is late, or you are absent when work is collected, please indicate on the assignment when submitted. (On the top of assignment write **LATE** or **ABSENT** and submit in missing work folder) Late work will be graded once a week.
3. **Upon collection**, if the student does not have an assignment they can opt to fill out a *Missing Work Form*. Students will submit this form **with the work being collected**. **THE MWF** will serve as a **placeholder** until the assignment is submitted. For assignments submitted online the MWF can be found on Google Classroom.
4. Students have until I grade your class period's work to submit assignment.



5. You may use 3 MWF per unit and not on any major summative assignment. If you do not submit a MWF in place of the assignment OR you use all of your MWF assignment will be entered as a 0.

### *Dismissal*

1. Before the bell rings, I will ask students to gather their belongings and give announcements.
2. Students should **not** begin packing until I wrap up the lesson.
3. Before leaving students should collect trash and ensure area around them is clean. I take a lot of pride in this classroom. It is important that we keep it tidy so that we can all enjoy this space.

### *Hallway access and washroom breaks*

1. I will not write any passes the first ten minutes or the last ten minutes of the period.
2. Students needing to go to the bathroom during class must go during independent work time.
3. To leave class, student must fill out the **passport** in **THEIR AGENDA**. Please keep up with **YOUR** student planner I will not sign any other passes.
4. My class period is not your bathroom time. Please do not treat it as such.

### *Attention Signal*

1. In English IV, we will do a variety of group activities and partner work. When I want students to come together I will use a phrase, sign, or signal to get your attention. We can come up with this together.

## **GRADING POLICY**

You will be provided *fair, accurate, specific and timely* information regarding your progress towards common standards as well as feedback for next steps and growth areas. Grades will communicate what you know and can do.

**Fair:** The same work, by the same student, should receive the same grade, even if the teacher is different.

**Accurate:** Grades are based solely on achievement, which means other factors, like behavior and attendance, are not used to calculate a grade.

**Specific:** Grades are specifically tied to clearly articulated learning goals.

**Timely:** Feedback to students is timely so that students can actually use that feedback, right away, to improve their performance on tests and assignments. Gradebook will be updated weekly.

## **GRADE CATEGORIES**

This course will employ a different method of grading than perhaps you are traditionally familiar with. Instead of averaging points or weighting grades based on the type of assignment, this course will employ a grading system where your summative assessments (tests, projects, presentations, and major essays) will determine 50% of your grade, and formative assessments (homework, quizzes, in-class work and practice) will determine 40%, and student work habit will determine 10%.

Instead of points, student work is only evaluated on an A, B, C, D, and F basis. This method is meant to ensure that the grade you receive is truly reflective of your mastery and understanding of



the skill rather than just as an accumulation of points. \*NOTE: It is important to turn in ALL assignments. Assignments usually assess more than one skill so missing 1 assignment could result in 1-3 missing grades.

1. 10% Work Habits (turning in assignments on time, participation, Von PRIDE)
2. 40% Formative assessments (class work, homework, day to day assignments)
3. 50% Summative Assessments (exams, essays, portfolios, and all culminating quarter/semester assessments) **NOT DOING A SUMMATIVE ASSIGNMENT WILL VERY NEGATIVELY AFFECT YOUR GRADE.** Ex. If you have an A average on formative assignments and fail to turn in a summative assignment it can bring your grade down to a D.

If a student does not receive a satisfactory grade on a summative assessment, they have the option to retake as long as 1. At least 75% of the formative assessments for the unit have been completed. 2. The student agrees to conference with the teacher for re-teaching.

## **COURSE TEXTS**

The main texts for each of units are listed below. Please note that I will add a variety of supplemental texts to enrich and deepen your understanding of the main text.

*The Brief Wondrous Life of Oscar Wao* by Junot Diaz

*Beloved* by Toni Morrison

*The Color Purple* by Alice Walker

*Hamlet* by William Shakespeare

A collection of short stories

## **MATERIALS**

1. Blue or black pens
2. Highlighters (at least 4 colors)
3. Post-it Notes
4. A course binder (1 ½” 3-ring binder with at least 4 dividers devoted to English) OR 5 Subject notebooks and a class folder for handouts
  - a. Bell Ringers
  - b. Writing/Grammar
  - c. Reading Notes
  - d. Student Guides/Handouts
5. The textbook, book, or handout we are currently studying (**I WILL NOT SIGN PASSES FOR STUDENTS TO GO TO THEIR LOCKERS FOR MATERIALS**)
6. Agenda
7. **OPTIONAL:** One box of tissues or hand sanitizer would be greatly appreciated! 😊

## **CLASS WEBSITES**

The website for this class can be found at [englisheverything.weebly.com](http://englisheverything.weebly.com)

The E-Spot (clever I know) will be updated frequently with daily agendas, assignment information, resources, a homework calendar, and more. Students are expected to visit and utilize E-Spot regularly, particularly if absent.



**Google Classroom:** This class will utilize google classroom for distributing and submitting electronic assignments.

## EMAILS

I communicate with students via their CPS email, therefore, it is important that you check your email on a regular basis. Additionally, if you have any questions, comments, or concerns please do not bombard me at the beginning of the class period. The best way to communicate with Ms. Horne is via email, then follow up after class. Please keep all emails to Ms. Horne professional. All emails should include a subject (i.e grades, appointment, class concern), greeting (Hello Ms. Horne or Ms. Horne) your name, class period, and if you are emailing about an assignment please include the assignment name and due date. Please give Ms. Horne at least 24 hours to reply. Emails sent Friday night – Sunday will be answered the following Monday.

## COMMUNICATION WITH PARENTS

Communicating with parents and students is a crucial part of my teaching and students' success. Parents can reach me at my work email address [ehorne1@cps.edu](mailto:ehorne1@cps.edu). Feel free to email me with any questions; I check it frequently and will return your email at my earliest convenience.

On the class website [englisheverything.weebly.com](http://englisheverything.weebly.com), you will find a parent contact information form. Please fill out the parent contact form within the first two weeks of school to ensure I have up to date information and acknowledge that you have read through the syllabus and understand the expectations and policies for the course. Your child will receive points for having this form in by September 18, 2017. If you are unable to fill out the form online please sign and detach the section below.

-----  
Students Name (please print): \_\_\_\_\_

Guardian's Name (please print): \_\_\_\_\_

Relationship to the student: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Email: \_\_\_\_\_

I have read the course syllabus and understand the expectations and polices (sign below):

Guardian: \_\_\_\_\_

Student: \_\_\_\_\_