

Course: H.S. English I/II (9-10): American Literature and Writing Workshop/Lab

Teacher: Trisha Walshe

Contact Information:

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The best time to reach me is: Thursday-Friday afternoons.

Materials Supplies Needed for this Courses:

Students MUST have the following:

- *Learning Language Arts Through Literature: Gold Book: American Literature*
- Novels: *The Red Badge of Courage* (Crane), *The Pearl* (Steinbeck), *Call of the Wild* (London), and *A Separate Peace* (Knowles)
- Supplements: LLATL's *The Great American Short Stories* and *The Mentor Book of Major American Poets*
- The Write Foundation Paragraph Writing Guide (a set of printed worksheets, not the e-book)
- 3-ring Binder (2.5'' or 3'') with 8 tabs
- 7 different colored highlighters

My Goals are that each student would:

- become critical thinkers and competent problem solvers
- hone his/her Reading and Writing skills and build confidence
- see the beauty and precision of our Designer in the complexities of our world
- learn about American literature genres and how to write a beginning high-school level research paper.

What you can expect of the Teacher:

- I will be professional, prepared, and on time.
- I will be available to you, the parent, so that our partnership will be successful.
- I will be attentive to each student and seek to develop their unique perspective as it pertains to problem solving, as well as, challenge him/her to reach his/her potential and be successful.

What I expect of Parents:

I need Parents to:

- assist students in keeping up with the syllabus so that the work is turned in on time every week
- check FACTS AT LEAST once per week and review your child's progress
- provide the necessary assistance when a student struggles (suggestions would be: 1. Help him/her with homework; 2. Help him/her study and/or with supplies for projects; 3. Hire a private tutor if necessary)
- occasionally proctor tests and quizzes (This means making sure that they take these assessments with integrity and NO outside assistance.) and provide supplies from home when needed.

What I expect of Students:

Students will:

- complete the weekly lessons and turn them in on time
- ask questions and participate actively in class—PLEASE contact me if you need help!
- not associate their worth with a letter grade Self-esteem should NOT be tied to letter grades. Studying High School English can be a great experience, tackling a challenge, learning perseverance, and maintaining a great attitude. All of these are terrific benefits regardless of individual letter grades on assignments and assessments. When a strong work ethic is applied, skill level WILL increase.

Grading:

Grades are given to a variety of assessments, tasks, and projects. Do not get upset or feel defeated if you get a poor grade on an assessment. It is important that students do well on tests and independently master the content concepts.

Grades are weighted as follows:

- **40% Papers and Projects (not dropped)**
- **30% Homework*** (Most writing assignments need to be typed and saved as Word documents or pdf's.)
- **20% In-class Work*** (including in-class writing assignments) and Participation
- **10% Quizzes***
- ***lowest grade will be dropped**

EXTRA CREDIT is NOT always offered. Students who do not follow the directions for homework will NOT be given an opportunity for extra credit. EXTRA CREDIT questions may be on tests. EXTRA CREDIT, otherwise, will be additional writing assignments.

How to Get an 'A' in this Class:

- Turn your completed and graded homework in ON TIME!
- Keep a great notebook.
- Study for quizzes and tests.
- Work consistently every day. Do not make it a habit to let your homework pile up or do it all in one day.
- Get help when you need it.

Absences:

The TRA Policy is to give students one extra class period to turn in work due to an EXCUSED absence. If you should need more time to get caught up, it is up to the parent to contact the teacher and work out additional due dates.

Assignments that are 2 weeks past the original due date are given zeros.

Unexcused absences include, but are not limited to: sleeping in and not contacting the school in advance in writing for a planned absence. (There is a Planned Absence Form that MUST be filled out in advance.) **You can lose your seat in the class if you miss more than 4 classes.**

Cheating/Plagiarism is grounds for dismissal from the class and/or school. Students are not to receive any outside assistance during a test.

High School English I/II (9-10) Course Overview

Course: English I (9-10) Week-by-Week *			
Semester I		Semester II	
1	<u>The Short Story</u> and Henry James	19	Review of Introduction to the Research Paper: Chapters 1-2; <u>Poetry</u> : Longfellow
2	Crane; The Narrative Essay	20	Robinson; Research Paper: Chapter 3
3	Anderson; The Narrative Essay	21	Crane; Research Paper: Chapters 4-5
4	Thurber and Hawthorne	22	Frost; Research Paper: Chapter 6
5	Horgan; The Narrative Essay	23	Williams; Research Paper: Chapter 7
6	Poe and Twain	24	Ransom; Research Paper: Chapter 8
7	Melville; The Narrative Essay	25	Auden; Research Paper: Chapter 9
8	Freeman; The Narrative Essay	26	Research Paper
9	Review and Assessment and/or Project; The Narrative Essay	27	<u>Research Paper Culmination</u>
10	<u>The Novel</u> and <i>The Red Badge of Courage</i>	28	<i>The Pearl</i>
11	<i>The Red Badge of Courage</i> ; The Descriptive Essay	29	<i>The Pearl</i>
12	<i>The Red Badge of Courage</i> ; The Descriptive Essay	30	<i>The Pearl</i> Emerson; The Narrative Essay
13	TBD book	31	Emerson; The Narrative Essay
14	The Expository Essay	32	Dickinson; The Descriptive Essay
15	The Expository Essay	33	Dickinson; The Descriptive Essay
16	Introduction to the Research Paper: Chapter 1	34	Cummings; The Expository Essay
17	Research Paper: Chapter 2	35	Cummings; The Expository Essay
18	Review and Assessment and/or Project	36	Review and Assessment and/or Project

** Please be advised; These plans are a guideline and may be altered throughout the year; Circumstances such as hurricanes or other events may require that this schedule be modified and/or updated.*

Honors Options: Students may take English I and II at the Honors Level as follows:

- Being tested at all Assessments with the Honors Tests
- They will write a lengthier, superior-level research paper, fulfilling all the necessary requirements.
- Doing outstanding, consistent work on all Homework and Assignments—following directions.
- Turning in assignments on time (*Students who are chronically late cannot get an honors credit.*)