

## English 1

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Welcome Scholars! This syllabus will give you a general overview of the course and will introduce you to the content as well as the expectations.

### Course Description:

Students will understand the basics of the high school English curriculum. You will participate in a study of the principles of grammar through Daily Oral Language activities, as well as an in-depth study of particular elements of grammar. Students will also learn the writing process, how to form a paragraph, and various essay structures. In addition, students will study many forms of literature, including the short story, the memoir, the drama, and the novel. In the context of these works of literature, students will understand essential literary elements and acquire an expanded vocabulary.

Throughout the year, you will practice, practice, practice writing, reading, and academic/intellectual conversations.

**Be ready: you will be expected to talk to other people and do presentations. Active discussion/participation is integral to your success in this course.**

### Class Expectations:

**RESPECT** is our primary expectation. Treat yourself and others with respect at all times. **RESPECT** the learning environment by focusing on the learning process and eliminating distractions and disruptive behaviors at all times.

I expect all students to **IMPROVE** their personal/social skills as well as their English skills. This is our #1 goal. I expect each student to do their best work consistently. **You are at MEHS to LEARN**, and to get the most out of your English class, you must participate in everything all the time. Students will hear me say, "Everyone participates in everything ALL the time." The adage, "Practice makes perfect," applies to reading and writing, too. As a result, I will know that students are making the most of their instructional time. You will produce 4x as much as I am going to grade. Again, I expect you to do your best work, and that means something slightly different for each student.

I expect all of my students to make an effort and try their best. I **believe that it is okay where you are, but NOT okay to stay there.** Learning is a process and it takes time. You may not be there YET, but you will be if you consistently do your best work. I expect you to grow and change as learners.

Finally, while I do expect your best work, I also expect your work to be completed **ON TIME.** Adults are expected to meet deadlines, and as young adults, I expect you to meet deadlines, too. You will be assigned in classwork as well as homework. We work individually, collectively, in small groups, in larger groups; we work together to enrich learning. Expect to become a skilled reader and writer by the end of the year.

### **Policies:**

Students will follow the MEHS Handbook. A reminder: no cell phones, no gum, no food, no hats. We utilize every second of class time, so arrive on time and be ready to work and learn. In the rare event a problem arises that interferes with learning and instruction, it will result in the following potential consequences: conference with me, conference with Ms. Bacha (the principal), conference with parents, or office referral, depending upon the circumstances.

### **Work Ethic:**

**All work must be turned in on time and done to the best of your ability.** Unexcused late work (assignments and projects) will drop 10 percentage points for each day late. You will be given a late slip and the slip must be turned in with the late assignment.

If you know your work will be late, talk to me *before* the due date. You will be assigned tutorials if your work is below standard.

### **Travel Responsibility:**

If you are involved in extracurricular activities that involve travel, you are still responsible for all work. With few exceptions, your work needs to be turned in on its due date or before you travel. If you know your work will be late, talk to me *before* the due date.

Throughout the year, you will practice, practice, practice writing, reading, listening, and speaking. Here are some potential learning opportunities:

#### I. **Writing:**

- The writing process (brainstorming, web diagram, shaping sheet, rough draft, editing, final)
- Paragraph, essay, and research paper structure
- Journal writing – reflection and reaction
- Responding to current events and literature
- Close reading
- Research projects
- Various types of essays: descriptive, observation, personal/expressive, expository, narrative, autobiography, biography, informative, persuasive, compare/contrast
- Book projects – read independently - a different approach to the standard book report

## II. Reading:

- Various types of articles for Close Reading
- SSR (Silent Sustained Reading)
- Literature – fiction, non-fiction, poetry, selections from text: Collections
- Book projects- a different approach to the standard book report

Potential novels may include the following: *Of Mice & Men*, *House of the Scorpion*, *The Hate You Give*, *White Fang*, *Call of the Wild*

## III. Speaking and Listening Other Important Skills:

Daily Oral Language (DOL)	Weekly grammar lessons
Oral presentations (formal and informal)	
Formal written assessments will be typed	
Research using the Internet and EBSCO Database	
Library book check out	Library Research
Weekly vocabulary lessons and tests	

## IV. Homework/Dormwork:

Reading	Vocabulary Development
Writing assignments	Grammar exercises
Reading – close reading	Research

## V. Assessments:

Each assignment will assess one standard. We will have larger projects measuring multiple standards. Occasional tests and quizzes will occur; they measure both

single and multiple standards. Rubrics are utilized for projects. **Verbal participation in class discussions is required, resulting in 20% of your overall grade for the course.** Follow the participation rubric. Note that points will be deducted for off topic or side conversations. Oral presentations will be a separate standards grade.

#### VI. Grading:

Progress reports will show snapshots of student accomplishments up to the date of the report. Students should continue to master the skills taught in class until the final day of the semester. **YOUR GROWTH IS MORE IMPORTANT THAN THE GRADE!** Remember that.

Assignments & Projects: 4- A - Above + Beyond, Excellent; 3-B - Meets Standard; 2-C - Fair, Needs Work; 1-NC - Needs Much Work

#### VII. Supplies:

Pencils and dark-colored pens  
Loose-leaf paper – lots and lots!  
One 3-ring binder or folder

#### Remember:

**\*Respect is the #1 expectation.**

**\*Turn in all assignments ON TIME!**

**\*Everyone participates in everything all the time.**

**\*Come to class with a positive attitude!**

**\*Do your best work! *Aim for Excellence!***

**\*It is okay where you are but not okay to stay there. Learn, grow, achieve.**

**\*Our # 1 goal – Everyone Improves!**

**\*You are here to learn.**

I have read and understood the class requirements:

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(Student signature)

(Date)

**RESPONSIBILITY**

**RESPECT**

**COLLABORATION**