

## English 11 - Course Syllabus

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### Mission Statement

To provide the opportunity and encouragement for each student to become a caring, productive, and successful member of the global community.

### Course Description

This course is designed to assist students in strengthening and further defining their skills in the practical applications of writing and reading. This course also focuses on the writing process, the study and analysis of literature, vocabulary development, and grammatical application skills.

### Books

The following books will be read during the course of the class:

- Night by Elie Wiesel (first semester)
- The Things They Carried by Tim O'Brien (second semester)
- Book(s) of your choice for SSR (Silent Sustained Reading)
- A variety of works by William Shakespeare

\*The Things They Carried was used in conjunction with The Big Read a few years ago, and we are continuing to use it as a junior level novel. The story is a fictional memoir that takes place during the Vietnam War. The book contains some strong language and graphic scenes of war. We believe that juniors are mature enough to handle the adult nature of the book. However, if you or your parent believes this may not be suitable, we have an alternative novel for you to read. We also encourage parents to read the novel prior to us reading it as a class (May 2017).

### Materials needed

- 2, 1-subject notebooks
- 3-ring binder
- Dividers
- 1 page protector
- Pencils
- Pens
- Highlighter

### Binder

Students will need to keep a binder of all of their work completed during each semester. There should be tabs in the binder labeled for each unit first semester: Reading

Community, Memoir Analysis, Literary Analysis, and SAT. There will also be journal prompts on various topics that may include persuasive writing, books we are studying as a class, or in conjunction with the SSR book. If a student misses a journal prompt due to an absence, then it is their responsibility to find out what the prompt was and complete that writing by the journal collection date.

### **Projects**

Throughout the year we will be working on various projects. For most projects students will be given time in-class to complete the project and will be expected to also work at home. Some of the projects include:

- **Information Gathering research project**
- **Career Project**
- **SSR Project (Multiple)**

### **Writing**

Within this course, students will write multiple essays including narrative, informative, argumentative, and literary analysis. We will spend a great deal of time analyzing, improving, and sharing student writing. This is a collaborative classroom and students are required to have multiple drafts of their writing.

### **Absences - Excused ONLY**

If you are absent, then you will receive the number of days you were absent to make up the work you missed. For example, if you are absent on a Tuesday, the work will be due when you arrive in class on Thursday. Assignments completed during each day will be posted on the whiteboard in the classroom. When you are absent, you need to check the whiteboard, the blue absent bin, and *then* come to me if you need any clarification or help.

### **Turnitin.com and Google Drive**

We will use various tools throughout this course that incorporate technology. Students will be required to turn in all of their final papers in print format and on turnitin.com. The email address the school has provided will be their login. We will also utilize Google Drive in this course.

### **Remind and Twitter**

In this class, you have the option to receive text message reminders at various times throughout the semester through a resource called Remind (formerly Remind101). This app lets me send you a text. I do not have access to your phone number and you do not have access to my phone number when I use this app. For example, in previous years I have used Remind to remind students about tests, bringing a book to class, or specific homework reminders. It is up to you whether you would like to receive these text messages and you can opt out of them at any time. Find the hour you have my class below and text the number you see the @message following it.

1st- 81010 @gatsby1

3rd - 81010 @gatsby3

4th - 81010 @gatsby4  
5th - 81010 @gatsby5  
6th - 81010 @gatsby6  
7th - 81010 @gatsby7

For all of my classes, I also have a Twitter page where I post similar items as Remind. You are welcome to follow my school Twitter: @Ms\_Tabone

### **Extra Help**

I understand that being a high school student can be stressful and I will do my best to help you succeed. I have very high expectations for all of my students. If you feel confused on a topic and would like extra help after school, then please let me know. I am here to help you and I would be happy to talk with you about your concerns. You can talk to me in person or if you are more comfortable, you can email me.

### **Grading Scale: 4-Point Grading Scale Explanation**

#### **Rationale:**

At Hartland High School we are attempting to bring more consistency and accuracy to the academic marks that we provide for students. In addition, many conversations are taking place about homework, extra credit, late work, and a variety of other grading policies. This year, many teachers are engaging in a simple and easy to understand grading and reporting scale (the 4-point scale) which is consistent with GPA scales and what colleges use.

#### **How it Works:**

In class, student's will be graded on the following scale:

In the MiSTAR Teacher Gradebook, you will notice that all grades in the gradebook are represented by a number above. These numbers represent the grade that the student received on the assignment. If a student received a B+ on a paper, the gradebook will show a 3.3 for the mark.

#### **Conclusion:**

This standardized scale will help bring much-needed consistency and clarity to the marks that students are given in each course and on each assignment. Furthermore, you will be able to directly compare their classroom grades to their overall historic GPA marks. If you have any questions or need clarification, please contact your student's teacher. Stay tuned as HHS will be holding informational grading workshops for parents in the fall and winter.

A = 4.0	B = 3.0	C = 2.0	D = 1.0
A- = 3.7	B- = 2.7	C- = 1.7	D- = 0.7
B+ = 3.3	C+ = 2.3	D+ = 1.3	E = 0.3

*Academic Dishonesty*, which includes all forms of cheating, will not be tolerated. Students caught cheating on homework, quizzes, or tests will receive a zero and a referral. Students will be graded using Formative Assessments (Practice) which includes daily work, homework, pre-test, reviews and warm up activities. This will be 20% of the student's overall grade. The Summative Assessments (Performance Assessments) include projects, essays, class performance and district assessments. This will be 80% of the student's overall grade. Work must be ready to be submitted on the day due.

### **Purpose of Standards-Based Grading**

The purpose of standards-based grading is to improve student achievement by focusing instruction and the alignment of curriculum with the essential standards. It is based on a specific set of standards that students need to meet for each grade/content level. A standards based approach allows parents and students to understand more clearly what is expected of students and how to help them be successful in their educational program.

#### **A standards-based approach:**

- Indicates what students know and are able to do.
- Scores indicate a student's progress toward the attainment of a standard.
- Clearly communicates expectations ahead of time.
- Is based on complex tasks, as opposed to rote memory.
- Emphasizes the more recent evidence of learning.

### **Formative and Summative Assessments**

Summative Assessments: 80% of grade

Formative Assessments: 20% of grade

***If you do not complete all summative assessments, then you cannot receive credit for this course.***

### **Classroom Libraries**

As a building, the English teachers are creating their own classroom libraries. When students are given a choice over which books they are reading in class, they are more enthusiastic about their learning. We are accepting used books for our classroom libraries if you would like to donate books to this endeavor.

## **English 11 – Course Syllabus**

I have read the attached the syllabus and understand what is expected of me in this course. I understand that policies and procedures may change and I will be notified when that happens.

Student Name (print) \_\_\_\_\_

Student Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_

Parent Phone \_\_\_\_\_

Parent Email \_\_\_\_\_

Parent(s): Do you prefer to be contacted by EMAIL or PHONE ?

**English 11**  
**Ms. Tabone**  
**Hartland High School 2016-2017**  
**Movie Policy Permission Slip**

Hartland High School policy requires permission to show PG and PG-13 videos for educational purposes. On occasion, videos and/or video clips will be shown in class to enhance English 11. If you are uncomfortable with your student watching videos, please indicate below.

\_\_\_\_\_ I give permission for my son/daughter to watch PG and PG-13 video/video clips to enhance the curriculum.

\_\_\_\_\_ I DO NOT give permission for my son/daughter to watch PG and PG-13 video/video clips to enhance the curriculum.

Student's name Printed \_\_\_\_\_

Parent Signature \_\_\_\_\_ date \_\_\_\_\_

Phone \_\_\_\_\_

E-Mail Address \_\_\_\_\_