Syllabus and Policies for English 10

**2021-2022 School Year**

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Room Number: 2502 Planning Times: M/W/F 9:55-10:45

T/Th 10:20-11:05

Dear Sophomore and Parents/Guardians,

Welcome back to Veterans High School! I hope you all enjoyed your summer. I’m looking forward to the upcoming year at Veterans High. Please read the following carefully as you will be responsible for all the material in the syllabus.

Relating to Course Description:

This course will provide literacy experiences designed to refine listening, speaking, reading, writing, and viewing skills through the study of different genres. Language is an interactive experience that integrates learning across all content areas. This course curriculum is based upon that principle.

Relating to Course Objectives:

Course objectives correlate with the *Georgia Standards of Excellence (GSE)*: <https://www.georgiastandards.org/Georgia-Standards/Frameworks/ELA-9-10-Grade10-Literature-Composition-Standards.pdf>

Relating to Course Goals:

Upon completing the English 10 Honors course, then, students should be able to:

* Read, write, speak, and listen/view for a variety of purposes;
* Apply effective strategies and techniques in their own writing;
* Demonstrate understanding of the conventions and mechanics;
* Progress effectively through the stages of the writing process;
* Develop vocabulary for vernacular and content;
* Analyze images and text in various modes showing development of critical thinking skills;
* Develop literacy, fluency, and comprehension through in-class and out-of-class readings; and
* Evaluate and incorporate reference documents into researched papers.

Relating to Textbooks:

* Class Notebooks—This is considered a text in the class and is mandatory every day.
* **HMH’s *Into Literature: 10th Grade***
  + This year, each student will have their own textbook to take home and to class with them**. It is expected that students have their books every day in class.**
  + **Should students lose their textbook, they will be financially obligated to replacing the cost of it.**
* At all times, students must have an independent novel or reading material of their choice that is on his/her appropriate Lexile level. There will be times when we engage in literature circles, and different groups will share common novels. When this occurs, it is your responsibility to keep up with the reading and bring the book to class.

Relating to grades:

1. You may always check your grades on Infinite Campus. Please see the counselor’s office if you are having trouble with Infinite Campus. However, since you have access to your grades from the Internet, please do not ask me for your grades during class.
2. YOU are responsible for make-up work after an absence. Tests may be made up before or after school, not during class. Furthermore, if you have been given an extended outline detailing the assignments for several days, you will still be responsible for taking exams or any other assignments that could occur on the day you return to class.
3. You may re-take **TWO** exams per semester (after one hour of tutorial); this must be done within a week of the return of original exam. You may NOT “re-take” an exam that was never taken to replace the zero.
4. Grades will be computed as follows:

Major Assessments 45%

Minor Assessments 20%

Daily Work 15%

Final Exam 20%

1. Late daily work will be accepted up to five days after the assignment has been collected with a 10 point deduction for each day.
2. Plagiarism and cheating will not be tolerated. See handbook for consequences.

Relating to semester exams

8. You will complete a cumulative final exam worth 20% of your grade at the end of this class for each semester. Please see the Student Handbook for exemption policies.

Relating to Tardies and Absences:

1. See your student handbook for tardy policy.
2. If you are absent from this class, you must make sure that your absence is excused through the office before I will allow you to make up work. You have five days to make up work. Please see page 10 in your student handbook for attendance policy.

Relating to Classroom Expectations:

1. Be respectful to all people including yourself, the classroom, and all materials.
2. Be positive in attitude and language. Attitude can get you far in life; it’s your choice which way you want it to take you.
3. Be responsible with your work and for your work.

Relating to Assignments:

1. **Independent Reading** - This class will always require you to have an independent novel/story/book. I believe that reading is a personal experience and journey, and it is my wish that each student has the flexibility and autonomy to choose what it is they will read. The skills we learn in class will transfer over into your own reading. You will have various assignments to complete with your independent reading throughout the semester, and there will be random book checks to hold you accountable as well. You should have a book with you every time you enter my classroom. We will have visitors bi-weekly to share in something called “Book Talks” during which they will give a review and recommendation of a book.
2. **Writing** – Just as I believe reading is extremely personal, so is writing. This class will also focus heavily on writing, as reading and writing go together. For that reason, each student will be required to have a section of their notebooks for my class as a writing section. More details about how to set up notebooks are to come.
3. **Student-Led Thursdays** – Each student will sign up for an individual Thursday, on which they will lead the class in discussion for the first 10 minutes. These presentations/discussions may vary based on what the student decides to present or how they decide to present (see attachment for details).

**Students must send me their plan at least a week in advance.**

**\*See below for instructions/rubric and signature sheet\***

Relating to Material:

Please make sure that you have the following “must haves” when you come to class. Also, I am always in need of extra supplies, so that learning never has to be stop when materials run out. I use what funds I can to stock up on materials at the beginning of the year, but that always runs out quickly. If this is something you are interested in, see the below “wish list” for materials that you or your parents could donate to our classroom.

***\*To become better readers, we must want to read. To want to read, we need choice! If you or your parents are interested in donating titles to our class library or our class Lit Circle Library, please see me. Making books accessible to students is half the battle!***

**MUST HAVES:**  **WISH LIST**:

* 1 ½ inch three ring binder (or larger) Binders
* Index cards Sticky Notes
* Sticky notes\*\* Highlighters
* Highlighter(s) Notebook and/or copy paper
* Writing utensils including Index cards

#2 pencils and a blue/black pen Pens/Pencils

* Flash Drive\*\* Color Markers/chart paper markers
* Dividers Crayons/Color pencils
* Paper

It is strongly suggested that you have some device (e.g., a flash drive) on which to save material from the computer. Computer/printer problems are not acceptable excuses for late work. PLEASE SAVE YOUR WORK IN MULTIPLE PLACES!!!! **See websites such as Office365 and Google Classrooms for storage capability and resources.**

**Google Classroom:**

*To encourage blended learning, online assignments will be posted through Google Classroom. Students should be familiar with how to navigate the online platform, communicate with their teacher, and submit assignments on time. If there are technology limitations, please notify the teacher.*

I am very much looking forward to this school year!

**Laura T. Stimus**

**English Teacher**

**Veterans High School**

**L. Stimus**

**10\*H Lit/Comp**

**Student-Led Thursday Assignment**

During this class we will be exploring different ideas about society, humanity, morality, technology, and much more, as it relates to art and literature. You will be responsible for bringing one of the following to class *on the day for which you sign up.* The information or ideas you choose to present, no matter the medium you choose, should spark meaningful discussion as well as be relevant to topics/themes we are discussing in class.

You may choose from the following mediums:

* Informational article
* Non-fiction article
* Short video
* Song (with song lyrics)
* Painting/photograph
* Passage from a literary work
* Quote (with depth and relevancy)
* Poem
* Something that you have in mind and get approved by me ahead of time

Should you choose a video/article/passage, please keep in mind that we will have about 10 minutes maximum of class time to devote to this. You may choose to show a clip, select a passage from an article, etc. in order to keep conversation focused and within the time parameters. If your article/video, etc. is rather short, then that is fine.

* **YOU ARE RESPONSIBLE FOR CHECKING WITH ME ABOUT TWO WEEKS PRIOR TO YOUR PRESENTATION DATE TO SEE WHAT WE WILL BE STUDYING DURING YOUR SCHEDULED PRESENTATION.** 
  + **You can do this during class, as it is just a quick question/answer.**
* **YOU MUST SEND ME YOUR PLAN AT LEAST A WEEK IN ADVANCE OF YOUR PRESENTATION DUE DATE.** 
  + **This does NOT mean that you email me to say you have no idea what to do; I am not doing your work for you. This is to help make sure you are prepared for your assignment which results in a test grade. Therefore, be ready to give some suggestions and ask for my feedback.**
* **SHOULD YOU FAIL TO SEND ME YOUR PLAN, YOU WILL FAIL THE ASSIGNMENT.** 
  + **Since you will be signing up for your day well in advance, there will be no problem scheduling an appointment with me.**

\*NOTE\*

All things should be appropriate for school and be in accordance with the handbook. Should you fail to meet that guideline you will receive a zero as a major assignment grade which counts for 45% of your grade.

Keep the following in mind:

* How it relates to the current curriculum we are studying in our class
* How it relates to past articles/discussions from our class
* How it relates to current events in our society (local, national, or global)
* What type of discussion you plan for your topic/medium to spark in class

Grading Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Proficient  **5 points** | Meets the Standard  **4 points** | Needs Improvement  **3 point** | Does Not Meet  the Standard  **2 Points** |
| Topic Relativity | The topic chosen by the student connects with themes, symbols, discussions, etc. that have been discussed in our class and shows a deep understanding of the concepts. | The topic chosen by the student connects with themes, symbols, discussions, etc. that have been discussed in our class. | The topic chosen by the student does not relate to the topics we have discussed in class, but the student has presented one of the approved mediums to engage the class in discussion of some sort. | The student has either presented an inappropriate discussion/medium, OR has not presented one at all on the date he/she has signed up for. |
| Planning | It is evident that the student has chosen the medium and topic with careful thought, as well as planned discussion questions to spark deep conversation. | It is evident that the student has chosen the medium and topic with careful thought, as well as planned discussion questions. | The student has chosen the medium and topic with little thought of how it might spark relative conversation. | The student has either presented an inappropriate discussion/medium, OR has not presented one at all on the date he/she has signed up for, AS WELL AS there has been no evidence of preparing to lead the class in discussion. |
| Preparedness | It is evident that the student has prepared the needed materials and discussion points, as well as has a clear plan to lead the class discussion. | It is evident that the student has prepared the needed materials and discussion points. | It is evident that the student has prepared materials, but does not know what to say in relation to their material. | The student has either presented an inappropriate discussion/medium, OR has not presented one at all on the date he/she has signed up for. |
| Depth of Conversation | The student engages the class with a certain depth of understanding or questioning guided by connections to other literature, art, or life, and provides their own insight on the matter at some point during the discussion. | The student engages the class with a certain depth of understanding or questioning guided by connections to other literature, art, or life. | The student presents information to the group with little insight on which to start the discussion. | The student presents information to the group with no insight on which to start the discussion. |

Syllabus and Policies for English 10 Honors

**Student Print Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class Period:\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Syllabus Contract**

***I have read and understand all of the policies and requirements listed on the student’s syllabus.***

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Student Signature

X \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature

**Parent/Guardian Information**:

Parent/Guardian Print Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Best Contact #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Best time to reach you at this #:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Email Communication**

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

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

**Student Led Thursday Contact**

Student Led Thursday is an opportunity for students to lead the first 10 minutes of class one day out of the school year. Each student will be responsible for signing up for, and remembering, his/her Thursday. Students will sign up within the first two weeks of the school year and the sign-up sheets will be posted on my website (laurastimus.weebly.com) as well as the class Edmodo page. Please see the above attachment with instructions and the rubric for more specific information. I take this time seriously in that I am allowing students to lead relevant learning and discussion that is vital to our class. Therefore, I expect each student to be completely prepared to present their best information/ideas during their time. This course is a year-long course, therefore, each student will only go once a year, not once a semester. What they present will be contingent upon what we’re studying in class at that time.

***By signing below, you and your child are acknowledging that this assignment is the student’s responsibility, along with your understanding that the assignment is a test grade. You are also agreeing that the student should take it upon him/herself to meet with me before the presentation, per the instructions, in order to receive a grade.***

This assignment has the potential to be a powerful moment, not only for our class, but for the individual student who must take ownership of his/her learning, and practice autonomy in interest in order to lead the class in meaningful discussion. I so look forward to learning from these discussions!

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

Parent Printed Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Student Printed Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Class Library and Book Club Contract**

**Reading is a central focus in my classroom. Reading is a skill. The only way to get better at reading is to read—this holds true for excellent readers as well as reluctant readers. My goal is for you to read one million words this semester. For the average student, two million words a year translates to forty minutes of reading every day. I will do my best to motivate your student to read academically as well as for fun. Some of the reading will be assigned, but your student will have opportunities to select his or her own books to be read in literature circles and independently.**

**To help your student reach the one-million-word goal, I have worked hard to develop my own classroom library. This library is available to any student who wants to choose a book to be read recreationally. Furthermore, students have access to the literacy center that hosts a plethora of titles for use in literature circles. Research shows that availability of books is a major motivating factor in getting teens to read. Students who are surrounded by books at school and at home read more. Students who read more, read better. I have found that having my own classroom library has dramatically increased the amount of reading my students do.**

**I want you to know I am sensitive to having appropriate reading material in my classroom library and in the literacy center. That said, what is considered “appropriate” may vary from one parent to another. Some parents do not mind their child reading Stephen King; other parents object to the horror genre. Please be aware that the selections in my classroom library and in the literacy center, just like any other public library or school library, range from elementary-level to university-level reading material. As a parent, I ask you to remain aware throughout the year of the books your student has chosen to read and assist in gauging appropriateness.**

***Rest assured the books in my classroom library and literacy center are never assigned. They are checked out on a voluntary basis only.* Some students use my library often; others find books elsewhere. *Any student who checks books out of my library is asked to have a parent or guardian sign below indicating that this classroom library section has been read and is understood. By giving permission to use my classroom library and the literacy center, also know that you are agreeing pay for any lost or damaged novel. The replacement fee is $5 per title.***

**Let’s get reading!**

**\_\_\_\_\_ Yes, I have read this section, and my child has permission to use to classroom library and/or VHS literacy center library.**

**\_\_\_\_\_ No, I would prefer that my child not have access the classroom library and/or VHS literacy center library.**

**Parent/Guardian Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**