

English

Instructor - Mr. Ward
School Year – 2021-2022

School – 308-324-4691
tom.ward@lexschools.org

Goals - For students to develop a greater understanding and appreciation of reading, writing, and speaking as a means to communicate thoughts and ideas effectively.

Objective - Students will read a variety of poems, short stories and novels, write comparatively, informatively, technically, and creatively, and conduct forms of research.

Content - The class will read from anthologies and novels, plus examine other art forms to investigate form, meaning, and interpretation - in other words, to see how artists and authors communicate their meaning. From these, papers will be written to investigate different areas of style, form and content. The class will develop *Write Tools* strategies to their writing and research. Class discussions will accompany each activity and writing steps will be practiced and implemented.

Grading – Grades will be given for minor and major assessments of grammar, literature, and writing. Semester Tests will account for 10% of each semester grade. Each quarter will represent 45% of the semester grade.

(Quarter 1 (45%) + Quarter 2 (45%) + Semester Final (10%) = Semester 1 Grade)

(Quarter 3 (45%) + Quarter 4 (45%) + Semester Final (10%) = Semester 2 Grade)

Grades are divided into two categories – Minor and Major Assessments. Each will have a value of 50%.

Minor Assessments will be the quizzes, homework, and small assignments that are to prepare for the Major Assessments

Major Assessments will be formal papers, extended projects, tests over units of material and novels.

When a student is absent, it is up to the student to find out what work needs to be made up. Students have 2 days within which to turn in the work (there is an extra day for each additional day absent – Ex. 1 day absent = 2 makeup days; 2 days absent = 3 makeup days). Check Student Handbook. The student will receive a zero (0) for the assignment until it is made up.

Late Work deadlines - Major assignments will have a fixed due date given at the time it is assigned. If work is not completed on the due date, you can turn it in the next day for 70% of the grade; if turned in by the second day that would be 50% of the grade. After that, the grade is a zero. Late minor assignments may receive partial or no credit depending on the tardiness of the assignment and reason for the tardiness.

Extensions on an assignment will be considered on an individual basis. The main consideration is the amount of work already invested towards the project.

- Homework is typically due the next school day unless otherwise stated.
- Classwork is due at the end of the period unless otherwise indicated. Teacher reserves the right to give unannounced quizzes at any time.
- Tests will be in a variety of forms: multiple choice, short answer, essay, etc.
- Projects will need to be completed in their entirety before being turned in. Incomplete projects will not be accepted.
- All papers/ assignments will be headed with the student's name, date and assignment. Papers will all be typed in 12 point, double space, and one-inch margins, (some may require a cover page).

NoRedInk – Students will use NoRedInk for grammar exercises. There will be two rounds of review lessons followed by a quiz or test. Students are responsible to complete the rounds and prepare for the quiz. Students who need help should ask the teacher for assistance. It is expected that students finish both review lessons.

Students who fail a quiz or test will be assigned an URRT to retake the quiz or test. These can also be assigned upon request. URRTs will only be given to students who have completed at least one review lesson.

QUIZLET – Students will use Quizlet to study vocabulary. Other assignments related to the vocab will be given during the week. Each vocab unit has about six assignments with a follow-up quiz. It is up to the student to keep up with reviewing the terms to be prepared for the quiz. Since there are six days to prepare, students will be given the quiz to do even if they have been absent the day prior.

READING – Students will be given reading assignments in a variety of forms. Students will be expected to do the reading and prepare themselves for any quizzes. Quizzes will usually be given prior to classroom discussion of the reading assignments.

Plagiarism and Cheating – don't do it. Work that is plagiarized will be given a zero. However, the student can redo the assignment with a new topic and due date, on their own time, to receive 70% of the earned grade. (Plagiarism is using someone else's work as your own). This is different from cheating on a test, quiz or assignment, in which case a zero is given.

Materials - Students are to be prepared for class with paper, pen or pencil, any class book assigned and their school issued iPad. Student owned iPads or computers are not allowed. It is recommended that a binder be used to keep material in. Otherwise, a student can use a spiral notebook and have a means of organizing the papers, handouts, notes and daily vocabulary.

*Parents will be notified when students are failing or near failing.

*It is the responsibility of the student to keep up with the work and turn in assignments on time. Problems with finishing on time should be brought to the attention of the teacher before the deadline.

Expectations:

- ✓ Come to class with the right materials for that class.
- ✓ Be in your seat when the tardy bell rings. If you have an assigned seat, that should be the one.
- ✓ Raise your hand if you need to leave your desk to sharpen a pencil or other need. Return directly to your chair. Don't attract attention to yourself.
- ✓ Your feet should be on the floor, not on the furniture, and your hands should be kept to yourself.
- ✓ No locker passes. If you forget something, you suffer the penalty.
- ✓ Be courteous and respectful to others and their opinions.
- ✓ Don't talk when someone else is - wait your turn.

I have the expectation that you can do the work assigned to you. You will be accountable for all assignments based on the expectation that you have prepared yourself. I understand, and I hope you do as well, that this may take some work from you. I can teach and review, but learning the material is up to you. Getting someone else to give you answers isn't the same as learning. It might get you the grade, but you won't have advanced or learned anything useful – just how to lie and be deceitful.

Safety Precautions and Overall Health Concerns

Currently, wearing masks is optional for students. If that changes, students will be expected to comply to the mandates set forth by the school.

Students will have hand sanitizer available in all classrooms.

Students should maintain space around others as much as possible.

Please wash your hands often.

Online Behavior and Expectation

If we end up conducting school online, there are some expectations I have for students.

We will use the Zoom app for online instruction and Google Classroom for sharing materials and assignments. We will follow the school's outline for online instruction.

When students are on Zoom, the expectation is that the student will be in a room free of distraction and background noise.

The student is to be visible in the camera during the time of instruction. Avatars and pictures will not be allowed.

Students will be expected to follow the assignment schedule to receive credit.

Attendance is mandatory to the Zoom meetings. Not attending will result in an absence. If at anytime it appears you are not on the meeting, or have fallen asleep or in some other way disengaged from the online class, you will be marked absent.

Appropriate dress and manners will also be expected.

Remote Learning

Some students may be put on remote learning if they have been exposed to or have contracted COVID.

Students will email the teacher to inform him of being on remote learning.

Students will also keep track with the weekly agenda on Google Classroom of assignments as well as assignments posted on Google Classroom.

It is up to the student to make sure they are keeping up with the work. IF students don't understand what they should do, they should contact the teacher to clarify what they are supposed to be doing.

As an example, if a student on remote learning returns to school on the day of a quiz, test, assignment etc., they will be required to take that assessment the day they return because they should have been keeping up with the work and assignments.

Vocabulary can be studied on Quizlet. Students are expected to complete NoRedInk assignments and on their own and be prepared for quizzes. NRI quizzes can be taken at home.

Submitting Assignments

General Submission Information:

Students should submit assignments through Google Classroom unless otherwise directed. Unreadable files will receive a '0' grade.

SUBMITTING ASSIGNMENTS:

Include the following information in the upper left-hand corner of all submitted papers:

Your name (first and last)

Assignment

Class period

Date

PAPER FORMAT

When you submit written papers, follow these guidelines:

Use Calibri, Times New Roman or similar font

Use 12 point

Always double space

Use one-inch margins

Course Competencies

1. Compose by generating ideas, drafting, and revising

Criteria

Performance will meet expectations when the student:

- 1.1. develops ideas using an identifiable pre-writing strategy
- 1.2. uses critical reading skills to discuss assigned readings
- 1.3. composes writing that contains an introduction, body, and conclusion
- 1.4. organizes supporting points into separate paragraphs to support a thesis
- 1.5. develops points supported by observations and examples
- 1.6. selects appropriate language for audience and purpose
- 1.7. edits drafts based on peer or instructor feedback
- 1.8. composes a final draft that is sufficient length and format

2. Communicate a purpose to an audience

Criteria

Performance will meet expectations when the student:

- 2.1. writes an essay that contains an introduction, a body, and a conclusion
- 2.2. states a clear thesis
- 2.3. develops your thesis statement with supporting details, evidence, and observations in separate paragraphs
- 2.4. organizes assigned essays using an identifiable organizational plan
- 2.5. uses transitional phrases to show logical connections between paragraphs

Learning Objectives

- 2.a. Organize information to fit purpose
- 2.b. Organize information to fit audience
- 2.c. Use language appropriate for the situation

3. Compose paragraphs to express ideas effectively

Criteria

Performance will meet expectations when the student:

- 3.1. composes paragraphs with a clear topic sentence
- 3.2. develops a paragraph's topic sentence with supporting details, evidence, and observations
- 3.3. composes paragraphs using an identifiable method of development, such as chronological order, process, description, or order of importance
- 3.4. composes unified paragraphs that are 5-8 sentences in length
- 3.5. composes paragraphs with a satisfying conclusion or logical transition

Learning Objectives

- 3.a. Write unified paragraphs
- 3.b. Develop the central idea of paragraphs with a variety of types of supporting information
- 3.c. Organize paragraphs utilizing several organizational methods

4. Construct sentences in Standard English

Criteria

Performance will meet expectations when the student:

- 4.1. uses correct words or phrases to express ideas effectively
- 4.2. expresses ideas without clichés or offensive language
- 4.3. writes sentences and paragraphs using consistent pronoun agreement and tense
- 4.4. composes compound sentences with logical coordinating conjunctions or transitional expressions.

Learning Objectives

- 4.a. Compose grammatically correct compositions
- 4.b. Compose mechanically correct compositions
- 4.c. Use correct word usage for situation
- 4.d. Write sentences that express ideas clearly and concisely.
- 4.e. Write sentences utilizing a variety of sentence structures.

5. Write a composition based on a work-related topic

Criteria

Performance will meet expectations when the student:

- 5.1. reads a selection of essays and/or articles regarding a work-related issue or topic
- 5.2. identifies the author's thesis in a work-related essay or article
- 5.3. evaluates the effectiveness of the supporting information of a work-related essay or article
- 5.4. identifies the writing strategies and/or rhetorical techniques in a work-related essay or article
- 5.5. writes a personal reaction paper to a work-related article or essay
- 5.6. supports your own stated opinion about a work-related issue or topic with logical supporting points

Learning Objectives

- 5.a. State key points of a work-related topic or issue
- 5.b. Express a personal opinion regarding the key points of a work-related issue or topic
- 5.c. Apply pre-writing and editing strategies for a variety of formal compositions

6. Utilize technology in the writing process

Criteria

Performance will meet expectations when the student:

- 6.1. uses word processing composition features such as page setup, font, line spacing, and bold to design a variety of work-related compositions
- 6.2. uses an Internet search engine to find information for a course assignment

Learning Objectives

- 6.a. Utilize the variety of word processing features when composing formal compositions
- 6.b. Utilize file management features of word processing and e-mail programs
- 6.c. Use the Internet as a source of information

7. Incorporate information from outside sources

Criteria

Performance will meet expectations when the student:

- 7.1. gathers pertinent information from outside sources, such as publications, web sites, and personal interviews
- 7.2. develops personal opinions with relevant facts, observations, and direct quotes from credible, credited sources
- 7.3. identifies a source of paraphrased information
- 7.4. uses correct format for direct quotes from outside sources
- 7.5. uses correct in-text citation format for the writing situation
- 7.6. prepares a list of works cited

Learning Objectives

- 7.a. Use a variety of research skills to find pertinent topic information
- 7.b. Support individual points with evidence from credible sources
- 7.c. Communicate the difference between personal observations and the observations of others
- 7.d. Demonstrate an understanding of the conventions of source citation

8. Compose a formal essay or informational report using one or more rhetorical methods

Criteria

Performance will meet expectations when the student:

- 8.1. composes a multiple-paragraph essay in which each body paragraph develops a separate supporting point
- 8.2. composes a formal essay that includes an identifiable introduction and conclusion technique

Learning Objectives

- 8.a. Compose a formal academic essay as determined by the situation and purpose
- 8.b. Formulate a thesis statement appropriate for a multiple-paragraph essay
- 8.c. Support thesis statement with personal observations and/or source material
- 8.d. Use appropriate organizational pattern for rhetorical mode of essay
- 8.e. Revise essay based on peer or instructor feedback

9. Incorporate information from outside sources into essay or report

Criteria

Performance will meet expectations when the student:

- 9.1. uses facts, observations, and/or direct quotes from credible sources in your essay or report
- 9.2. includes the required number of cited sources based on the assignment
- 9.3. gives in-text credit to the source of paraphrased statements and/or information
- 9.4. uses a citation format appropriate to the purpose

Learning Objectives

- 9.a. Gather relevant information on a topic
- 9.b. Evaluate sources of topic information
- 9.c. Support ideas with credible evidence
- 9.d. Demonstrate understanding of conventions of source citation
- 9.e. Use a citation format appropriate to the purpose

How to contact Mr. Ward:

School phone: 308 324-4691

Email address: tom.ward@lexschools.org

****Please send me an email (preferred) or a text using the above information so that I know you have received this syllabus. This will help establish a means of communication between us. Feel free to reply in your native language and I can have someone translate it, if that is easier for you.**

Parent Contact Information

To assist with communication about your child's progress, I ask that you provide the following information. There are two options:

Option 1 – I contact you first – please provide the following information:

Parent Name(s): _____

Student Name: _____

Which is the best way to get in contact with you?

- Text _____ (number)
- Email _____ (email address if different from PowerSchool)
- Phone call _____ (number)
 - Best time range to call _____
- Letter (please include your address if different from what is in PowerSchool)

I will send out a response to confirm the information you shared.

Option 2 – you contact me first

Use the following information to contact me. Please include your name(s) and your child's name.

Email address: tom.ward@lexschools.org

If you wish to talk on the phone or in person, please send a text or email, or call the high school, so we can arrange a time to do so.