



Dorman High School
1050 Cavalier Way
Roebuck, SC 29376
864-582-4DHS

English 10
Fall/Spring Semester 2011-2012
Expectations and Syllabus
Lisa Richie, Instructor

15 August 2011

Dear Parents and Students,

The South Carolina Academic Standards outline what your child should know and be able to do at each grade level. **English 10 Writing/English 10** is a year long course of instruction created to help each student develop the skills and knowledge he/she is supposed to have by the end of the 10th grade. English 10 prepares students for success not only on tests like the South Carolina High School Assessment Program (HSAP), but also for everyday life and the workplace.

Success doesn't come easy – it takes hard work. I expect students to come to class prepared to work hard from bell to bell. I give very little homework; therefore, every classroom minute counts. I make accommodations both in my classroom as well as in my lesson planning to meet the needs of my students. Please let me know if your child has any special needs or medical problems that have not already been addressed with a school administrator or guidance counselor.

The syllabus for **English 10** is tentative and may be adjusted as needed throughout the semester. All units will be multi-genre and include a core text, supplementary novel readings, short stories, poems, informational texts, a research component, and multiple writing assignments. Grades will be posted weekly in Power School.

When students, teachers and parents work together, the possibilities are endless. Please feel free to contact me at 582-4347 (ext. 2132) or richime@spart6.org if you have suggestions, questions, or concerns.

Thank you,
Lisa Riche, NBCT

CLASSROOM PROCEDURES:

- Students will adhere to the school policies set in the student handbook for tardiness, discipline, food, and drink.
- Students should move to their seats before the bell rings and be prepared to begin class when the final bell rings.
- **Bookbags and purses must remain in the floor or desk basket!**
- Students should be prepared for class each day with all appropriate materials.
- If absent, students are expected to request make-up work on the day of their return. *This is the student's responsibility.*
- Make-up work is due one week following the absence.
- If absent on the due date of an assignment, students are asked to either email the assignment to the teacher or to have the assignment ready upon his/her return to school.
- If the student sleeps through class or refuses to complete work (in class or in ISS) the student will not be allowed to make up that work.
- Homework that is reviewed in class will not be accepted late. Other homework assignments will be accepted late at a penalty of -10 points per day late.
- **I contact parents regarding all major assignments that are more than two days late.**
- Be responsible, respectable, and mature at all times.

MATERIALS NEEDED:

- Each student needs:
 - A three-ring binder
 - Notebook paper
 - Blue or black pens/pencils
 - Colored pencils/Highlighters (optional)

GRADING POLICY:

Daily Grades/Homework/Misc. Assignments: 30%

Quizzes: 25%

Tests/Essays/Projects: 35%

Participation: 10%

COURSE OF STUDY:

▪ **Novels**

Students will read at least four teacher-guided novels including:

- *House on Mango Street*, Cisneros
- *Life As We Knew It*, Pfeffer
- *Catching Fire*, Collins
- *What Happened to Cass McBride*, Giles

▪ **Short Stories**

Students will study a wide variety of both classic and contemporary short stories spanning multiple genres, with an emphasis on understanding the authors' craft and intent. A brief sampling of some of the short stories we will cover includes:

- "The Story of an Hour," Chopin
- "Harrison Bergeron" by Vonnegut
- "The Possibility of Evil," by Jackson
- "Everyday Use," by Walker
- "The Doll's House," by Mansfield

Keep this page in the front of your notebook.

▪ **Poetry**

Students will study a variety of both contemporary and classic poetry woven into each novel unit. The poetry will support the novel and provide HSAP study of figurative language, voice, style, author's purpose, and compare/contrast constructed response writing opportunities. Poets will include, but are not limited to, Robert Hayden, Billy Collins, T. S. Eliot, William Carlos Williams, Edna St. Vincent Millay, E. E. Cummings, Stephen Crane, and Poe.

▪ **Nonfiction**

Students will examine author's purpose, persuasive techniques, use of rhetorical devices, and argument through a variety of literary nonfiction including: *Doing Nothing is Something*, by Anna Quindlen, a memoir from *Night* by Elie Wiesel, and *Montgomery Boycott*, by Coretta Scott King.

▪ **Informational Text**

Each week we will read numerous examples of informational texts including: newspapers, magazine articles, *New York Times Article for Use in the Classroom*, *Upfront* (New York Times Magazine) mass media, advertisements, on-line research, essays, and periodicals.

▪ **Research Projects**

There will be a research component each nine-weeks. Students will have ample time in the media center to complete each project.

▪ **HSAP Focus**

Each lesson focuses on specific HSAP standards. Students will review and practice reading and writing skills in context with the lesson of the day. These will include, but are not limited to:

- Constructed responses to text
- Extended responses to prompts
- Cold reads
- Text annotation
- Vocabulary development
- Guided practice of reading skills

Multimedia works will be studied throughout the units. These works will include films and television pieces, graphic novels, music, and art.

My e-mail address is richimc@spart6.org.

You can reach me by phone at 582-4347, ext. 2132

Keep this page in the front of your notebook.

Student's Name _____

We have read the parent/student letter for *English 10*, and we understand the rules and expectations of this course.

Parent/Guardian Signature

Student Signature

Email address: _____

Home phone: _____

Cell phone: _____

*Students should keep the syllabus in the front of their notebooks. Please return only this page once it has been signed by both parties.

We need your help.

- **Magazines** – During the course of the year, I will be working diligently to provide the class with an engaging set of nonfiction material. I have ordered several magazine subscriptions but we would LOVE to have your magazines when you are finished reading them. Why not recycle in a way that will help promote literacy in our classroom? I know the students would be very appreciative!

Keep this page in the front of your notebook.