

Language Arts 10

2014-2015

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Class Website: amesenglish10.weebly.com

Course Overview

Tenth grade language arts is a reading and writing intensive course designed to develop effective critical thinking and writing strategies necessary for success in high school, college, and life. This course emphasizes the study of argument through literary and information readings and process driven writing. We are constantly working towards mastery of skills and concepts that are aligned with the common core standards.

Learning Outcomes

- Students will effectively write arguments that are supported with evidence.
- Students will demonstrate application of critical reading strategies.
- Students will skillfully engage in literary analysis.
- Students will work collaboratively with peers in discussions, projects, and assignments in order to further understanding.
- Students will think critically.
- Students will edit writing. This includes revising and editing your own work as well as the work of peers.

Grading Policies

Your grade will be based on the following:

- Participation in class/Completion of assigned daily reading (30%)
- Daily Journals (10%)
- Assessments (35%)
- Assignments/Projects/Presentations (25%)

Participation / Daily reading

Students receive points daily based on level of classroom engagement. These points comprise a significant portion of a student's total grade; **they amount to 30% of the final grade each term.** A student must do the following to receive full points for a class period: be on time, bring a book to class (this should be a book that students are reading in addition to assigned class work), participate in activities, do the daily reading assignment, and complete the journal.

- Students who come to class late lose a third of that day's points. Students are expected to be in their seats and ready to work when the bell rings. If students are not seated and ready to work they will receive a tardy and forfeit points.

- Students are expected to bring an outside book with them to class every day. This should preferably be a book off of the class college book list, but it needs to be a book that students are reading outside of class. Students are expected to bring the same book until they finish it or decide to read something else. It is unacceptable to bring a different book every day. Students who fail to bring a book will lose a third of that day's points.
- Students will have an assigned amount of reading to complete for each class period. The reading will be around 20 pages of the text we are currently studying. Students will be given about 20-25 minutes of class time to do the assigned reading. If a student needs more time it is their responsibility to complete the assignment outside of class. I strongly encourage students when possible to buy their own copies of the books we study. Students who choose not to do the daily reading will lose a third of that day's points. It is crucial that students find a way to stay caught up with the reading. This might mean coming in before school, after school, or during lunch.
- Students are expected to actively engage with and be part of classroom discussions, projects, and assignments. Students receive points for being activate participants.
- If a student has an excused absence, one that has been cleared by the office, they can make up the points they missed. Students have one week to come to my room before school, after school, or during lunch to make up these points.

Daily Journals

Every class period begins with a prompt on the board. The purpose of the journals is to allow for writing practice every day. **Points for journals account for 10% of the final grade each term.**

- I grade journals once at mid-terms and once at the end of the term. Each entry is worth five points. So long as a student writes at least half a page on the topic assigned, the student gets full credit (assuming the journal was turned in on time).
- If a student misses a class period, he or she is expected to make up the journal entry. The prompts are listed on my website.

Assessments

This category includes writing assignments and other formal evaluations of student performance and comprehension. Students will write daily in class, but that writing does not fall under this category. This category includes formal essays and end of book analysis. Many of these assignments will be timed, in-class essays. At least once a term students will have an extended amount of time to develop a more substantial essay. **Writing assignments account for 35% of a student's final grade.** To do well on writing assignments students need to do the following:

- Pay attention to the rubric. For each assignment students will be given a rubric that will specify exactly how the paper will be scored.
- Do assigned reading and mini writes. Keeping pace with assigned reading and engaging in class activities is the best way to prepare for essays.

- Get additional help. I will provide each student feedback about each paper, but our time together in class is limited. Students need to be ready to seek additional help when needed. I am almost always available up to an hour before and after school. Writing Lab is also available (see available times on website).
- Students need to be in class on the day of an in class essay. Only students with emergency situations or those who have made prior arrangements with me will be allowed to make up an in class essay. The dates for these essays are posted at the start of each term. Emergency situations include family deaths, serious illnesses, or injuries. I expect you to be in class on these days.
- Plagiarism will not be tolerated. This policy includes copying work, cutting and pasting, and claiming others' thoughts to be your own. Any paper guilty of plagiarism will be given a zero with no opportunity for redo.

Because our mission here at AMES is to prepare our students for success at post-secondary educational and career pursuits, it is important that students leave AMES with improved and solid writing skills. Critical essays and research papers are the central writing assessments used in English 10.

In order to make sure that students are able to improve individual writing skills, the following policy is required for final drafts of critical essays and research papers:

- Students who receive a score of 4 on any critical essay or research paper will be required to come to at least one session of Writing Lab in order to receive tutoring on the areas that individual student scored low on the initial assessment.
 - Note this policy is supported by the AMES administration
- After a student has received the individual feedback and tutoring on problem areas in his or her writing at Writing Lab, they will need to get their final draft signed off by the teacher in order to receive credit for the final draft.
- **If a student who scores below the minimum score on his or her critical essay or research paper does not attend Writing Lab, he or she will not receive any credit for the final draft.**

Writing Lab hours are posted on the class website. If a student is unable to attend Writing Lab during the hours posted, it is the student's responsibility to make arrangements with the teacher to meet and receive tutoring.

Assignments/Projects/ Presentations

Each day in class we will do a variety of assignments. **These assignments, projects, and presentations account for 25% of a student's final grade.** Homework is included in this category.

Course Readings

Students will have access to a class copy of the texts we study. I encourage students if possible to have their own copies of these texts as it allows them to more actively engage in the reading process and annotate the work. At times our class readings will deal with mature themes and content. Students may request an alternate text if the assigned reading makes them uncomfortable. Please contact me early in the unit if this is the case. Other short stories, nonfiction articles, and video clips will be used to supplement these major texts.

Below is a list of texts we will be studying.

- *The House on Mango Street* (Sandra Cisneros)
- *A Long Way Gone* (Ishmael Beah)
- *A Thousand Splendid Suns* (Khaled Hosseini)
- *Night* (Elie Wiesel)
- *Macbeth* (William Shakespeare)
- *My Name is Asher Lev* (Chaim Potok)
- *The Alchemist* (Paulo Coelho)

Grade Scale

92%-100% A
90%-91% A-
88%-89% B+
82%-87% B
80%-81% B-
78%-79% C+
72%-77% C
70%-71% C-
68%-69% D+
62%-67% D
60%-61% D-
0%-59% F

Homework

Although we will try and accomplish as much as possible in class, students will often have homework. Students will be given time and are expected to work on large writing assignments during class. This affords me the opportunity to monitor progress and helps to avoid plagiarism. However, students may find they need additional time outside of class to complete work. Any assignment not finished during class time becomes homework. **Homework is to be turned into the class basket before class begins on the day it is due unless otherwise specified.**

Late Work

This class focuses on helping students on their path to college and career readiness. Due dates and deadlines are vital in post-secondary pursuits. The late work policy for this class reflects this truth. **All work must be turned in when it is collected in class in order to receive full credit.** Work turned in after the assignment is due loses 10% if it is turned in within 24 hours of when it was collected. It loses 20% if it is turned in within a week of its due date. Any assignment turned in more than a week after its due date can earn a maximum of 60% of full credit.

Students need to hand late work in straight to Mr. Bigelow. Do not place it in the class basket, on my desk, or in my room and expect that I will find it.

So much of work in English class involves a process—writing essays, creating projects, and reading stories all require several steps before reaching the final product. Falling behind on initial tasks causes future steps to pile up and become stressful.

As we know, sometimes life happens and there are extenuating circumstances which prevent a student from turning in an assignment on time. Please work with me during these instances. *Hint: I will be more likely to be sympathetic to these circumstances when (if possible) they are explained **before** a due date.* It is not acceptable for a student to ask for an extension on the day an assignment is due.

Make-Up Work

If a student has an excused absence, he or she has one week to turn in make-up work (assignments that were covered in class on the day of absence) for full credit. However, if an assignment was due on the day a student was absent, that assignment is due the day that the student returns to class.

Remember, **an excused absence does not excuse you from the work.**

Behavior Expectations & Classroom Conduct

On-time Attendance and Class Participation

Students are expected to attend class each day and be on time and ready to learn. Class begins with a starter and students should be in their seats and ready to work when the bell rings.

Students should also be fully engaged in all class activities.

Electronic Devices & Other “Nuisance Items

Items that distract from learning are not allowed in class. As per school policy, any electronic devices (cell phones, MP3 players, iPods, hand held games, student laptop computers, etc.) will be confiscated and given to the office.



**Please Return this Portion
(ENGLISH 10)**

Keep the previous pages in your folder for reference.

Please sign and return this last page to Mr. Bigelow by _____

This assignment is worth 10 points

Disclosure Statement

I have read the open disclosure statement for English 10.

Student Name (please print): _____

Student Signature: _____

Parent/Guardian Name (please print): _____

Parent/Guardian Signature: _____

Parent Contact Information:

Telephone _____

E-mail (make sure you provide email and not your student's address)

Does your student have access to a computer and internet at home? Please Circle One

Yes No

Do you have any questions or concerns? _____

Student Statement of Authenticity:

I hereby certify that the writing I will do for this class represents my own work, that no one has written it for me, that I have not copied the work of another person, and that all sources that I use will be properly and clearly marked and documented.

I further certify that if I use the ideas, words, or passages of an outside source, I will quote those words or paraphrase them and provide clear and appropriate documentation of the source of that material, both what I quote and what I paraphrase.

I also read the definition of plagiarizing as printed below, and I understand that definition and its consequences.

TO PLAGIARIZE:

“To take (ideas, writings, etc.) from (another) and pass them off as one’s own”

from Webster’s New World Dictionary and Thesaurus New York: Simon & Schuster, 1996, page 470.

I understand that PLAGIARISM is a serious offense and that the penalty for plagiarism will be a zero for the paper/assignment without the chance of a redo.

I further understand that repeated offenses may result in failure for the entire course for that term.

Student’s Signature

Date