



Mr. Boesch's English I Course Syllabus

Room: 284

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Course Description:

“[English I] students in the Wentzville School District actively engage in reading, writing, speaking and collaborating through a variety of units of study. During themed units of study, students analyze and cite a variety of text(s) to determine the development of central ideas through refined supporting details, develop and support claims, organize complex ideas and form original argumentative works. Additionally, students examine how authors use structure, literary devices and rhetorical devices to convey meanings and make relevant and powerful statements. In response to reading and in forming their own claims, students develop refined writing skills as they learn how, when and where to revise their own pieces”

(Wentzville School District English I (ELA) Rationale and Course Description).

Reading and Literature:

The literature studied throughout this course focuses on a variety of genres, and students will be introduced to basic literary analysis skills as they progress throughout the school year. Students will read, analyze, and interpret informational materials, including (but not limited to) famous speeches, current events, biographies, and persuasive texts. In addition, students will also analyze themes and structures in fiction, including short stories, novels, drama, and poetry. Students will also work to improve their vocabulary skills and will apply this new vocabulary in their writing.

Writing:

Students will build on their existing knowledge of the writing process to develop a variety of formal and informal essays that include basic literary analysis and argumentative writing styles. Students should expect to compose responses to literature in the form of online journals and question prompts. Additionally, students will apply their knowledge of the research process to create two different research-based projects (one presentation and one essay). Students will learn to document their research by following MLA formatting guidelines.

Movies to support text (movies are rarely shown in their entirety, but rather to support understanding or to analyze differences in mediums of texts). For a complete list of possible videos, please see the last page of this syllabus.

Units of Study:

For this course, units are organized by theme. All of the literature selections and writing assignments are designed to tie into each of those theme. This is a tentative syllabus.

School-year Theme: Universal Obligation (The idea that everyone has a responsibility to make a positive impact). Look to see which literary characters fulfill this idea.

Unit 1: Who Am I...Past, Present, & Future?

- Fiction:
 - “The Most Dangerous Game”

- “The Lady or the Tiger”
- “The Sniper”
- “The Scarlet Ibis”
- Other selected short stories & poetry
- Independent novels/stories (student’s choice)
- Non-Fiction:
 - “A Quilt of a Country”
 - “Missy the Cat”
 - FDR’s Pearl Harbor speech
 - President George W. Bush’s 9/11 Address to the Nation
 - *Persepolis*
- Writing & Grammar:
 - Commas
 - Phrases & clauses
 - Quickwrites/writing prompts/ bellringer activities
 - Narrative essay
- Vocabulary:
 - Synonyms & antonyms
 - Context clues
 - 40 new words

Unit 2: Relationships

- Fiction:
 - *Romeo and Juliet*
 - “The Gift of the Magi”
 - “The Interlopers”
 - “Thank You Ma’am”
 - “Sonnet 73”
- Non-Fiction:
 - Selected articles
- Writing and Grammar:
 - Introduction to research
 - MLA formatting & documentation
 - Colons and semicolons
 - Review of comma rules
- Vocabulary:
 - Context clues
 - Synonyms & antonyms
 - Employing tier-two vocabulary in original sentences
 - 40 new words

Unit 3: Discrimination vs. Acceptance

- Fiction:
 - *To Kill a Mockingbird*
 - "Harrison Bergeron"

- Non-Fiction:
 - “What Does Modern Prejudice Look Like?”
 - Malala Yousafzai’s Speech to the UN
 - Other selected articles
- Writing and Grammar:
 - Argumentative research paper
 - MLA formatting & documentation
 - Grammar review of the previous two quarters
- Vocabulary:
 - Review of context clues
 - Review of synonyms & antonyms
 - Employing tier-two vocabulary in original sentences
 - 40 new words

Unit 4: Heroes

- Fiction:
 - *The Odyssey*
 - “Calypso” by Suzanne Vega
 - Various world mythologies
- Non-Fiction:
 - Washington’s Farewell Address
 - Martin Luther King’s “Letter from a Birmingham Jail”
 - Selected articles
- End-of-Course Exam Review:
 - Vocabulary skills
 - Literary terms
 - Test-taking strategies
 - Cold readings
- Vocabulary:
 - 40 new words
 - Employing tier-two vocabulary in original sentences
 - Review of context clues

Homework:

Students should expect to spend an average of 30-45 minutes working on homework each day. Additional time may be required when working on major projects or preparing for tests and quizzes. Homework will be collected at the **beginning** of class unless stated otherwise. All online assignments are given a grace period before collection and are due by midnight of that assignment’s date.

Materials Needed:

- Designated English folder and notebook (for organizing papers and notes)
- Chromebook and charger
- Pen, pencils, and three highlighters (different colors)
- Book or articles to read for silent, sustained reading (SSR) every Tuesday and Thursday

Assessments:

Unit Tests & Quizzes:

Students will receive advance notice of tests and quizzes. Students will receive an overview for many of these, which will be posted on our website.

District Assessments:

Scholastic Reading Inventory (SRI) will be given twice during the school year (once in the fall and then again at the start of 2nd semester). SGAs will be given three times in one school year.

Grading:

A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = 0-59% I = Incomplete

Grade Scale:

Grades are based upon the total points earned over the total points possible.

Please have your parents/guardians set up a SIS portal.

If you have a concern about your grade, please see me.

Activity	Points
Projects/Essays.....	100–150
Bellringer Activities	10-25
Tests	70 – 150
Quizzes	10 – 50
Annotations.....	50
Homework	10–50
Journals.....	20-30 each
Choice Assignment (See Quia website for details)	10 – 75
Bonus	50 max.

For students with IEPs, *Extended time* on assignments is defined as one extra day on daily homework/classwork; or three extra days on long-term assignments. Extended time is to be allowed as long as the following two conditions are met: 1) class time given for completion of assignments is fully utilized; and 2) The student requests the extra time from the classroom or CWC teacher.

Tutoring is offered regularly in the library or just make an appointment with me.

The gradebook will be updated a minimum of once per week. Students are responsible for regularly monitoring their grades using the student portal.

- o Go to the district homepage (www.wentzville.k12.mo.us), then click “SIS K-12 Portal” link on the left-hand side of the page.

Technology/Chromebooks

- Chromebooks are only to be used for class/school activities only.
- Students must have their Chromebooks charged and in class each day.
- Playing games, surfing the internet, etc. are not allowed unless they are school-approved websites AND students have received permission from the teacher to do so.

- If there are repeated instances of Chromebook misuse during class, students may be subject to disciplinary action.

Quia

- Most assignments and activities will be posted on Quia.
- Students are expected to check Quia daily for resources and important due dates/upcoming assignments.

Classroom Expectations:

Respect peers, property, and professor.

Come to class on time and prepared.

Technology will be used for academic purposes.

Academic Honesty

Students at Timberland High School are expected to demonstrate integrity, ethics, and a strong work ethic. Students who violate these expectations and are caught plagiarizing or cheating will receive consequences according to the school's discipline code. Unless directly stated by the teacher, collaboration on written work is not acceptable. All students should turn in work that is completely their own. Students who willingly provide other students with access to their work will also receive appropriate consequences.

Students are expected to follow all rules. Failure to comply with reasonable requests result in the following consequences:

- 1st Offense: Verbal Warning and possible parent contact/retake with penalty to score
- 2nd Offense: 1-hour detention and parent contact/zero for the score
- 3rd Offense: 2 after-school detentions and parent contact/zero for the score
- 4th and subsequent offenses: Major referral and parent contact/zero for the score

Make-Up Work

If a student is absent from school, it is always the student's responsibility to obtain and make up the work missed. Students can locate absent work on the class website or collect hardcopies located in the classroom (in the red hanging folders). The student will have a reasonable number of days to make up the assignment that he or she missed. (For example, if the student is out for two days, he or she should have all make-up work completed within two school days of returning to class.)

Late Work Policy

If an assignment is turned in one day late, the student can receive up to 75% credit. If an assignment is turned in 2-5 days late, the student can receive 50% credit. After five school days, the work will not be collected unless the student makes arrangements to stay after school with Mr. Boesch to complete the assignment. The policy for larger papers and projects may vary and will be clearly outlined in any handout given. Mr. Boesch's English I class also offers a variety of choice assignments and bonus activities to support. Please see Mr. Boesch for details.

Classwork assignments do not apply to the late-work policy. Unless there is a verified absence, classwork assignments must be turned in when they are collected and will not be accepted for late credit.

Extra Help: If you need the extra help, please ask. You can determine a time to work with me before or after school.

Dear Students and Families,

This letter is to welcome you to English I and to inform you about the requirements for the class.

In this class we will be taking a deeper look into the following units -- Who Am I?, The Importance of Relationships, Discrimination & Acceptance, Heroes -- and explore how this affects us, as readers, and the world around us.

Theme for the School Year: Universal Obligation (The idea that everyone has a responsibility to make a positive impact). We will search for literary characters who fulfill this idea.

To accomplish this, we will possibly be reading the following texts and short stories:

1. *Romeo & Juliet* by William Shakespeare
2. "Sonnet 73" by William Shakespeare
3. *To Kill a Mockingbird* by Harper Lee
4. Various Mythologies (Greek, Roman, Norse, & Native American)
5. *The Odyssey* by Homer
6. "Shame" by Dick Gregory
7. "The Lady or the Tiger" by Frank R. Stockton
8. "The Most Dangerous Game" by Richard Connell
9. "The Scarlet Ibis" by James Hurst
10. "Harrison Bergeron" by Kurt Vonnegut
11. "The Gift of the Magi" by O'Henry
12. "Beware of the Dog" by Roald Dahl
13. "Thank You, Ma'am" by Langston Hughes
14. "The Sniper" by Liam O'Flaherty
15. "The Interlopers" by Saki
16. "Cask of Amontillado" by Edgar Allan Poe
17. Excerpt of *Sula* by Toni Morrison
18. "Marigolds" by Eugenia Collier
19. "Gerald No Last Name" by Sandra Cisneros
20. "Calypso" by Suzanne Vega
21. "Wine on the Desert" by Max Brand
22. "A Sound of Thunder" by Ray Bradbury
23. "The Scythe" by Ray Bradbury
24. Independent novels/stories (student choice during silent sustained reading time on Tuesdays and Thursdays)

We will also be looking at various media to draw comparisons. There will potentially be media clips which could include:

1. *Romeo & Juliet* (1968 PG)
2. *To Kill a Mockingbird* (1962)
3. *Scottsboro: An American Tragedy* (Documentary)
4. *The Odyssey* by Homer (1997 PG-13)
5. "Danger of a Single Story" by Chimamanda Ngozi Adichie

Communication between a school and the community is extremely important, and I welcome communication from you concerning the class. Please feel free to contact me through school email jeremyboesch@wsdr4.org.

Sincerely,

Jeremy Boesch