

Language Arts 10

2017-2018

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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 /informational 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 develop the skills necessary to be lifelong readers.
- 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 one's own work as well as the work of peers.

Grading Policies

Your grade will be based on the following:

- Reading /Participation in class (30%)
- Assessments (35%)
- Assignments/Projects/Presentations (35%)

Silent Reading/Class Participation

Silent reading and class participation will make up 30% of student's final grade. Students will receive 3 points every class period. A student must do the following to receive full points for a class period: be in assigned seat reading own choice book before tardy bell rings, bring own choice novel, and read for the entire 15 minutes.

- Students will receive 1 point for bringing their own choice novels. Students are expected to bring their same own choice novels to every class. A student can change novels at any time, but he/she needs to email Mr. Bigelow before class begins to receive points. If a student doesn't bring his/her book these points cannot be made up.

- Students will receive 1 point for being in their assigned seats and reading before the tardy bell rings. Students not in their seats will not receive points. Students not reading will not receive points. If a student is late or not reading these points cannot be made up.
- Students will receive 1 point for reading for the entire 15 minutes. If a student is tardy he/she cannot earn this point. If a student is doing anything but reading he/she cannot earn this point. These points cannot be made up.
- 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 from an excused absence to make up these points. The method for making up these points will be reading their own choice novel in my room for 15 minutes. This can be done at lunch or before/after school. After a week, there is no make-up.

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 exams. 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. **Assessments 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 Reading Responses. 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.
- 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 announced well in advance. 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 improve and meet yearly writing standards. Critical essays and research papers are the central writing assessments used in English 10.

In order to ensure that students meet writing standards, the following policy is required for critical essays and research papers:

- Students who receive a score of 5 or lower on any critical essay or research paper will receive a zero.
- All papers can be rewritten/revised to earn a higher score if a student
 - Schedules and attends a tutoring session (NO REWRITES WILL BE ACCEPTED UNLESS A STUDENT ATTENDS TUTORING)
 - Submits revised paper before deadline
 - Note this policy is supported by the AMES administration

It is the student's responsibility to make arrangements with the teacher to meet and receive tutoring.

Assigned Reading/ Annotations/ Reading Responses/Assignments/Projects/ Presentations/Journals/Quizzes

Students have reading homework every day Monday-Friday. They also have reading responses for the assigned reading. Because the nature of these readings is time sensitive to what is happening in class **there is no late or make up work accepted for missed readings, annotations, or journals.** Each day in class we will do a variety of assignments. **These assignments, projects, and presentations account for 35% of a student's final grade.**

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.

- *Night* (Elie Wiesel)
- *Macbeth* (William Shakespeare)
- *A Long Way Gone* (Ishmael Beah)
- *A Thousand Splendid Suns* (Khaled Hosseini)
- *The House on Mango Street* (Sandra Cisneros)
- *The Sunflower* (Simon Wiesenthal)
- *The Pearl* (John Steinbeck)

Possible Texts

- *The Alchemist* (Paulo Coelho)
- *Refuge* (Terry Tempest Williams)

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

Students will have 20-25 minutes of reading homework every night Monday-Friday. Students will be assigned 10 pages of reading every night; if a student reads the assigned pages in less than 20 minutes, he/she should read his/her own choice novel for the remaining time. Students will also typically have a journal response to complete in connection with the assigned reading. 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 submitted when called for in order to be considered on time.

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.** There is a 10% penalty of possible points if work is turned in within 24 hours of when it was collected. Work loses 20% of possible points if it is turned in within a week of its due date. Any assignment turned in more than a week after its due date will incur a 40% penalty of possible points. **Because the nature of reading assignments are time sensitive to what is happening in class there is no late work accepted for reading assignments, annotations, or reading responses.**

Students need to hand late work directly to Mr. Bigelow. It should not be placed in the class basket, on my desk, or anywhere in my room with the expectation that I will somehow find it.

** Much of what we do 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 silent reading and students should be in their seats 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, 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 to provide your 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