

# Syllabus

Honors Lit & Comp 2

University City High School

Ms. Halter~Room 346

Extra Help: Th-F by appointment

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## **Course Description:**

This is a course designed for students who want to be challenged and whose reading and writing skills are at or above grade-level. We will read and study a variety of texts with a focus on higher order analytical skills, such as discerning symbolism, figurative language, characterization, and author's message. Students will discover universal truths in texts and make connections between these truths and the author's purpose, then apply this knowledge to their writing while exploring several patterns of development: character analysis, the researched essay, compare/contrast, and literary analysis.

I am excited to communicate that we are continuing to work with a new ELA curriculum at University City High School. The SpringBoard Curriculum is developed by the College Board, the same organization that creates the Advanced Placement courses as well as the SAT assessment. It is aligned to college and career-ready standards and is rated as "meets expectations" by a highly regarded curriculum review organization. It offers opportunities to consistently read a variety of complex texts, engage in meaningful discussion, and produce various writing pieces. We're excited about our curriculum and anticipate another great year of learning.

I would be remiss if I didn't address the unprecedented school year that lies before us. Though there is uncertainty in our world today, I can promise you with absolute certainty that I will do my very best to provide you with everything you need to have a successful 10<sup>th</sup> grade year in Sophomore English. Although it will take some getting used to, just know that we will all settle in and find our comfort zones. While we are getting used to our "new normal," all you have to do is show up to class Zoom meetings, do your best, turn in your work, and let me know when you have questions. Everything will fall into place soon enough, and we will have a positive and productive school year together.

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## **Class Codes for Online Learning**

- Google Classroom:
- Common Lit:
- turnitin.com:
- No Red Ink:

## **Prerequisites:**

- LC1 full-year credit
- A proficient or advanced LC1 EOC/Galileo score is strongly recommended.
- A "B" or higher in 9<sup>th</sup> grade English is strongly recommended.

**Summer Reading:** You are expected to have all summer reading completed and ready for turn in on the first day of school. Late work will be accepted until the end of the first week of school, but it will come

with a penalty. If you are new to the school and did not receive the summer reading assignment when you registered, you will have time to complete the assignment. Keep in mind, however, that you will still be expected to keep up with the current assigned work for the course as well. If you have not done the summer reading, please contact me ASAP.

**Texts** (may include but are not limited to):

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| ❖ Steinbeck, <i>Of Mice and Men</i> & <i>Grapes of Wrath</i>   | ❖ Potok, <i>My Name is Asher Lev</i> ; <i>The Chosen</i> | ❖ Orwell, <i>Animal Farm</i> ; <i>1984</i>   |
| ❖ Shakespeare, <i>Julius Caesar</i> , <i>Othello</i> , <i>Wilson</i> , <i>Fences</i> and <i>The Piano Lesson</i> | ❖ Wright, <i>Native Son</i> and <i>Black Boy</i>         | ❖ Dumas, <i>Funny in Farsi</i>   |
| ❖ Hansbury, <i>A Raisin in the Sun</i>   | ❖ Golding, <i>Lord of the Flies</i>                      | ❖ Achebe, <i>Things Fall Apart</i>   |
|  | ❖ Rand, <i>Anthem</i>                                    | ❖ other novels, plays, short stories, nonfiction, and poetry that are deemed necessary by curriculum |
|  | ❖ Houston, <i>Farewell to Manzanar</i>                   |  |
|  | ❖ Bradbury, <i>Fahrenheit 451</i>                        |  |

### **Instructional Methods Include:**

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| ▪ Project-based Learning                               | ▪ Peer response groups                                  |
| ▪ Socratic seminar & group discussion                  | ▪ Writing workshop                                      |
| ▪ Student presentations/performances                   | ▪ Formal writing (multi-draft and sometimes researched) |
| ▪ Quick Writes, journaling, and other informal writing | ▪ Debates   |
| ▪ Independent choice reading                           | ▪ Visual, multi-genre, and performance projects         |
| ▪ One-on-one conferences with teacher                  | ▪ Timed writing or “writing on demand”                  |

### **Academic integrity**

**Plagiarism is using someone else’s words or ideas and presenting them as your own.** In conjunction with the Discipline Handbook and UCHS English Department policy, a student who submits plagiarized work will receive an automatic ZERO, a referral, and a call home. Everything you write should be 100% your own words and ideas; if it’s not, you must cite it accordingly using MLA citation. Even copying or “borrowing” a sentence or two—or just a phrase from the internet or someone else’s writing—is considered plagiarism.

**Cheating is using the thoughts/ideas/answers of someone else and presenting them as your own.** Cheating can take the form of asking someone for answers, talking during a test, copying homework or allowing your paper to be copied, all forms of plagiarism, such as using technology (internet, text messaging, etc.) to look up or exchange answers when you are expected to present your own work. Cheating on a test, homework, or any other graded work will result in an automatic ZERO and notification of your principal and your parents. Please note: If you allow someone to copy your work for any type of assignment, both students will receive equal consequences (stated above).

### **Term Grading:**

- 30% Formative (homework, quizzes, class work)
- 70% Summative (Exams, essays, projects)

### **Semester Grading:**

- 90% Cumulative Term Grades
- 10% Semester Exam

### **Absences & Make-up Work:**

**If you are going to be absent from class, it is YOUR RESPONSIBILITY to:**

1. Turn in any work due during your absence upon the day of your return to school. *Please note: If you are absent the same day a major assignment is due or presentation is to be made, you will be penalized unless other arrangements have been made with me in advance.*
2. Obtain any work missed during your absence upon the day of your return to school (at the latest).
3. Turn in your make-up work within 2 class meetings of your return, and be sure to label the top of your work “ABSENT”.  
*If you do not turn your make-up work within 2 class meetings of your return, your work may not be accepted.*

**General rules for success:**

- Choose a “homework buddy” and exchange phone numbers and email addresses. Then you can arrange to borrow and copy notes/handouts/etc. from him/her when you’re absent.
- When possible, let me know you will be absent in advance.
- Avoid being absent! Good attendance is key to academic success!

**Homework:** Expect an average of approximately 45-60 minutes of reading and/or writing daily.

Homework is due at the **beginning** of each class period unless otherwise instructed. If your work is late due to absence, please label the top of your work “ABSENT” and the date(s) you were absent. All work is expected to be turned in on the due dates! Late work is unacceptable, and will be dealt with on a case by case basis. In the event you are absent on the date a major assignment is due, it is your responsibility to email the assignment to Ms. Halter by the beginning of class on the date it is due.

**Late Work:**

In order to earn full credit, all work is due on the due dates! Work turned in late may not be given success/growth feedback, and will automatically lose 10% for each day it is late. Work that is 5+ days late will NOT be accepted. If you suspect that your work may be late for an excusable reason, you **MUST MAKE ARRANGEMENTS WITH ME PRIOR TO THE DUE DATE** for extended time.

“I prefer to be true to myself, even at the hazard of incurring the ridicule of others, rather than to be false, and to incur my own abhorrence.”

Frederick Douglass



