

Cosby High School

English I

2024-2025 Syllabus

Part 1: Course Information

Instructor Information

Instructor: Earlene D. Fancher
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Remind App Directions

STUDENT REMIND

1st Block: Text @ak98ak to 81010

3rd Block: Text @f2fghk to 81010

PARENTS/GUARDIAN REMIND

1st Block: Text @ecgdcchgk

Course Description

English I is designed to strengthen students reading, writing, listening, critical thinking and speaking skills. Students will strengthen their understanding of the structures of literature through readings in drama, poetry, and the novel. They will write for literature analysis and research purposes. Course content is meant to prepare students for college and/or entering the world of work, as well as passing the high school TN Ready End of Course Test, the A.C.T., and to meet the Tennessee Language Arts Content Standards.

English I

English I is a course for students who are functioning on grade level in reading, composition, and conventions. The curriculum includes the study and development of close reading, literary and informational text analysis, composition, and research.

English I Honors

Honors I is a course for students who are functioning above grade level in reading, composition, and conventions. These students must have the motivation, desire, and a high work ethic to participate in the program. This Honors course requires a high skill set in close reading, extensive reading and analysis of literary and informational texts, argumentative and informational essay writing, and research. It also requires advanced study techniques and outside readings. As this is a course to prepare for success in the Dual Enrollment curriculum, the course work will be very rigorous in nature.

Prerequisite

- Must have completed 8th grade English course
- This is one of four English classes that students must pass to graduate high school.

Course Requirements

- 3 Ring Binder
- Notebook Paper
- Pencil
- Highlighters (Pink, Blue, Orange, and Yellow)
- Blue/Black Ink Pen
- Red Pen
- Colored Pencils/Markers (optional)

Course Structure

Course structure is based about small amounts of lectures, student led and maintained class discussions and participation, weekly and nightly homework assignments, daily classwork, quizzes, comprehensive exams and writings, comprehensive projects, English notebook, class presentations, and class readings

Online Resources

Purdue OWL online writing lab (learning tool for any and all types of writing)

ACT website (ACT preparation)

Spark Notes website (learning tool)

No Fear Shakespeare website (translation for Romeo and Juliet)

StudySync (used in and out of the classroom on a daily basis)

Study Island (used in and out of the classroom on a daily basis)

Google Classroom (used some of the time for class. It will have many power-points and handouts that we do in class in the classroom stream)

Remind App (Primary mode of taking attendance for remote days/Quarantine days, primary mode of communicating with me during remote days when students need help, primary mode of communication from or to me with parents about their child). I have made a student Remind class and a parent remind class for each of my blocks. That way, parent/guardian phones are not bombarded with notifications for the students.

Part 2: Student Learning Outcomes

OBJECTIVES

- Demonstrate command of the conventions of standard English grammar usage when writing and speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and

sufficiency of the evidence.

- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.
- Read and comprehend complex literary and informational texts independently and proficiently
- Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.
- Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations
- Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- Write arguments to support claims in a analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

You will meet the objectives listed above through a combination of the following activities in this course:

- Attend class on a regular basis.
- Complete all classwork/homework, quizzes, tests/exams, projects, compositions, notebook, and TNReady End of Course Exam.
- Participate in class regularly, in all class discussions, in pair and group work, and independent work.

Religion in the Classroom

The Board affirms that it is essential that the teaching about religion—and not of a religion be conducted in a factual, objective, and respectful manner in accordance with the following guidelines:

1. Religious themes may be a part of the curriculum for school-sponsored activities and programs provided it is essential to the learning experience in the various fields of study and is presented objectively;
2. The inclusion of religion shall be for educational purposes only;
3. The emphasis on religious themes should be only as extensive as necessary for a balanced and comprehensive study of the curriculum. Such studies shall never be used to proselytize, establish, foster, or demean any particular religion, religious tenets, or beliefs; and
4. Student-initiated expressions to questions or assignments which reflect their beliefs or non-beliefs about a religious theme shall be accommodated.

Part 3: Unit Works/Pacing Guide

Semester 1 and 2

Daily Oral Lessons (DOLs) will be given as bell-ringers and Mastery Connect will be incorporated into the curriculum when time allows. Both will cover the grammar and conventions that students need to know on the End of Course Exam.

Unit Theme	Pacing Days	Readings/Class Activities	Teacher Added Readings & Materials	Skill and Standard Instruction	TN State Standards Covered
DIVIDED WE FALL	1-7	Daily Oral Lesson1-7: Capitalization,		Context Clues → Textual Evidence → First Read → → →	9-10.L.VAU.4 (B) 9-10.RL.KID.1 (B) 9-10.RL.KID.2 (B)

1st 9 Weeks January-February B=Blueprint NT=Non-Tested DIVIDED WE FALL 1st 9 Weeks January-February		Spelling, and Punctuation		Character→→→→ Narrative Writing→ Close Read→→→→ Collaborative Conversations→→ Capitalization, Spelling, Punctuation→	9-10.RL.KID.3 (B) 9-10.W.TTP.3 (B) 9-10.RL.CS.5 (B)
	6	Daily Oral Lesson 6: Semicolons The Big Idea		Semicolons→ Argumentative Writing→→→→→ Academic Vocabulary→→→→ Recognizing Genre→→→→	9-10.L.CSE.2 (B) 9-10.W.TTP.1 (B) 9-10.L.VAU.6 (B) 9-10.SL.CC.1-2 (NT)
	7-8	Daily Oral Lesson 7-8: Parallel Structure "Sure You Can Ask Me A Personal Question" poem by Diane Burns		Parallel Structure→ Text Structure→ Author POV/Purpose→	9-10.L.CSE.1 (B) 9-10.RL.CS.5 (B) 9-10.RL.CS.6 (B)
	9-11	Daily Oral Lesson: Phrases and Clauses <i>Angela's Ashes</i> novel excerpt by Frank McCourt	None	Phrases/Clauses→ Collaborative Conversations→→ Language, Style, and Audience→→ Textual Evidence→ Close Read→→→→	9-10.L.CSE.1 (B) 9-10.SL.CC.1 (NT) 9-10.RI.CS.4 (B) 9-10.RL.KID.1 (B) 9-10.RI.RRTC.10(NT)
	12-13	Daily Oral Lesson: Colons "Welcome To America" poem by Sara Abou Rashed	None	Colons→→→→→ Textual Evidence→ Short Response Writing→→→→→	9-10.L.CSE.2 (B) 9-10.RL.KID.1 (B) 9-10.W.RW.10 (B)
		Daily Oral Lesson:	None	Using Active/Passive Voice→→→→→	9-10.L.CSE.1

	14-18	Active/Passive Voice "I Have A Dream" speech by Martin Luther King, Jr.	Audio	Analyzing Text/Textual Evidence → → → Primary/Secondary Sources → → → Arguments/Claims → Argumentative Writing → → → →	9-10.RI.KID.1(B) 9-10.RI.IKI.9 (B) 9-10.RI.IKI.8 (B) 9-10.W.TTP.1 (B)
	19	Study Island	None	Grammar and Conventions → →	9-10.L.CSE.1-2 (B) 9-10.L.VAU.6 (B)
	20	Unit Exam Unit Exam	None	All the above skills will be assessed	All the above standards will be assessed
THE ART OF DISGUISE (Romeo and Juliet) 1st 9 Weeks February-March THE ART OF DISGUISE (Romeo and Juliet) 1st 9 Weeks February-March	1-3	Daily Oral Lesson: Function of Verbs	Romeo and Juliet Background Powerpoint	Function of Verbs →	9-10.L.CSE.1(B)
		Shakespeare Introduction	Shakespeare Webquest	Collaborative Conversations → → Analyze Text/Textual Evidence → → →	9-10.SL.CC.1(NT) 9-10.RI.KID.1(B)
		Big Idea Blast	Shakespeare A&E Biography		
	3-5	Daily Oral Lesson: Academic Vocabulary	Perfect Mate Questions "Romeo and Juliet" fight scene film clip by Franco Zefirrelli	Academic Vocabulary	9-10.L.VAU.6 (B)
		"Romeo and Juliet" (Act I, Scenes i-ii) play by William Shakespeare	"Romeo and Juliet" Fight Scene film clip by Baz Luhrman	Textual Evidence → Central Idea → → Author's Purpose →	9-10.RI.KID.1 (B) 9-10.RI.KID.2 (B) 9-10.RI.CS.4 (B)
		"Remarks to the Senate in Support of A		Evaluate Two Diverse Formats → → → → Precise word/phrases	9-10.RL.IKI.7 (B) 9-10.W.TTP.3.f (B)

THE ART OF DISGUISE (Romeo and Juliet) 1st 9 Weeks February-March		Declaration Of Conscience” speech by Margaret Chase Smith			
	6-9	Daily Oral Lesson: Sentence Structure “Romeo and Juliet (Act I, Scenes iii-v) play by William Shakespeare “The Pose” short story by Anwar Khan “Blues Ain’t No Mockin Bird” short story by Toni Cade Bambara		Sentence Structure → Language, Style, Audience → → → Connotation/Denotation Evaluate Two Diverse Formats → → → →	9-10.L.CSE.1 (B) 9-10.RL.CS.5 (B) 9-10.RL.CS.4 (B) 9-10.RL.IKI.7 (B)
	9-12	Daily Oral Lesson: Colons		Colons → → → → →	9-10.L.CSE.2 (B)
	9-12	“Romeo and Juliet” (Act II) play by William Shakespeare <i>Romiette and Julio</i> novel excerpt by Sharon Draper	“Romeo and Juliet Balcony Scene film clip by Franco Zefirrelli “Romeo and Juliet” Balcony Scene film clip by Baz Luhrman	Analyze Text Explicitly/Infer → → Determine Theme → Character/Event Impact on Meaning → Figurative Meaning (Allusion) → Narrative Writing → → Evaluate Two Diverse Formats → → → →	9-10.RL.KID.1 (B) 9-10.RL.KID.2 (B) 9-10.RL.KID.3 (B) 9-10.RL.CS.4 (B) 9-10.W.TTP.3 (B) 9-10.RL.IKI.7 (B)

THE ART OF DISGUISE (Romeo and Juliet) 1st 9 Weeks February-March	13-14	Daily Oral Lesson: Modifiers "Romeo and Juliet" (Act III) play by William Shakespeare "The Cask of Amontillado" short story by Edgar Allan Poe	"Romeo and Juliet" fight scene by Franco Zeffirelli "Romeo and Juliet" fight scene by Baz Zeffirelli	Modifiers→→→→→ Story Structure→→→ Character→→→→→ Theme→→→→→→ Evaluate Two Diverse Formats→→→→→	9-10.L.CSE.1 (B) 9-10.RL.CS.5 (B) 9-10.RL.KID.3 (B) 9-10.RL.KID.2 (B) 9-10.RL.IKI.7 (B)
	15-17	Daily Oral Lesson: Punctuation "Romeo and Juliet" (Act IV-V) Play by William Shakespeare	"Romeo and Juliet" Death Scene by Franco Zeffirelli "Romeo and Juliet" Death Scene by Baz Luhrman	Punctuation→→→→→ Analyze Text Explicitly/Infer; Textual Evidence→→→→→ Summarizing→→→→→ Figurative Meaning→ Evaluate Two Diverse Formats→→→→→	9-10.L.CSE.2 (B) 9-10.RL.KID.1 (B) 9-10.RI.KID.1 (B) 9-10.RI.KID.2 (B) 9-10.RL.CS.4 (B) 9-10.RL.IKI.7 (B)
	17-20	<i>Quiet: The Power of Introverts In A World That Can't Stop Talking</i> novel excerpt by Susan Cain Culminating Writing Task (counts as Unit Exam)		Vocabulary→→→→→ Narrative Writing→→→	9-10.VAU.4a,c (B) 9-10.W.TTP.2 (B)
THE ART OF DISGUISE (Romeo and Juliet) 1st 9 Weeks February-March	1-2	Daily Oral Lesson: Noun Clauses	<i>The Odyssey</i>	Noun Clauses	9-10.L.CSE.1 (B)

2nd 9 Weeks March-April		<i>The Odyssey</i> Introduction	Background Powerpoint	Collaborative Conversations→→→→ Spelling→→→→→→	9-10.SL.CC.1 (NT) 9-10.L.CSE.2 (B)
	3-5	"An Indian Father's Plea" letter by Robert Lake Thom		Author Purpose/Point of View→→→→→→→→ Reasons/Evidence→ Text Structure→→→→	9-10.RL.CS.6 (B) 9-10.RI.CS.6 (B) 9-10.RI.IKI.8 (B) 9-10.RI.CS.5 (B)
	6-10	Daily Oral Lesson: Mood of Verbs <i>The Odyssey</i> (Books) 2-4 epic poem by Homer translated by Robert Fagles		Verb Mood→→→→→ Textual Evidence Summarizing→→ Analyze How Events/	9-10.L.CSE.1 (B) 9-10.RI.KID.1 (B) 9-10.RI.KID.2 (B)
Declaring Your Genius (The Odyssey) 2nd 9 Weeks March-April		Outliers: The Story of Success novel excerpt by Malcolm Gladwell "The Origin of Intelligence" essay (no listed author)		Key Ideas Impact Meaning→→→→→ Arguments/Claims→	9-10.RI.KID.3 (B) 9-10.RI.CS.5 (B)
	10-11	Daily Oral Lesson: Active/Passive Voice <i>The Odyssey</i> (Books 5-9) epic poem by Homer translated by Robert Fagles		Active/Passive Voice→ Story Structure→→→ Character→→→→→ Analyze Variety of Literary Texts→→→→	9-10.L.CSE.1 (B) 9-10.RL.CS.5 (B) 9-10.RL.KID.3 (B) 9-10.RL.IKI.9 (B)

Weeks March-April Declaring Your Genius (The Odyssey) 2nd 9 Weeks March-April		"The Most Dangerous Game" short story by Richard Connell			
	12	Daily Oral Lesson: General Academic Vocabulary		General Academic Vocabulary → → → →	9-10.L.VAU.6 (B)
		<i>The Odyssey</i> (Books 10-13) epic poem by Homer translated by Robert Fagles		Summarizing → → → → Character → → → → Context Clues → → → →	9-10.RL.KID.2 (B) 9-10.RL.KID.3 (B) 9-10.L.VAU.4 (B)
	13-15	Daily Oral Lesson: Capitalization		Capitalization → → → →	9-10.L.CSE.1 (B)
		<i>The Odyssey</i> (Books 14-21) epic poem by Homer translated by Robert Fagles		Context Clues → → → → Author's Purpose/ Point of View → → → → → →	9-10.L.VAU.4 (B) 9-10.RI.CS.6 (B)
		"Georgia O'Keeffe" essay by Joan Didion			
	16	The Odyssey (Books 22-24) epic poem by Homer translated by Robert Fagles		Textual Evidence → →	9-10.RL.KID.1 (B)
	17-19	Culminating Writing Task		Argumentative Writing	9-10.W.TTP.1 (B)
	20	Unit Exam		All the above skills will be assessed	All the above standards will be assessed
The Call To Adventure (A Walk In	1-2	A Walk in the Woods Introduction		Collaborative Conversations → →	9-10.SL.CC.1 (NT)

the Woods)					
2nd 9 Weeks April-May		Daily Oral Lesson: Adverb Clauses		Adverb Clauses → →	
	3-7	<i>A Walk In the Woods</i> (Chapter 1-4) novel by Bill Bryson "Stopping By Woods On a Snowy Evening" poem by Robert Frost "12 (from Gitanjali)" poem by Rabindranath Tagore "The Journey" poem by Mary Oliver		Figurative Language → Determine Central Idea Analyze Author Ideas Context Clues Informative Writing → Vocabulary → → → →	9-10.RL.CS.4 (B) 9-10.RI.KID.2 (B) 9-10.RI.KID.3 (B) 9-10.L.VAU.4 (B) 9-10.W.TTP.2 (B) 9-10.L.VAU.6 (B)
The Call To Adventure (A Walk In the Woods)		Daily Oral Lesson: Adjective Clauses		Adjective Clauses → →	9-10.L.CSE.1 (B)
2nd 9 Weeks April-May	7-9	<i>A Walk in the Woods</i> (Chapters 5-8) novel by Bill Bryson		Character → → → →	9-10.RI.KID.3(B)
	9-11	Daily Oral Lesson: Noun Clauses <i>A Walk in the Woods</i> (Chapters 9-12) novel by Bill Bryson		Noun Clauses → → → Text Structure → → → Word Meaning → → → Connotation/Denotation	9-10.L.CSE.1 (B) 9-10.RI.CS.5 (B) 9-10.L.VAU.4 (B) 9-10.RI.CS.4 (B)
The Call To Adventure (A Walk In the Woods)		<i>The Art of Choosing</i> novel excerpt by Sheena Lyengar			

2nd 9 Weeks April-May	12-13	"Restless Genes" National Geographic article by David Dobbs			
	14-15	Daily Oral Lesson: Essential Clauses <i>A Walk In the Woods</i> (Chapters 13-17) novel by Bill Bryson <i>Wild: From Lost To Found On the Pacific Coast Trail</i> novel excerpt by Cheryl Strayed		Essential Clauses → → Central Idea/Theme → Author Purpose/Point of View → → → → → Text Structure → → →	9-10.L.CSE.1 (B) 9-10.RI.KID.2 (B) 9-10.RI.CS.6 (B) 9-10.RI.CS.5 (B)
		The Call To Adventure (A Walk In the Woods)		Non-Essential Clauses	9-10.L.CSE.1 (B)
2nd 9 Weeks April-May	15-20	<i>A Walk In the Woods</i> (Chapters 18-21) novel by Bill Bryson		Textual Evidence → → Language, Style, Audience → → → → Argumentative Writing	9-10.RI.KID.1 (B) 9-10.RI.CS.5 (B) 9-10.W.TTP.1 (B)
	21-23	Culminating Writing Task		All the above skills will be assessed	All the above standards will be assessed

Part 4: Grading Policy

Graded Course Activities

Basis for grading for each semester

Points	Description
100	Daily Classwork/Homework
100	Quizzes (pop and planned)
100	Unit Tests
100	Projects
100	Compositions (daily and comprehensive)
100	English Notebook
100	TN Ready End of Course Exam (This will count as 15% of student's final grade)

Viewing Grades in ASPEN (optional)

Points you receive for graded activities will be posted to the ASPEN Grade Book. Click on the My Grades link on the left navigation to view your points.

Your teacher will update the online grades weekly. You will see a visual indication of new grades posted on your ASPEN home page under the link to this course.

Letter Grade Assignment

Final grades assigned for this course will be based on the total points earned and are assigned as follows:

Homework/Classwork: will count once in the grading system

Projects: all projects will count once in the grading system

Composition: will be graded on the appropriate writing rubric (informative and/or argumentative) and assigned a designated grade based on the writing rubric total

Quizzes: will count once in the grading system

Tests and Exams: all tests and exams will count once in the grading system (this includes any essay exams given)

English Notebooks: will count once per nine weeks in the grading system

Participation Grade: will count once per nine weeks in the grading system

(however, students will be graded weekly on their class participation and the weekly grades will be averaged to be put into the grading system)

GRADING SCALE

Letter Grade	Percentage	Performance
A	93-100%	Excellent Work, Quality of the work is above expectation, Shows above average understanding of the subject matter learned
B	85-92%	Very Good Work, Quality of the work met expectations, Shows an understanding of the subject matter learned
C	75-84%	Average Work, Quality of the work is average, Shows some understanding of the subject matter learned
D	70-74%	Poor Work, Quality of the work is below average, Shows lack of understanding of the subject matter learned
F	0-69%	Failing Work, Quality of the work is poor, Shows no understanding of the subject matter learned or did not attempt the assignment at all

Part 5: Course Policies**Attend Class**

Students are expected to attend class on regular basis.

Be on time, on task, and prepared to learn every day.

3 tardies to class equals 1 day absent.

Don't be late or skip class because I will check to see where you were.

If you're not in school, it is your responsibility to acquire and makeup work within three days of returning to class. You may check Google Classroom for assignments and email me for work while absent.

Participate

Class Participation Rubric

	5 Points -- A	4 Points - B	3 Points - C	2 Points - D	1 Points - F
Attitude	<ul style="list-style-type: none"> •Displays an exemplary, helpful, positive and consistent attitude. •Graciously accepts feedback and is able to use it constructively •Always respectful of other's opinions •Peer leader 	<ul style="list-style-type: none"> •Displays positive attitude •Open to positive feedback •Willing to work with others •Respects other's opinions 	<ul style="list-style-type: none"> •Displays inconsistent attitude •Sometimes unwilling to accept feedback •May find it difficult to work with others •May not completely respect other's opinions 	<ul style="list-style-type: none"> •Displays passive attitude •Seemingly ambivalent about receiving feedback •Finds it difficult to work with others •Seemingly ambivalent about the opinions of others 	<ul style="list-style-type: none"> •Unwilling to display a positive attitude. •Resistant to positive feedback. •Unwilling to work with others. •Disrespectful of other's opinions.
Listening	<ul style="list-style-type: none"> •Proactively listens when the teacher and fellow students are speaking. •Consistently able to follow directions or respond to questions. 	<ul style="list-style-type: none"> •Actively listens when the teacher and fellow students are speaking. •Attempts to follow directions or respond to questions. 	<ul style="list-style-type: none"> •Sometimes listens when the teacher or fellow students are speaking. •Sometimes able to follow directions given, but often may need repeating. 	<ul style="list-style-type: none"> •Rarely listens to the teacher or other students. •Relies on other students for direction/instruction. 	<ul style="list-style-type: none"> •Almost always ignores what is going on in the classroom. •Does not take or follow direction.
Classroom Interaction	<ul style="list-style-type: none"> •Exhibits exemplary self-control and total respect for others. •Always volunteers in class. •Shows leadership qualities. 	<ul style="list-style-type: none"> •Exhibits good self-control and respect for others. •Consistently volunteers and participates. 	<ul style="list-style-type: none"> •Sometimes able to following directions, but often check to see what other students are doing. •Will answer questions or read aloud if called upon. 	<ul style="list-style-type: none"> •Rarely participates in classroom activities. •Reluctantly answers questions or reads aloud, etc. 	<ul style="list-style-type: none"> •Does not participate in classroom activities. •Unwilling to answer questions or read aloud
Behavior	<ul style="list-style-type: none"> •Always on task. •Often goes beyond expectations •Displays mature behaviors •Exemplary adherence to boundaries and rules. 	<ul style="list-style-type: none"> •Consistently on task •Displays appropriate behavior •Respects boundaries and rules of the class. 	<ul style="list-style-type: none"> •Most times is on task. •Most times displays appropriate behavior •Most times observes boundaries and rules of the class. 	<ul style="list-style-type: none"> •Needs to be refocused frequently •Frequently displays lack of impulse or self-control. •Frequently ignores boundaries and rules. 	<ul style="list-style-type: none"> •Rarely on task. •Displays improper, disruptive, inappropriate behavior •Ignores boundaries and rules.
Preparedness	<ul style="list-style-type: none"> •Always prepared with required materials •Always ready to engage in daily classroom activities •Exemplary effort in completing assignments. •Always on time for class. 	<ul style="list-style-type: none"> Consistently: •Brings required materials to class •Ready to engage in daily classroom activities •Completes assignments on time. 	<ul style="list-style-type: none"> •Most times brings required materials to class. •Most assignments are completed on time •May come to class late. 	<ul style="list-style-type: none"> •Sometimes brings required materials to class. •Inconsistently completes assignments. •Frequently late getting to class. 	<ul style="list-style-type: none"> •Does not bring materials to class. •Does not complete assignments on a timely basis. •Consistently late getting to class.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let Ms Fancher know as early as possible. As you will find, building rapport and effective relationships are key to becoming a successful student. Make sure that you are proactive in informing Ms Fancher when difficulties arise during the semester so that a solution can be found. This is being responsible for your own learning.

Complete Assignments

Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

Arrange to come promptly and take missed tests and quizzes. If you do not complete missed work, quizzes, or tests in 3 days, then that missed work will go down as a zero in the grade book.

NOTE: If you're not in school, it is your responsibility to acquire your makeup work.

Academic Dishonesty Policy

Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism and helping someone else commit an act of academic dishonesty, for example, the copying of homework/classwork when instructed to complete the work on the student's own. It usually involves an attempt by a student to show possession of a level of knowledge or skill that he/she does not possess.

Plagiarism

Including plagiarism regarding generative AI (see board policy)

According to Harbrace Handbook, 15th edition:

Plagiarism is defined as "presenting someone else's ideas, research, or opinions as your own without proper documentation, even if it is rephrased."

This includes, but is not limited to:

Copying verbatim all or part of another's written work;

Using phrases, figures, or illustrations without citing the source;

Paraphrasing ideas, conclusions, or research without citing the source;

Using all or part of a literary plot, poem, or film without attributing the work to its creator.

Consequences of Plagiarism:

Plagiarism is a form of stealing and academic fraud. Students found guilty of plagiarism have the option of either redoing the assignment with a specified time period and accept a letter drop or taking a zero on the assignment. Parents are to be involved in making the decision.

Student/Parent Agreement

"We have read and understand the English I course syllabus and all of its components."

Please sign and return.

Student Name (Print)

Parent or Guardian Signature

Course policies are subject to change. It is the student's responsibility to check for corrections or updates to the syllabus. Any changes will be posted in the classroom.