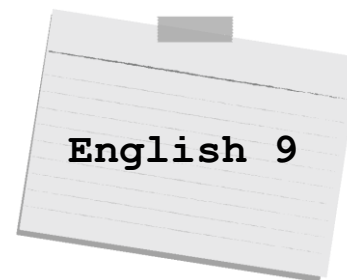


Instructor: Amy Noyce  
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## **Course Description**

This class focuses on helping students on their path to college and career readiness and, more importantly, to be lifelong learners and critical thinkers. The ninth grade language arts course connects reading instruction with writing for multiple purposes. The course involves intensive practice and study of informational and literary reading and writing. Students read extensively from a variety of sources and draft, revise, and edit their own writing. We will be utilizing the new Common Core Standards for English Language Arts which focus on **reading, writing, speaking, listening, and language** (grammar) in order to prepare students for college and career readiness.

Students will:

- **Write** daily. Writing in some form will occur every class period we meet.
- **Read** and analyze a variety of informational and literary texts.
- **Collaborate** with peers in group work and/or whole group discussions.
- **Ask** questions—use inquiry to guide problem-solving and deepen understanding.
- **Think** critically. Develop and practice learning and reading strategies.
- **Edit** writing. Revise and edit your own as well as peers' writing.

## **Expectations**

### **“Play Like a Champion” Each Day**

- *Be There* – Come to class on time. Regularly and actively participate in class.
- *Do Your Best* – Work hard and turn in original work.
- *Be Prepared* – Come prepared with pencil/pen, paper, English Notebook, a folder to hold class handouts, and your own choice book as well as the class book.
- *Focus on class* – cell phones, student laptop computers, and other distracting electronic devices are not allowed. As per school policy, if they are out, they are subject to confiscation.

### **This classroom is the “Friendly Confines”...at least the one outside of Chicago...**

- *Show Respect* – Show respect for peers, instructor, and yourself. Do not interfere with your ability to learn, another student's ability to learn, or my ability to teach.

## **Instructional Materials**

These are possible central texts we will read all or selections of in class. While these are texts used at several schools both locally and nationally, some deal with mature content. A student may request an alternate text if it is deemed necessary after discussing with his or her parents/guardians. Please contact me early in the unit if this is the case. Other short stories, nonfiction articles, videos, and video clips will be used to supplement these texts.

- |                                    |                        |                      |
|------------------------------------|------------------------|----------------------|
| • <i>Whirligig</i>                 | • <i>The Odyssey</i>   | • <i>Othello</i>     |
| • <i>The Boy in the Black Suit</i> | • <i>Into the Wild</i> | • <i>Animal Farm</i> |
|                                    | • <i>Jurassic Park</i> | • <i>Mythology</i>   |

## **Grading**

Student grades will be based on timely completion of assigned reading, daily (journal) writing, class assignments, and assessments. The grade breakdown is as follows:

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

### **Participation and In-Class Silent Reading (30% of Quarter's Grade)**

- Please see the Reading Contract for information on how to earn these points.
- Students are also expected to actively engage in class discussions and other class tasks. If a student chooses to disengage from class activities, the student will lose their points for the day in this category.

### **Daily Journals (10% of Quarter's Grade)**

- As part of your English Notebooks, there will be a daily journal prompt that is often based on the previous day's reading. The purpose of the journals is to allow for writing practice every day.
- I grade journals at mid-terms and at the end of each term. Each entry is worth five points. So long as a student writes at least half a page (14 lines) 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.

### **Assignments (30% of Quarter's Grade)**

- During any given class period, we may work on a variety of assignments—quick writes, projects, presentations, group work, and seminars.
- Homework annotations and homework responses also fit in this category.
- The assignments we do in class are all geared toward preparing students for the writing and discussions that will be used to assess a student's learning during any given unit.

### **Assessments (30% of Quarter's Grade)**

- Assessments are formal evaluations of student comprehension and performance. This includes formal essays, papers, quizzes, and tests. One of the central forms of assessment will occur at the end of each unit based on a text. This is a timed in-class critical analysis essay.
- In order to do well on formal writing assignments in class, students should do the following:
  - o Pay attention to and review the formal presentation and examples given in class on how to write the given assignments.
  - o Be familiar with and follow the rubric. After you receive work on improving these errors in your final draft.
  - o Do the assigned reading and assemble evidence from the text throughout your reading. Be thorough and thoughtful as you make meaningful annotations.
  - o Get additional help. I give personalized feedback for each essay, but my time to meet with you in class is limited. Come see me for extended help.

- To make sure students improve individual writing skills, the essay grading emphasizes the writing process.
  - o On the first day, students write an entire essay based on a given prompt.
  - o 1/3 of the final score is based on process points. On day two, these are earned in the checklist & annotations, revision, and reflection stage between the rough draft and final draft. Students are expected to take the time inside and (and outside of class if necessary) to refine their essay.
  - o 2/3 of the final score is based on the essay final product itself.
  - o A majority of the writing is expected to be completed in class. If a student is keeping up with the stages of the process of writing the essay, most of it should be easily completed during class time.
  - o Students can only be in line to receive full credit for a critical essay final draft if it is turned in on the due date
    - o If a student needs to utilize a half an hour or so beyond class time to complete the final draft, arrangements must be made with me on the final draft day in class. Otherwise, I will grade whatever was completed by the end of class on that due date.
  - o Students *who score below a 4* on the rough draft of the essay are encouraged to schedule a time with me to attend a writing lab before or after school or during lunch in order to get tutoring.
  - o Since the process of essay writing requires every student to “rewrite” his or her essay after the rough draft stage, no rewrites after the final draft will be accepted.

Any work that is **plagiarized** will receive a zero with no opportunity to redo for credit. This includes copying work, cutting and pasting, simply rewording someone else’s ideas, or trying to pass someone else’s ideas off as your own. If you ever have questions on if something is plagiarism, come talk to me and I’ll help you.

### **Late Work Policy**

This class focuses on helping students on their path to college and career readiness. Due dates and deadlines are vital in post-secondary pursuits and in daily life thereafter. 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.**

**Assigned homework reading, homework responses and annotations**, will be scored as assignments. 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 responses.

Journals and other assignments (that are not annotations or responses) can be turned in late. Work turned in after the due date 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 Ms. Noyce. Do not place it somewhere on my desk or in a drawer and expect that I will find it. Otherwise, I will consider the day it was turned in the day I found it (if, indeed, I ever do find it).

If a student has an excused absence, he or she has one week to turn in make-up work (assignments that were covered on the day of absence) for full credit. If an assignment was due on the day a student was absent, that assignment is due the day the student returns to class. Remember, **an excused absence does not excuse the work**. If a student has an unexcused absence on the day of a Critical Essay, quiz/test, or Socratic Seminar, he or she will not be able to make up the assignment and will receive a zero.

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.*

### **Extra Help**

I do my best to help any and all students. I am available during lunch and at least 30 minutes before and after school.

### **Website**

I do maintain a class website wherein students can access many assignments, prompts, study aids, and recommended book lists. If you do not have access to a computer and/or the internet at home and would like to access my website, there are several computers located in my classroom which are available for use before and after school as well as during lunch.

<http://english9ames.weebly.com>

Keep the previous pages of the disclosure in your folder for reference.

Please sign and return this last page to Ms. Noyce by \_\_\_\_\_

*This assignment is worth 5 points.*

**Disclosure Statement**

I have read the open disclosure statement for English 9.

Student Name (Please Print): \_\_\_\_\_

Student Signature: \_\_\_\_\_

Parent/Guardian name (Please Print): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

**Parents or Guardians:** If you can provide your email address, please do. This is by far the best and quickest way for us to communicate. Make sure you provide your email and not your student's address. Thank you.

Email: \_\_\_\_\_

**Student Statement of Authenticity:**

I hereby certify that the writing I will do for this class represents my own work, that no one will write it for me, that I will not copy 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 failure for the paper/assignment with no chance to make it up.

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

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

**If you have any other questions, suggestions, or concerns, please note them below (or on the reverse side if more space is necessary) and I will get back to you as soon as possible.**