

Instructor: Ed Lee

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Office Hours: M-TH 4:00-6:00 PM

***Language and Arts Department, English Program***

*English 10*

## Course Description

English 10 emphasizes the process and strategies of writing with critical attention to purpose, audience, and style. Students write analytical essays based on readings, observations, and ideas; develop their inventiveness and voice; and edit for style and conventions of standard usage. This course introduces MLA format.

***General Education Core Objectives:***

This course is an approved General Education core class, and meets the following core objectives:

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| --- | --- |
| Critical Thinking | the ability to think using analysis, synthesis, evaluation, problem solving, judgment, and the creative process |
| Communication | the ability to develop, support, and appropriately communicate ideas through speech, writing, performance, or visual media |
| Quantitative Reasoning | the ability to calculate, measure, analyze data |
| Information Literacy | the ability to locate, understand, assess, and synthesize information in a technological driven society |
| Personal Responsibility | the ability to understand and manage self, to function effectively in social and professional environments and to make reasoned judgments based on an understanding of the diversity of the world community |

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## Course Schedule

* M-TH
* 1:50 PM-2:50 PM
* HHS room # 105
* Regular 36-wk session

## Instructor Availability

I try to make myself as available as possible to answer any questions you may have about the course. My preferred method for communicating with students is face-to-face. Try and speak with me before class, after class, or after school.

If you cannot meet face-to-face, it is best if you email me. I try to respond to all email within 48 hours; however, that will be longer if you email over the weekend, as I don’t check email regularly on the weekends. Also, if you email late at night, then I may not notice until the next morning or afternoon.

## Course Objectives

Upon completion of this course, the student should be able to:

* Write thesis-driven, analytic essays for an academic audience.
* Demonstrate rhetorical awareness through use of structure, paragraphing, voice, and tone.
* Evaluate, analyze, synthesize own ideas and the ideas of others.
* Read critically for inquiry, learning, thinking, and communicating.
* Make basic but effective use of sources in an academic documentation format, including in-text citation and a bibliography.
* Develop flexible strategies for generating, revising, editing, and proof-reading.
* Demonstrate awareness of grammar and usage conventions in academic writing.
* Demonstrate basic computer literacy skills.
* Learn to critique own and others’ works.
* Understand and apply grammar, analogies, punctuation and clause rules, figures of speech, and literature elements by completing board work and assignments.

***Assessment***

Success in achieving course outcomes will be measured primarily by course assignments (see *Course Assignments* below).

* Students produce and turn in formal writing (4 essays)
* Students produce and submit informal writing (daily activities)
* Students respond to reading quizzes for a grade
* Students participate in class discussions and group work
* Students submit MLA research writing portfolio that contains all revised assignments from the informative, analytical, and argumentative essay topics. This will include all draft and revised copies of each assignment
* Students submit a response to a common exit assignment

Plagiarism  
All submitted assignments must be exclusively a student’s own work. Students submitting work that is not their own will receive an automatic zero for the assignment (see the honesty policy in the student handbook).

## Textbooks and Required Materials

* McQuade, Donald. *The Writer's Presence: A Pool of Readings*. 4th ed. Boston: Bedford/St. Martin's, 2003. Print.
* Ballenger, Bruce P. *The Curious Researcher: A Guide to Writing Research Papers*. 5th ed. New York: Pearson Longman, 2007. Print.
* Ballenger, Bruce P. *The Curious Reader: Exploring Personal and Academic Inquiry*. 2nd ed. New York: Pearson/Longman, 2006. Print.
* Applebee, Arthur N., and Littell McDougal. *The Language of Literature*. Evanston, Ill.: McDougal Littell, 2002. Print.
* Writing materials: pen, pencil, writer’s notebook
* Personal flash drive/thumb drive
* Access to a computer and an internet connection

## Course Expectations

*Skills*

* Basic internet/computer skills. You must be able to use Google Drive and Google Docs. All final essays are to be submitted electronically—no paper copies.
* All essays must be word processed on a computer, so you should be familiar with basic word processing and be able to use a reliable computer that can save word processed documents. All essays are to be submitted using Microsoft Word. Most word processing software will allow you to “save as” a Word document (doc/docx) or as rtf, which is acceptable.

*Course Assignments*

Most of the following will be covered in greater depth on subsequent assignment sheets and/or grading rubrics, but here, briefly, are the assignments for this course:

* *Essays (30%):* Each unit of study will be capped with an essay, testing students’ ability to write to the course objectives. Technically speaking, these are the second drafts of unit essays; the first drafts are brought to class for peer review. Detailed scoring rubrics will be handed out at the start of each unit. Essays are worth 100 points, and collectively, they account for 40% of a student’s grade. All essays will be formatted in Microsoft Word and submitted electronically.
* *Collected Works Portfolio:* At the end of the semester students will have the opportunity to revise for a third time all unit essays, and then turn them in for final evaluation with all other unit work (drafts, assignments, explorations, etc.). The essays will not be evaluated and scored individually; the entire folder will be assigned a grade, and that grade will account for a third of a student’s overall course grade. The folder will be graded on a scale of 100 points, and a rubric with more details on scoring will be made available at the end of the semester.
* *Reading Assignments (40%):* Students will be graded on literature reviews, literary terms, story grammar retells, content area retells, Socratic seminars, comprehensive homework, tests, and quizzes.
* *Grammar Assignments (30%):* Students will be graded on grammar, analogies, vocabulary, punctuation and clause rules, and figures of speech.

*Grading Policy*

Students will receive the standard Homedale High School grading scale as seen on the Lumen grade program. However, there are no +/- grades at CWI. Therefore, the following grading scale will be used for computing your final grade for college credit:

A+ 97-100

A 94-96

A- 90-93

B+ 87-89

B 84-86

B- 80-83

C+ 77-79

C 74-76

C- 70-73

D+ 67-69

D 64-66

D- 60-63

F 59 and below

*Course Hours*

In addition to the four hours per week spent in class, students can expect to spend six hours per week in preparation for this course, for a total of ten hours per week minimum devoted to English.

*Attendance Policy*

You must follow the Homedale High School student handbook attendance policy.

*Late Policy*

You must follow the Homedale High School student handbook attendance late work.

*Paper Formatting*

Every, and I do mean *every*, written assignment we turn in for this class must adhere to the following formatting requirements with no exceptions:

* Times New Roman font
* Double-spaced
* Standard 1 inch margins
* No extra spacing whatsoever between paragraphs
* No title page
* Numbered pages
* The following, and *only* the following, information in the top *left* hand corner of each assignment:

Your name

Course and section number

Name of the assignment

Date

* A centered title for your paper

*Electronic Assignments*

All essay assignments we turn in for this class will be turned in, evaluated, and returned to you electronically, through Google Drive. Consequently, there will be a few requirements. First, you will need the above-mentioned computer and internet access. Second, you will need to complete all of your assignments in Microsoft Word.

***Academic Dishonesty***

All work submitted by a student must represent his/her own ideas, concepts, and current understanding. All material found during research must be correctly documented to avoid plagiarism. Cheating or plagiarism in any form is unacceptable and violations may result in disciplinary action ranging from failure of the assignment to failure of the course. Repeated acts of academic dishonesty may have more severe institutional ramifications.

I will not tolerate plagiarism in any form. Students caught plagiarizing will be dealt with severely. To avoid any problems, please make sure that you understand the following information: Distinguishing your words and ideas from those of someone else is an important skill for this class. **Any plagiarized material, even a key word in a sentence or someone else’s published idea which is not properly documented will result in a failing grade for the assignment.** If you have any questions about using sources, please ask me. Some examples of plagiarism are:

* Using a phrase or a sentence from a book or magazine in your essay without acknowledging your source (e.g. without putting quotation marks around the quoted material and without mentioning the author)
* Borrowing specific ideas from another writer without acknowledging your source, even if you write the idea in your own words
* Cutting and pasting text from the Internet into your paper without acknowledging the source5
* Handing in a paper under your name that has been written by someone else (e.g. downloading an essay from the Internet and handing it in as your own)

***Behavioral Expectations***

Every student has the right to a respectful learning environment.  In order to provide this right to all students, students must take individual responsibility to conduct themselves in a mature and appropriate manner and will be held accountable for their behavior.  Students who disrupt the class or behave inappropriately or disrespectfully, as determined by the instructor, may be asked to leave the classroom.

In a writing course it is vital that we respect each other’s ideas, whether expressed in writing or in class discussions. Sharing your writing for response is like sharing a part of yourself; therefore, it’s crucial that we treat each other kindly. Kindness, of course, does not mean that we’ll never disagree; it means we’ll disagree and comment respectfully.

## Emergency Procedures

Please follow posted instructions in the classroom in the event of an emergency.

## Syllabus as Contract

## This syllabus is the contract you agree to by remaining in this course. I reserve the right to make changes to the syllabus as scheduling and other classroom concerns may necessitate. If I make a change, then it will come in the form of an amendment. I will make an announcement in class and send out a class email.