

GHS Course Syllabus

General Course Information

Subject: English Year: 2012-2013

Department: English Room #: 212 Periods Taught: 1A, 2A, 4A, 2B, 3B

Course Title: Sophomore English

Course Description:

“Be an advocate for yourself. An advocate is one who pleads for a cause. Your education is your cause!” – Mrs. Greblo

Students will read novels, short stories, poems and plays to explore literature and language. Writing assignments, both large and small, will be an integral part of the class. Group, individual and partner activities will support lessons focused on maximum student achievement, school goals and state standards. Vocabulary study is integrated with the literary works. Grammar will be practiced using a sentence-composing approach and integrated with writing assignments.

Faculty Name: **Mrs. Kelly L. T. Greblo**
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BA Theatre Arts and Communication Arts, Linfield College
MAT Secondary Level English/Language Arts and Drama, Lewis and Clark College

Office Hours: **Let's chat! Please make an appointment with me during class time or via email.**
Parents: I welcome an open dialogue with you. Call, email, or schedule an appointment via phone/email.

Welcome/Introduction to Course: I'm so glad you're in my class! Sophomore English is an important foundation course for upper level advanced and specialized English courses. Your attendance and participation is vital for your success and important to me as your teacher.

How Class Will Begin Each Day:

Students will have a daily agenda and warm-up. The warm-up will consist of daily reading with journal entries into your Learning Log Notebooks in addition to some vocabulary exercises that may occur at the beginning or end of the period. The daily reading will be an approved book students bring to class with them every day.

Note to Parents:

- 1.) Attendance! Attendance! Attendance! This course requires consistent attendance and as a result every effort should be made to avoid absences and tardies in this class. Even with make-up work, students miss out on important classroom instruction when they are absent.
- 2.) Your students will have homework in this class, most likely reading and responding of various types. Please check in with them periodically to make sure they are keeping up and ask them to show and explain it you, this only helps them process their thoughts and articulate them even better in class!
- 3.) Use this! My class website: www.mrsgreblosclass.weebly.com

Learning Outcomes

Course Objectives: The objective of this course is to prepare students for advanced courses as well as provide writing and reading foundation necessary to support upper level English courses.

Readings

- Required Text:
- 1.) *Elements of Literature: Fourth Course: With Readings in World Literature*
 - 2.) Regular reading of a novel or biography is expected (bring from home or check out from the library)
 - 3.) *To Kill A Mockingbird* by Harper Lee
- Teacher provided
- 4.) (another novel to be chosen later)
- Supplemental Text/Resources:
- 1.) *Grammar for High School*, by Killgallon and Killgallon
 - 2.) Various Short Story Selections

Supplies Needed:

- **MOST IMPORTANT: One spiral/bound notebook, approx. 100 pages of lined paper (hole-punched, 1 per semester, NOT to be shared with other course subjects)**
- **2nd MOST IMPORTANT: Planner/calendar**
- Three-ring binder (2 - 3 inches works well)
- Subject dividers for binder
- An ample supply of lined notebook paper, white
- Blue/black pens and pencils
- A pouch/bag that stores all the tools of the trade
- **Helpful project tools:** Sticky notes (several colors, sizes), Highlighters, White Out (liquid, pen, or tape), markers, colored pencils, poster board, etc.—you may get these as we move through the year

Grading & Plagiarism

Grading Categories & Percentages: The quality of your work is what will separate your grade from just passing to excellence. All assignments will be graded using the 5-point scale (see below) and be weighted as follows:

Assessments=50%

Writing Assignments=40%

In-Class Work/Homework=10%

Total points will be added at the end of the grading period. The total accumulated points over the entire semester determine semester grades.

There will be homework to be completed outside of class. Due to the cut school days, you should expect a minimum of one hour of homework, **on average**, per class period.

Grading Scale: 4-5=A
3-3.9=B
2-2.9=C
1-1.9=D
0-.9=F

Assignments

You are to keep all work in your binder unless notified otherwise. This is not only to verify your score on the assignment with the score I have in the computer (in case of a tragic computer crash), but to keep for the portfolio you will create.

Attendance

You need to come to school every day. Your attendance is vital to understanding key concepts and completion of assigned work. Your in-class experience has value and it cannot be replicated outside of class. If you have an absence that is **unexcused**, work due on that day will not be accepted, and you will receive a zero for any assignment or test that was completed on that day.

Late Work Policy:

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Work will be accepted up to one week late (7 days, including non-school days) unless otherwise arranged with Mrs. Greblo (see her to discuss this option if you feel your work will be over a week late). Accepting late work is up to the teacher's discretion, however, depending on the assignment.

Make-up Work Policy:

Make-up Work Policy

If you are absent, these are the things you need to do when you come into the classroom:

1. Access our classroom website: www.mrsgrebloclass.weebly.com where ALL of Mrs. Greblo's PowerPoints are made available to you online (and usually on the same day they were taught). Here you can see exactly what was covered in class, the warm-up, and the homework. You won't have my voice to listen to so you might need to make an appointment for outside of class to be "taught" what you missed that day.
2. Ask three students what you missed. If you are still confused, see me to arrange a meeting time outside of class for me to sit down and "teach" you what you missed. (Remember the phrase, *see three before me.*)
3. *District policy states you have however many days you were gone plus one to make up the work. For example, if you were gone for two days, you have three days, when you come back, to make up the work. This **does not** exclude you from the work we do when you come back. As stated earlier, special circumstances may be agreed upon by talking with Mrs. Greblo.*
4. The rule above **does not apply to previously assigned work. If a student is absent when an assignment or large project is due, it is due when the student returns.** If a student was in class when the work was assigned, it is still due when returning to class (i.e. here to receive long term assignment, gone during middle of project).
5. If you are absent for a test, you will need to find a time outside of class to make it up in the TESTING CENTER. **No test will be given during class time.**
6. **When turning in the assignments, at the top of the page write "absent" and the date(s) you were gone.**
7. Turn it into the "LATE" basket.

MOST IMPORTANT: You must take responsibility and advocate for yourself and your education. This means taking time outside of your regular school day to sit down with me and truly learn the concepts you missed out on. Therefore, may you think twice before missing class unless it is **essential.**

Cheating/Plagiarism Policy:

I have a zero tolerance Cheating/plagiarism policy. Any student caught cheating will receive a grade of zero on the assignment or exam. In the event of a second offense, the student may be removed from the class with loss of credit, suspended, or expelled from school.

Course Schedule/Outline:

Over the whole year:

- Writing lessons and assignments to improve word choice, sentence fluency, conventions, ideas & content, organization; writing assignments will address a variety of modes of writing: descriptive, narrative, imaginative, expository, and persuasive
- Grammar practice throughout the year
- Analytical writing: which includes sentences, paragraphs and essays

Semester 1:

- Short stories & poetry (with emphasis on literary elements & figurative language to help students improve their writing by incorporating these techniques)
- *To Kill a Mockingbird* by Harper Lee
- Persuasive writing and speaking unit

Semester 2:

- OR Statewide Reading Assessment & Writing Assessment
- Literary Anthology Project

- (another novel to be chosen later)

Classroom Conduct:

Specific classroom conduct details will be outlined in your “Classroom Procedural Contract” that we will cover and pledge to in class the first week. We will also create our “Classroom Code” together as an individual class period that first week. You will be expected to keep both of these documents in your binders permanently for quick access as needed. (Parents: if you want to see these documents, ask your students after the first week of school)

If you choose **not** to follow school rules and policies/our classroom code, protocol and, procedures there will be consequences.

Discipline/Behavior Problems:

1. Mrs. Greblo **Talks** to you, privately if possible.
 - a. (This is really the **ONLY** step I want to take; 19 out of 20 times this works. If this doesn’t work, then I will move on to the next step.)
2. You will lose your **seat** and find yourself in a personal desk away from the class activities. You must remain in that desk until I give you permission to move.
3. Cool out in the **hall** and write up a “**Solution Plan.**” Wait for me. *(See below)
4. Mrs. Greblo calls **home** to notify and discuss with the parent(s)/guardian(s). If needed, a plan is devised and set in motion to garner student success.
5. **Referral** to the assistant principal.

*This plan will resolve potential conflict without getting you into any trouble. Neither one of us wants that.



Students and Parents/Guardians – Please provide your signature below indicating you have read and understand the requirements and expectations of this course.

Student Signature & Date

Parent/Guardian Signature & Date