St. Joseph High School Syllabus: Honors English 1



**Teacher: Mr. McGahey**

**Department: English**

**Course Objectives:**

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| 1 | SWBAT analyze works of fiction and non-fiction through the lens of Catholic teaching and tradition to reveal what they communicate about authentic Truth.  |
| 2 | SWBAT synthesize understanding gained from reading great works of Western and non-Western cultures to articulate insights into critical questions related to humankind.  |
| 3 | SWBAT argue for or against the importance, relevance, and stature of a given work of literature or non-fiction, based on what it reveals about enduring human themes, insights about its historical context, and the depth and appropriateness of its use of literary forms and devices.  |
| 4 | SWBAT analyze an author’s choices in character development, plot, perspective, setting, and other elements of literature and non-fiction to determine how they support the theme or thesis of the work.  |
| 5 | SWBAT support inferences and conclusions drawn from a range of challenging texts with evidence from the text and understanding of the historical, cultural, and literary perspectives from which it is written.  |
| 6 | SWBAT demonstrate an appreciation and command of the use of literary devices; literal, figurative, and connotative uses of words and phrases; and a range of nuanced, college-level vocabulary. |
| 7 | SWBAT analyze the interactions of ideas, events, individuals, and author’s perspective to evaluate how well the author supports an argument or thesis in a range of historical and contemporary non-fiction texts. |
| 8 | SWBAT compose a well-reasoned argument that clearly deconstructs alternate explanations, reveals author biases, and defends a thesis with evidence from literary texts and/or research.  |
| 9 | SWBAT construct a clear, cohesive, and well-organized research paper using a structured writing process that integrates and synthesizes information from multiple relevant, valid, and vetted sources.  |
| 10 | SWBAT write a range of short and long texts routinely for specific tasks, purposes, and audiences, demonstrating command of conventions of standard English and language usage.  |

**Course Outline:**

The Literature and Composition course is inspired by the challenges that first year high school students face as they attempt to fulfill expectations related to their development as readers, writers, and critical thinkers during this transitional year. This curriculum will equip students with the skills and concepts necessary to successfully meet these challenges and approach further study of literature. The goal of course is to give students a foundation in language acquisition, writing skills and concepts, and literary analysis across various genres, and evidence based compositions. Through their study of non-fiction, students will gain an understanding of the author’s use of rhetorical concepts and devices to fulfill an author’s purpose for writing a text. The short story unit allows for the synthesis of multiple literary elements in a narrative’s development. Exploration of poetry and drama, followed by the novel, creates opportunities for students to gain insight into the human experience, and will provide a bridge to thematic study at the sophomore, junior, and senior levels.

The selection of texts should encourage students to appreciate universal moral values reflected in various genres. A strong focus on expository writing and the research process will both support and extend the students’ study of literature. It may appear that there are some overlap of skills and concepts from the middle school levels. However, because the freshman year is a transitional year, review and reinforcement of foundational skills and concepts are necessary for students’ growth and development as high school readers, writers, and critical thinkers.

**UNIT 1**

- Students will learn and use valuable tools to analyze author’s use of diction, syntax, tone, and style, such as: context clues, word structure, part of speech, etc.

- Students will draft a personal narrative about how they overcame a significant obstacle or managed an important transition in their lives, by using the writing process, pre-writing strategies, and thesis paragraphs.

**UNIT 2**

- Students will be able to determine how plot, theme, characterization, setting, and point of view function in short stories by examining plot structure/foreshadowing, types of conflict, and direct/indirect characterization.

- Students will learn and use skills such as annotation, pre-writing strategies, and text coding to develop a well-organized essay that compares/contrasts two different texts on the same topic

**UNIT 3**

- Students will analyze themes of poetry and drama by examining poet’s use of sound and form, and a playwright’s use of dialogue and stage directions

- Students will compose an argumentative essay that defends a given thesis by synthesizing and citing evidence from the text.

**UNIT 4**

- Students will analyze the author’s development of themes, characters, plot, and setting within a lengthy narrative

- Students will write a well-organized final paper that synthesizes multiple authoritative sources in response to a research prompt provided.

**Grading Breakdown:**

**Percentages:**

Tests- 35%

Homework/Classwork- 25%

Quizzes- 25%

Daily Journal- 15%

**Final Semester Grades:**

Quarter 1- 40%

Quarter 2- 40%

Midterm Exam- 20%

Quarter 3- 40%

Quarter 4- 40%

Final Exam- 20%

**Necessary Materials:**

1. Pen/pencil

2. Notebook

3. Writing Journal

4. Textbooks (Literature, vocab workbook, grammar workbook, supplemental reading assignments)

**Procedures and Policies:**

1. First and foremost, you are expected to treat your classmates with respect at all times; inappropriate calling out, name calling, or disrespect will not be tolerated.

2. Be in your seat and prepared for class when the bell rings.

3. Obtain permission by raising your hand before speaking or leaving your seat, no calling out.

4. Follow directions and complete all assignments on time

5. Remain awake, alert, and on task during class time

**Policy for Inappropriate Classroom Behavior:**

 First Offense- Warning, rule reminder

 Second Offense- Teacher detention after school

 Third Offense- Phone call home

**ABSENCE**

If students are absent, they are expected to see me on **the day they return to school** to find out what they missed during their absence. (Not the next day they see me in class!) Students who are absent from school on the class day before a test, but are present on the school day between class days are still expected to take the test or quiz on the assigned day. They are also expected to submit any homework and classwork covered during the missed class.

If students are absent on the day that a test or quiz is scheduled, it is their responsibility to make arrangements with me to take it. Students who miss a test or quiz have two class days from the day they return to school to make up any test or quiz that has been missed. A grade of zero will be given if the test or quiz is not made up in the given time frame.

**Personal Technology in the Classroom:**

Cell phones, computers, tablets, or any other electronic devices, ***are not to be used during class time without the permission of the teacher***. Students may not record any audio or any visual element of class without the teacher’s permission. Doing so *without* permission will result in disciplinary action. Any infraction of the “Acceptable Use Policy,” as explained in the student handbook, will be reported to the administration.

**Policy for Cell Phone use during class:**

First offense: Warning

Second offense: Teacher detention after school

Third offense: Phone confiscated, parent/guardian must pick it up

**Signatures:**

I have read and understand the information in the syllabus for this class. I accept all of the responsibilities and conditions outlined within:

Parent or Guardian: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

Student: ­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_