

ENGLISH 10 HONORS

Hauser Jr. Sr. High School



2020-2021 Academic School Year

MS. FOUGEROUSSE (FOO-JEH-ROO)

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English 10H Course Description

Welcome to eighth period 10th Grade Honors English! This semester, we will be exploring literature and various perspectives that contribute to the diverse body of literature available to readers in contemporary society. The perspectives will be expressed in various forms of literature including novels, poems, and short stories. We will have writing assignments, presentations, and projects that correspond and enhance what we are reading in and out of class. In addition, we will focus on vocabulary building and grammar. We have a lot to cover this year and my job is to make it (relatively) interesting- that is what I aspire to do. In comparison to English 10C, this course is substantially more rigorous. The purpose of English 10H is to prepare you for Advanced Placement Literature and Composition.

English 10H Curriculum Overview

Quarter	Unit Title	Writing Objective	Text(s)
1	Poetry Analysis, Literary Analysis & Frame Narratives	Poem Explication Personal Narrative	<i>Life of Pi</i> by Yann Martel; Summer Poetry (Selected Poems); Short Stories
2	Research Writing & Nonfiction Reading	Research Paper	<i>Night</i> by Elie Wiesel; Selected Nonfiction Essays
3	Argumentative Writing & Historical Fiction	Argumentative Paper	<i>Kindred</i> by Octavia E. Butler; <i>A Mid-Summer Night's Dream</i> by William Shakespeare
4	Poetry & Literary Analysis	Literary Analysis Creative Writing	<i>The Alchemist</i> by Paulo Coelho; Independent Reading; Poetry Unit or Creative Writing

*There is a potential that the reading may change as the year progresses... esp. with COVID.

Traditional Grading Scale

A	B	C	D	F
90-100%	80-89%	70-79%	60-69%	0-59%

Time for Those Cliché Rules

BE SEATED. Be in your seat when the bell rings or on Zoom when we start the lesson. Rationale: We have fifty-five minutes to cram in learning. The faster we start class, the more content we will cover during class time. The more content covered in class, the less homework or out-of-class work for you. Extenuating circumstances? Talk to me so that I understand the situation from both sides. See the handbook for the attendance and tardy policy and discipline procedures.

COME PREPARED. Come to class with your binder, the text that I indicate (on the board and the day before in class), loose-leaf paper, your college-lined writer's notebook (journal), **YOUR iPad**, and a writing utensil every day unless I tell you otherwise. Rationale: To do the activities in class, you need to have the necessary materials. You have **four** passes a semester (**two** per quarter). Use them wisely. If you forget something, use a pass and go get it. After you use your passes, there will be consequences. I also can say no even if you have a pass. When you use your passes, use them at appropriate times. I must sign off on the pass before you leave the classroom. Only one student is permitted to leave the classroom at a time.

STAY ORGANIZED. Organize your binders with five tabs. Sub-tabs will be created as the year progresses; but you should have all five main tabs in your binder by the end of week one. Rationale: This class is designed to give you a foundational understanding of literature, modalities of the English language, and foundational composition skills. My goal is to prepare you for future academic pursuits. This binder, if kept properly, will be a valuable resource to you later. Tabs need to include: **Literary & Poetic Analysis, Research, Argumentation, Personal Narrative, and Vocabulary.**

DO YOUR BEST. Do your best, and I will recognize your effort. This entails doing your assignments. Your best entails your best work- not someone else's best work. Rationale: I want to see your work, your thoughts, your ideas, and your level of understanding. It is okay to build from published works and from ideas that have been established in the past. Let different sources inspire your work. However, you must put your own spin on it, and give credit where credit is due. You cannot be creative without being a little divergent. In congruence with **Academic Integrity Policy**, there will be **no** tolerance for plagiarism. See the handbook for expectations and discipline procedures regarding the academic integrity policy.

BE RESPECTFUL. This means respecting the teacher, respecting your classmates, respecting the school, respecting materials, and respecting yourself. Rationale: This has come to be a cliché, but it is a necessary component in an effective learning environment. Code switching is a thing. You need to know when it is appropriate to speak and in what ways. You need to know when it is appropriate to listen. I will not tolerate disrespect. However, there are different levels of disrespect and discipline procedures will vary according to the level of disrespect conveyed. Inappropriate language is disrespectful. I have a zero-tolerance policy for any type of bullying. See the anti-bullying policy for discipline procedures.

Just for the Record...

- **END OF CLASS PROCEDURE.** I dismiss you, **NOT** the bell... Please understand that we will have new exiting procedures due to school-mandated COVID protective measure protocol. Most days, I will give you the last few minutes of class to pack up your items, write down your homework assignment, and sanitize your desk. Assignments will be displayed on the board (and on the daily PPT. agendas) and will be posted online as well.
- **MAKE-UP WORK POLICY.** Send me an email if you are absent (or know that you will be absent or if you are in self-quarantine). Reference Canvas or my teacher website for make-up work (it should be posted there). You will be given a day to make up work for each day you are absent (excused absences only*). If you fail to turn in work past that timeframe, the assignment will go in the gradebook as a zero. I understand that things come up and life happens. Nonetheless, it is your responsibility to ask for make-up work *and* an explanation of the assignment. You may speak to me before class, during vocabulary workshop or journaling time, after class, or after school. You must speak with me if you need an extension on a make-up assignment (**BEFORE** the assignment is due). I reserve the right to decide whether or not the extension is permissible. For example, if the date is on the calendar or announced in advance, you may still be held accountable for meeting that deadline on a case-by-case basis. **COMMUNICATION IS ESSENTIAL.** In the gradebook, a 0 means there *might* still be potential to turn in the make-up assignment (depending on when I update the gradebook). However, a 0.1 means that the turn-in window has passed. In the case of the latter, the assignment will become late work.
- **LATE WORK POLICY.** I will **NOT** allow the collection of late work during class time. If you do not submit the work on time, you will have the opportunity to serve academic detention for an hour after-school and the potential to earn up to **60%** of the credit possible for the late submission. If we are in a distance learning component of the school year, you will need to complete an additional assignment alongside the original assignment to earn up to 60% of the credit possible on the first assignment. During the in-person school days, I will announce when academic detentions will be held. All late-work opportunities must be fulfilled within the grading quarter they were assigned. For example, if you did not submit an assignment during the third week of school, you would have until the ninth week to attend an academic detention session to submit the late work. If you did not submit an assignment in the ninth week of school, you must attend the academic detention scheduled that week (if there is one) in order to qualify for partial credit.
- **TURNING IN ASSIGNMENTS.** I will collect assignments at the **start** of class on the day the assignment is due (unless I decide to change things up). Online assignments will be collected via email, turnitin.com, or Canvas. **Always be prepared to submit a paper/hard copy. I will announce that ahead of time. Be proactive. If you wait until the last minute and have technical difficulties, I will tell you that you should have handled it beforehand and not waited until the last minute.** An assignment is late if you do not turn it in when it is being collected.
- **CLASS AGENDA.** I will post the day's agenda on the board so that it is visible to all. It is also synched to Canvas and my teacher website, so check there as well. If you are uncertain if there was an assignment, email me or contact a classmate and ask. When looking for this, **reference the Daily Agendas PPT.**

- **ANTI-CELL PHONE POLICY.** You should never let me see your cell phone or headphones in my classroom. If I see it or hear it go off, I will take it, and you will not get it back until the end of the school day. If you want to avoid losing your phone for a day, keep it in your backpack. Turn it off, keep it on silent, and keep it *out of my sight*. If it will be too tempting for you to keep it out of sight in my class, then place it in the cellphone location. If you refuse to give up your phone, you will be asked to leave the classroom and a referral will be added to your academic file for insubordination. I will then assign a detention or a Friday school.

- **CHEATING & ACADEMIC DISHONESTY POLICY.** You should not cheat. End of story. However, if you do cheat and you are caught cheating, you will be written up. A note will be added into the computer system in the form of a referral. The assignment will go into the gradebook as a permanent zero. Administration will handle repeat offenses. Some examples of ‘cheating’ include: plagiarizing an essay, copying someone else’s work, having the same answers (word-for-word) as someone else in the course (to clarify- on assignments that are capable of heterogenous answers), using work that you used for a previous class, talking during an exam, etc.

- **VOCABULARY.** Each week, on most Mondays and Wednesdays, we will work on building vocabulary. The selected terms will prepare you for the SAT (Scholastic Aptitude Test). I will provide units every other week. The vocabulary assessments will be bi-weekly. As you study, pay close attention to the etymological history within words (a.k.a. Greek and Latin roots, suffixes, and prefixes). Reference my teacher website for more resources. This is one of those components that will not change for the late work or make-up work policy. The only thing that excuses you from taking the exam or turning in the squares on the pre-announced due date is not physically being present the day of the exam due to an excused absence. The only other excused situation is an extended, excused absence over a week in length or more. Plan ahead and get those vocabulary squares knocked out early on to mitigate potential issues.

- **JOURNALS.** Each week, on most Tuesdays and Thursdays, you will receive a journal prompt at the start of class. You are required to write for a full ten minutes. The quality and the length of your compositions will contribute to your scores. You are welcome to work on journal entries that do not meet the length requirement outside of class time *before* I collect journals at the end of the quarter or semester. However, sometimes, I will spontaneously collect an entry after the journaling time (these will count for a grade- so make sure you are always doing your best work). You do not have to respond to the journal prompt if you do not like it. You can always free write, but you must write. If you write something that I am legally obligated to report, I will report it. Please keep that in mind.

- **GRADE DISTRIBUTION.** I set up my gradebook so that summative assessments (formal papers, unit exams, novel exams, etc.) account for 60% of your total grade. Formative assessments (reading checks, reading quizzes, lesson activities, participation, vocabulary, etc.) account for 20% of your grade. The final exam will account for 20%. You can only apply for exemption in the spring. All students must take the fall final exam (semester one).

Dear Parents and/or Guardians,

Hello! I look forward to having your child in my English 10H course. If at any point in the year you would like to discuss their progress or brainstorm ideas to help him/her succeed, please contact me and I will be happy to meet with you or correspond via email or phone. Email is usually the best way to initially reach me. Please fill out the information below, so that if for any reason I need to reach out to you, I know the best way to contact you.

All the Best,

Ms. Kaylie Fougrousse

AP English & English 10 Teacher

Hauser Jr. Sr. High School

Email: kfougrousse@flatrock.k12.in.us

Website: fougieandthejets.weebly.com

Please sign and return to Ms. Fougrousse (Rm. 1818)

I have read and reviewed the classroom expectations and policies/procedures with my child. I also understand that throughout the school year, policies might be adjusted to accommodate unforeseen issues, especially during times of COVID.

Student Name: _____

Student Signature: _____

Parent/Guardian(s) Name(s): _____

Parent/Guardian(s) Signature: _____

Date: _____

Contact Information

Parent cell phone: _____

Parent email: _____

If there is any additional information you would like to share regarding your child, please feel free to do so below or use the back of this signature sheet. Email works too. Thanks!