

# ENGLISH 10 HONORS

Hauser Virtual 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 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 PRESENT.** Be ready for Teams/Zoom meetings if there is one scheduled. Actively partake in discussions on Canvas. Make sure that you are completing daily check-ins alongside the assignments.

**COME PREPARED.** Make sure that you have loose-leaf paper, your college-ruled writer's notebook (journal), **YOUR iPad**, a stylus pen, highlighters (pink, orange, yellow, green, and blue), index cards, 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.

**STAY ORGANIZED.** Organize your binders or Google Folder with five tabs or sub-folders. 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 technology, 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...

- **DAILY ATTENDANCE.** You will receive daily attendance through the timely submission of a daily check-in. You need to check in by 3PM each day to avoid an unexcused absence in my class.
- **END OF MTG. PROCEDURE.** If we have a Zoom/Teams meeting, you are expected to be present for the entire meeting.
- **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. 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.

- **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 not receive credit for the assignment.
  
- **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, unichck.com, or Canvas. **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 by the specified time or by 3PM the day it is due.
  
- **CLASS AGENDA.** I will send a weekly overview of the assignments to guide you on your virtual learning journey. I might switch up the format, but for now, it is on Google Slides.
  
- **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. I will conduct vocabulary quizzes via Zoom or Teams.
  
- **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 virtual 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. If I don't get back to you right away, please understand that I am juggling a million things and will get back to you as soon as possible. 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](mailto:kfougrousse@flatrock.k12.in.us)

Website: [fougieandthejets.weebly.com](http://fougieandthejets.weebly.com)

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**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 with COVID changes.

Student Name: \_\_\_\_\_

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

Parent/Guardian(s) Name(s): \_\_\_\_\_

Parent/Guardian(s) Signature: \_\_\_\_\_

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

Contact Information

Parent cell phone: \_\_\_\_\_

Parent email: \_\_\_\_\_