

Name: _____

Date: _____ Section: _____

English 9: Literature and Language (2009-2010)
Ms. Jennis
Linden Hall

REQUIREMENTS AND OBJECTIVES

Texts: Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold Edition.

Medea, Euripides.

Persepolis, Marjane Sartrapi.

Romeo and Juliet, William Shakespeare.

Animal Farm, George Orwell.

To Kill a Mockingbird, Harper Lee.

Photocopies and printouts of various texts as class progresses

Course Objectives: The English Department encourages each student to develop a critical and appreciative approach to literature, both fiction and non-fiction. The course will develop students' ability to analyze, make comparisons, read critically, and express themselves clearly and with style. This class has several objectives: one, to offer all students a basic background in some classics of English literature; and two, to allow the students to study certain themes and subjects with a more detailed, active focus (in other words, to promote directed and independent writing); oh, yes, and then there is the vital grammar and vocabulary work we will pursue throughout the year.

Academic Honesty: At different times, I will ask you to work independently, collaboratively, and competitively. I will try to be clear about my expectations and I will expect you to be honest brokers. If you do not understand my expectations (when you can share information and when you cannot), ask me. When you use someone else's ideas or research or words without acknowledging their assistance, you are stealing from them. It's just not okay. When in doubt, cite your sources. A student caught cheating will receive a zero for a test or quiz grade; school policy requires that any student who plagiarizes will not only receive a zero for the paper but must do another one for no credit.

Grading: The trimester grade is determined by a combination of assessment methods. The mid-year cumulative exam will count as 10% of the final grade. The final cumulative exam will count as 15% of the final grade.

Assignment Format: Students must type all formal assignments in a 10-12 point font and then double-space them on a single-sided, standard page with a proper Heading and 1-inch top, bottom, and side margins. The proper Heading is (from first line to third): your full name, class and section, the due date of the assignment. Students must turn in all assignments in final form, even assignments for which there is a planned peer editing session.

Due Dates: Unless otherwise noted, students must turn in assignments at the beginning of the class noted on the Assignment Sheet. Except for pre-arranged extensions, students will lose a third of a letter grade for turning in an assignment after the class period starts and, then, a full letter grade (10 points) for each school day the assignment is late until the assignment reaches 50%. If the student does not turn in the assignment by the end of the trimester, it is worth zero (0) points. Please avoid this!

Active Reading and Listening: In order to promote the study skills habit of active reading and listening, students will learn and then practice two types of reading notes: Two-Column for class notes and Book Notes for literature or non-fiction.

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Ink Policy: Okay, without stepping on your constitutional right to enjoy the multitudes of gel pens, for English 9, please observe:

1. Anything you hand in must be in blue or black ink. I am too young to go blind by the flickering light of my lamp and the faint scratch of lightly applied and dutifully smeared number two lead.
2. And, most importantly, do not use red ink. I will scrawl out my comments to you in red ink. Remember, sometimes supportive, constructive, and happy messages come in red ink.

Extra Credit Policy: Linden Hall does not allow extra credit in its college preparatory classes. From time to time, however, there will be alternate assessments within a unit for students who need extra work on a topic or process. These assessments are at the discretion of the teacher.

Readings: All students must complete assignments given in class. Though students will certainly learn and complete assignments at different paces, on average, homework for English 9 should take approximately thirty minutes per night per school week. (Please note, this approximation includes time for both short term and long term assignments; in other words, there should be VERY few nights where homework is significantly less than twenty minutes.) Class discussion generally will focus on a consideration of the implications and significance of readings, not simply on plot reconstruction. Therefore, students must come to class with as clear an understanding as possible of the day's reading assignment. Since we will devote most of class time to discussion, it is **critical** that students prepare daily assignments so that discussion is meaningful and so students can participate actively.

Paragraphs: Throughout the year, students will write formal paragraphs and essays, sometimes with outline and drafts. For any work including outside research, students will properly document and cite their sources, internet or hard copy. We will discuss the proper documentation process as part of the writing process and the students will have guidelines for all writing expectations.

Tests: There will be frequent Quizzes (Reading, Vocabulary, Grammar) and Tests throughout the course of the year and two Exams, one at the mid-point of the year and another at the end of the third trimester.

Binder for Photocopies, Study Guides, and Idea-Prompts: As the trimesters progress, we will hand out many documents to help students actively prepare. The students must complete and save all of these documents in one organized binder. This binder will help them study for Quizzes and Exams.

- **Photocopies** are self-explanatory. I will copy a variety of texts, plays, and poems for you over the course of the year. You must keep them in order.
- **Study Guides** will include terms and vocabulary, important character names and scenes, and questions to consider for each major reading or reading unit. All Quiz and Exam questions will come from material covered in the Study Guide. (This is an important study tool.)
- **Idea-Prompts** might ask the students to link concepts from various units or otherwise extend information they are reading.
- **Students will also keep all of their Quizzes, Exams, Essays, and Projects in the Binder!!**

Class Discussion: Students must actively participate in class discussion and must show courteous attention to the contributions of others. Participation and attitude (as part of the Effort grade) can make a difference.

Attendance: As per Linden Hall's attendance policy, "students who miss more than five classes, whether excused or unexcused, in any course during a trimester will have their trimester grade in that course reduced by one point per class missed in excess of five. Students who miss more than fifteen total classes in a given course may be required to repeat that course. Please note that three tardies or early dismissals

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count as an absence. These absences do not include religious holidays, school sponsored events, college visits, or snow days.” (Student Handbook, 15)

Speech: Every upper-school student at Linden Hall is required to give an assembly speech, approximately three to five minutes in length, on a date determined well in advance. The topic must be discussed with the instructor a minimum of one week prior to the speech and the student is required to go over the speech with the instructor at least a day or two in advance of the assigned date. Although such an assignment might seem daunting to some, the assembly speech is an integral part of life at Linden Hall and many students find giving one far easier than they had expected.

Year Long Independent Reading Project: Each trimester, every student will be responsible for reading a grade-appropriate book on her own and giving an oral report of it to the teacher. The three books may be either fiction or nonfiction, but must follow a theme in some way and will culminate in a third trimester class presentation at which time each student will turn in an art object and a short imitation related to the reading and address the class (using a poster and a handout) for three to five minutes as a significant figure related to the theme of their reading that year. We will discuss this larger assignment more during class. It is a major assignment.

Grading Standards: When writing your assignments, you might find it helpful to know how I will grade them. These are the standards I follow when reading your papers. They are from an article by Harry Edmund Shaw found in the text Teaching Prose.

- **A paper:** Detailed understanding of the text; sound organization; few or no mechanical mistakes; clear, unambiguous sentences, perhaps with a touch of elegance– in the best A papers, a lively and intelligent voice seems to speak; it has something interesting to say, says it clearly and gracefully to an appropriate audience, and supports it fully.
- **B paper:** Clear thesis, organization, and continuity; probably some minor mechanical errors, but no major ones; slightly awkward style at times; ideas that are reasonable and are anchored in the text– thought has obviously gone into the paper; it is solid, but not striking; the writer has a definite point to make and makes it in an organized and competent way, and to a definite audience.
- **C paper:** A weak, fuzzy thesis and perhaps illogical arguments to support it; a certain amount of confusion about what the text at hand actually says; many minor mechanical errors and perhaps some major ones (such as incomplete sentences); examples given for their own sake or to demonstrate that the writer has read the text, not to prove a point; organization rambles or disappears; words are misused; diction is inconsistent; proofreading is weak; the intended audience is unclear– there are some ideas here, but the writer needs help and work to make them clear to another reader.
- **D paper:** Thesis missing; major mechanical problems; poor organization; serious misreadings of the text; stretches in which the writer simply gives a narrative account of the essay for no apparent purpose; the paper is much shorter than the assigned length– the writer doesn’t really have a point to make and has serious problems in writing and reading at an appropriate level.
- **F paper:** The paper is plagiarized in part or as a whole, or it shows general weaknesses even graver than those of a D paper.

Requirements for Formal Writing: These requirements conform to MLA standards.

- **FORMAT:**
 - Double-space your writing for me. Exceptions: do not double-space headings or titles.
 - Use one inch top, bottom, left, and right margins.
 - Left Align your writing for me. Exceptions: Center titles.

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- Use Times New Roman or Arial between 10 and 12 point. Courier is NOT an acceptable font.
- Indent the first line of each paragraph (using the tab key) after the first at least three spaces. The standard tab on most word processors or typewriters is approximately five spaces.
- Follow each comma or semi-colon by one space. Follow punctuation that ends a sentence (the period, question mark, exclamation mark...), colons, and double (or En) dashes by two spaces.
- Present words from other languages in italics. Also use italics for titles and for text that would otherwise be placed inside quotation marks, such as speech or thought.
- Underline book or journal titles. Use quotation marks around article (e.g. newspaper) titles.
- Do not curse at (self-explanatory), assume familiarity with (either by direct address or 1st and 2nd person pronouns), or otherwise generally insult/infuriate your audience.
- PROCESS:
 - Always check for spelling errors, especially errors with homonyms or near homonyms, such as *reel* and *real* or *quest* and *guest*. Your computer cannot do this. You must actually read your own text.
 - Always read your text aloud. This is the best way to catch typos, tense errors, losses of subject-verb agreement, and plain convolutions. Do at least one reading each for tense and diction.
 - Always remember your intended audience. Define it clearly before you write. In most of the assignments for this class, I will be your audience. In other words, your audience is a writing professional with a college background and a yen for grammar. If you have a question about your audience's background knowledge, ask.
 - There is a difference between analysis and summary. In analysis, the author interjects her own thesis or argument into the mix. In other words, a summary of a text explains what originally happened. An analysis of the same text will include some summary employed to make a specific point for the author's argument. I am summarizing Gone with the Wind when I say, *In it, the reader follows a character, Scarlett O'Hara, as she weds several men.* My analysis of the text would be more like: *Through the course of the plot, a remarkable heroine experiences the chaos particular to war.*
 - Writing is a process, not a quick scrawl of words slapped together out of desperation. No first draft is a final draft. Your reader can tell the difference, no matter what your sleep deprived mind says.

I have read and understand this English 9 Course Syllabus and Contract. I agree to abide by its terms and work to make this a great year and a thought provoking class!

Student Name

Student Signature

This is a tentative schedule. If the topics and materials spark more in-depth discussion from the class, this time line might shift and expand. Also, please note that this schedule focuses primarily on major units of grammar and works of literature that will be studied in class. Vocabulary exercises and quizzes, composition work (including types and writing techniques), correct punctuation, as well as occasional grammar tests and quizzes will be interspersed regularly throughout each trimester. Dates for quizzes, tests, and essays are always announced well in advance.

Trimester One: Sanity and Madness

Week Topics

- 1 Diacritical marks; plagiarism; literary terms and forms
- 2 "The Most Dangerous Game;" grammar (nouns)
- 3 Grammar (nouns and pronouns); "A Cask of Amontillado"
- 4 Grammar (pronouns and antecedents); "The Red-Headed League"
- 5 Grammar (types of pronouns/verbs); "The Interlopers"
- 6 Grammar (verbs/modifiers); "The Birds;" personal essay
- 7 Grammar (modifiers); *Medea*
- 8 Grammar (prepositions); *Medea*
- 9 Grammar (conjunctions/interjections); *Medea*
- 10 *Medea*
- 11 Grammar (parts of the sentence); "The Scarlet Ibis;" descriptive essay

Trimester Two: Self-Creation and Self-Destruction

Week Topics

- 1 *Persepolis*; grammar (parts of the sentence)
Thanksgiving Break
- 2 *Persepolis*; grammar (parts of the sentence)
- 3 *Persepolis*; grammar (prepositions and prepositional phrases)
- 4 *Persepolis* (conclude and test); grammar (app./app. Phrases)
Winter Break
- 5 Grammar (infinitives and infinitive phrases); *Romeo and Juliet*
- 6 Grammar (participles and participial phrases); *Romeo and Juliet*
- 7 Grammar (gerunds and gerund phrases); *Romeo and Juliet*
- 8 *Romeo and Juliet*, catch-up
- 9 **Review and Mid-Term Examinations**
- 10 Grammar (adjective clauses); poetry; compare/contrast essay
- 11 Grammar (adverb clauses); poetry; *Animal Farm*
- 12 Grammar (noun clauses; sentence types and structures); *Animal Farm*

Trimester Three: Right and Wrong

Week Topics

- 1 Grammar (misplaced and dangling modifiers); *Animal Farm*; expository essay
- 2 Grammar (sentence openers and variety); *Animal Farm*
Spring Break
- 3 Grammar (punctuation);
- 4 Grammar review (sentence openers, word usage, etc.); persuasive essay;
Easter Break Friday 4/2 – Monday 4/5
- 5 *To Kill a Mockingbird*; grammar (cases of pronouns)
- 6 *To Kill a Mockingbird*; grammar (subject/verb agreement)
- 7 *To Kill a Mockingbird*; grammar (pronoun/antecedent agreement)
- 8 *To Kill a Mockingbird*; grammar (special problems in agreement)
- 9 Year Long Independent Reading Project; Review
- 10 Year Long Independent Reading Project; Review
- 11 Year Long Independent Reading Project; Review and Catch-Up
- 12 Final and Graduation

English 9 Outline

This outline is *not* intended to be viewed as a chronological listing of the work covered in this class. It simply attempts to provide an overview of the material covered at various times throughout the school year. As the above schedule suggests, major units of English study (grammar, literature, composition, vocabulary) are studied during each trimester.

I. Vocabulary

- A. Definitions
- B. Sentence completion
- C. Roots, prefixes, suffixes
- D. Critical reading
- E. Improving sentences
- F. Words in context
- G. Writing

II. Grammar

- A. Parts of speech
 - 1. Nouns
 - a. Types
 - i) Common
 - ii) Proper
 - iii) Concrete
 - iv) Abstract
 - v) Collective
 - vi) Compound
 - b. Plurals
 - c. Possessives
 - 2. Pronouns
 - a. Personal
 - b. Reflexive and intensive
 - c. Demonstrative
 - d. Indefinite
 - e. Interrogative
 - f. Relative
 - 3. Verbs
 - a. Action and linking
 - b. Helping and main
 - c. Transitive and intransitive
 - d. Active and passive voice
 - 4. Modifiers
 - a. Adjectives
 - b. Adverbs
 - 5. Prepositions
 - 6. Conjunctions
 - a. Coordinating
 - b. Correlative
 - c. Subordinating
 - 7. Interjections
- B. Parts of the sentence
 - 1. Subject
 - 2. Predicate
 - 3. Complements
 - a. Direct object
 - b. Indirect object
 - c. Predicate nominative

- d. Predicate adjectives
- C. Phrases
 - 1. Prepositional phrases
 - a. Adjective phrase
 - b. Adverb phrase
 - 2. Appositives and appositive phrases
 - 3. Verbals and verbal phrases
 - a. Infinitives and infinitive phrases
 - b. Participles and participial phrases
 - i) Essential
 - ii) Nonessential
 - c. Gerunds and gerund phrases
- D. Clauses
 - 1. Independent clauses
 - 2. Subordinate clauses
 - a. Adjective clauses
 - i) Essential
 - ii) Nonessential
 - b. Adverb clauses
 - c. Noun clauses
- E. Sentence types and structures
 - 1. Types
 - a. Declarative
 - b. Interrogative
 - c. Imperative
 - d. Exclamatory
 - 2. Structures
 - a. Simple
 - b. Compound
 - c. Complexity
 - d. Compound-complex
- F. Misplaced and dangling modifiers
 - 1. Recognizing
 - 2. Correcting
- G. Sentence openers and variety
 - 1. Subject
 - 2. One-word modifier
 - 3. Phrase
 - 4. Subordinate clause
- H. Cases of pronouns
 - 1. Subjective (nominative)
 - 2. Objective
 - 3. Possessive
- I. Subject/verb agreement
 - 1. Agreement in number
 - 2. Compound subjects
 - 3. Indefinite pronouns as subjects
 - 4. Other agreement problems
- J. Pronoun/antecedent agreement
 - 1. Agreement in number and gender
 - 2. Compound antecedents
 - 3. Indefinite pronouns as antecedents
 - 4. Other agreement problems

III. Literature

- A. Plot development

- B. Major literary terms
- C. Suspense and mystery
 - 1. "The Most Dangerous Game"
 - 2. "A Cask of Amontillado"
 - 3. "The Red-Headed League"
 - 4. "The Interlopers"
 - 5. "The Birds"
 - 6. *Medea*
- D. Symbolism and mood
 - "The Scarlet Ibis"
- E. Science Fiction
 - "If I Forget Thee, O Earth"
- F. Irony
 - "The Necklace"
- D. Poetry
 - 1. Rhyme
 - 2. Meter
 - 3. Figures of speech
 - 4. Possible selections
 - a. "I Wandered Lonely as a Cloud"
 - b. "Dream Deferred"
 - c. "Dreams"
 - d. "The Eagle"
 - e. "Hope is the thing with feathers"
 - f. "Uphill"
 - g. "The Seven Ages of Man"
- E. Drama and Visual Literature
 - 1. *Persepolis*
 - 2. *Romeo and Juliet*
- F. The Novel
 - 1. *Animal Farm*
 - 2. *To Kill a Mockingbird*

IV. Composition

- A. Personal narrative
- B. Descriptive essay
- C. Compare/Contrast essay
- D. Persuasive essay