

Mrs. Hebert

Welcome to 10th grade Honors English!

Welcome back to school! My name is Mrs. Hebert, and I will be your English teacher this year.

This new school year you will be taking a very challenging 10th grade English course- Honors American Literature or Honors English.

This course will focus on critical thinking and literary analysis, reading and writing for various purposes, research, English usage and mechanics, as well as literature of the United States and the Americas.

During this year, we will study a variety of literary forms including biographies, autobiographies, historical novels, short stories, poetry, and dramatic literature. You will have numerous opportunities to further your study, research, critical thinking and writing skills through independent work and group projects.

Class Expectations

Honors English, like any other class you will take at Laingsburg High, is an important component of your Grade Point Average and your academic success. Class participation and academic readiness are essential to your achievement. In order to create a classroom environment that is safe and productive, I will hold each one of my students to the following expectations:

1. Students will come to class on time, prepared and ready to learn.
2. Students will respect themselves, their teacher, their classmates and their classroom.
3. Students will always do **their personal best** and make no excuses.

Students who do not meet these expectations will be subjects to a series of consequences including, but not limited to teacher/student conference, parent/guardian phone call, change of seat, referral to the office. However, I am fully confident that all students in Honors English can not only fulfill, but exceed my expectations.

A special note on bullying: Bulling in any shape or form (taking/hiding things from students, making hurtful or inappropriate comments, put downs, etc.) **will not be tolerated in my classroom.** Any student engaged in bullying will be immediately removed from the room and dealt appropriately.

Class Expectations in regard to iPads

1. iPads will be an essential part of our daily routine. *You must ensure that your iPad is fully charged when you come to school.*
2. Assignments will be given with the expectation that every student has an iPad to complete it. If you are not taking your iPad home at the end of the day, it is entirely your responsibility to make necessary arrangements to complete your assignments otherwise (for example, writing assignments that are expected to be completed on iPads/typed, will not be accepted if handwritten).
3. During class time, you are expected to use your iPad for educational purposes only. If you are doing something other than what you are supposed to be doing (ichatting, surfing the net for things other than what is assigned, playing games, using it as a mirror, taking pictures, playing with photobooth, etc.) you will be corrected and redirected **ONCE**. *If you choose to continue to misuse the iPad, you will lose the iPad privilege for the rest of the hour and will be given an alternative assignment.* Further disciplinary steps will be taken for repeated misconduct.

Grading

Each student has the opportunity to earn 100 percent in this class. Below is the break down of the overall grade:

Class participation (includes discussions, class projects, class presentations)	20%
Summative Assessments (Unit tests, final projects)	30%
Writing assignments	50%



The final letter grade is calculated according to the following grading scale: 95-100% A, 90-94% A-, 87-89% B+, 83-86% B, 80-82% B-, 77-79% C+, 73-76% C, 70-72% C-, 67-69% D+, 63-66% D, 60-62% D-, 0-59% E.

Some Formative assessments (practice/learning process assignments) may be graded on a $\sqrt{+}/\sqrt{-}$ scale to gage the student's skill at certain point;

$\sqrt{+}$ = 90%-100% (Exceeding expectations)

$\sqrt{}$ = 80%-89% (Meeting expectations)

$\sqrt{-}$ = 70%-79% (Approaching expectations)

INC = Incomplete-Please revise and resubmit your assignment.

Some practice assignments (formative assessments) may be tracked and recorded in Powerschool, however, they will not count towards/against the final grade. Their primary purpose is to communicate to students/parents the progress in development of a certain skill. The final grade will be determined strictly based on Summative assessments in each category. Please see the following clarification:

Formative Assessment	Summative Assessment
The goal of formative assessment is to gather feedback that can be used by the instructor and the students to guide improvements in the ongoing teaching and learning context. Examples: <ul style="list-style-type: none">• Completing a work sheet• Submitting an outline for a paper• Writing a practice essay• Quick writes	The goal of summative assessment is to measure the level of success or proficiency that has been obtained at the end of an instructional unit, by comparing it against some standard or benchmark. Examples: <ul style="list-style-type: none">• Final exam• Unit test• Research paper• Final essay

**** Please see the attached copy of the student performance standards for letter grade expectations****

Minimum Standard of Mastery

To ensure that every student in English class becomes proficient in reading, writing, and critical thinking skills, I require that every sample of student work meets the minimum standard of mastery, or **70 %**. Ultimately, if you can't get a 70, you just don't know the material.

All assignments that do not meet the minimum standard of mastery (or 70%) will get an INCOMPLETE, and must be revised and resubmitted within two weeks from the day the assignment was given back.

INCOMPLETE assignments that do not get revised/resubmitted will receive a grade E, or 50%.

Late Work Policy

You have **two weeks** from the due date to turn your missing work in (see below for exceptions to this rule); however, if you choose to do so, you **lose your revision rights**. If you take that extra time to do your work, make sure it is done well- you will not be able to revise/redo your paper.

Missing work will not be accepted past the two week grace period. (If you have special accommodations related to assignment completion, they will be discussed in person).

Exceptions to the Late Work Policy

1. Classwork assignments will be completed in class. If we are not finished, you will need to finish it at home, and bring it back the following day to review in class. It may not be submitted late-once we go over it in class, there is no point in turning it in.
2. On-line assignments (class chats, discussion board posts, etc.) will have a very specific due date. On that date, the access to the assignment will be closed, and late posts will not be permitted. Again, once the assignment is discussed in class, there is no point for you to post anything on the website.

Revisions

All writing assignments can be and should be revised to receive a higher score. However, an A is an A: assignments that score at least 95% are not eligible for revisions.

You are highly advised to meet with me to go over your paper. If you missed something the first time, you need to clarify what you should work on, before you attempt to rewrite your paper.

You have two weeks from the day the assignment was given back to revise and resubmit your work. Revisions will not be accepted past the two week deadline-you will keep your original score.

Additional Assistance

If you need additional help please, schedule an appointment with me - I would be happy to assist you, but do need more than a day's notice.

Staying organized

It appears that the biggest challenge for most high school students is staying organized and keeping their work and materials together. To help my students foster their organizational skills, I require each student to have a three-ring binder which they must bring to every class session. We will set up the binders within the first few days of school.

Independent Reading

Ample evidence suggests that the amount of daily reading has a significant impact on students' reading and writing skills. The more you read, the *better* your read and write. To help you improve and/or advance your reading, writing and critical thinking skills, Independent Reading will become a part of our routine.

The best part...you get to choose what you read!

Please make sure you go to the local library ASAP and select a book you would like to read (or download it on your iPad). All books with controversial content must be approved by your parent/guardian first.

You will read at least two works of literature of your choice in addition to our curriculum - one per semester. At the end of each semester, you will be required to complete a project based on your independent reading selection.

Those who plan to take AP English Literature and Composition class their senior year are strongly encouraged to select a work from the list of titles recommended for college reading - the list is posted on the website.

In Closing...

I am looking forward to a successful academic year. Please feel free to contact me with any issues, concerns, or questions. You can email me at elena.hebert@laingsburg.k12.mi.us (preferred) or call me during my conference hour 9:00 - 9:50 a.m. at (517) 651-5091 ext. 272.

Please access and bookmark my class website: lhsenglishclassroom.weebly.com. All assignments, reminders, and resources will be posted and updated daily on the website.

Have a great year!

Sincerely,
Mrs. Elena Hebert

STUDENT PERFORMANCE STANDARDS (LETTER GRADE EXPECTATIONS)

ADVANCED (letter grade A, 90%-100%) - **performance that exceeds grade-level expectations**

Students achieving at the advanced level demonstrate superior academic performance. Advanced work indicates an in-depth understanding or exemplary display of the skills included in the Michigan High School Content Expectations and the Common Core Standards.

These students:

- Demonstrate broad in-depth understanding of complex concepts and skills.
- Make abstract, insightful, complex connections among ideas beyond the obvious.
- Provide extensive evidence for inferences and justification of solutions.
- Demonstrate the ability to apply knowledge and skills effectively and independently by applying efficient, sophisticated strategies to solve complex problems.
- Communicate effectively and thoroughly, with sophistication.

PROFICIENT (letter grade B, 80%-89%) - **this is the accepted grade-level performance.**

Students achieving at the proficient level demonstrate satisfactory academic performance. Proficient work indicates a solid understanding or display of the skills included in the Michigan High School Content Expectations and the Common Core Standards.

These students:

- Can extend their understanding by making meaningful, multiple connections among important ideas or concepts and provide supporting evidence for inferences and justification of solutions.
- Apply concepts and skills to solve problems using appropriate strategies.
- Communicate effectively.

BASIC (letter grade C, 70%-79%)—**the minimum standard of mastery.**

Students achieving at the basic level demonstrate marginal academic performance. Basic work indicates a partial understanding or display of the skills included in the Michigan High School Content Expectations and the Common Core Standards. Students achieving at this level are approaching acceptable performance but have not achieved it yet.

These students:

- Demonstrate partial understanding of basic concepts and skills.
- Make simple or basic connections among ideas, providing limited supporting evidence for inferences and solutions.
- Apply concepts and skills to routine problem-solving situations.
- Communicate in limited fashion.

BELOW BASIC (grade level E, 50%)

Students achieving at the below basic level demonstrate unacceptable academic performance. Below basic work indicates a need for additional instructional opportunities to achieve even a basic understanding or display of the skills included in the Michigan High School Content Expectations and the Common Core Standards.

These students:

- Demonstrate minimal understanding of rudimentary concepts and skills.
- Occasionally make obvious connections among ideas, providing minimal evidence or support for inferences and solutions
- Have difficulty applying basic knowledge and skills.
- Communicate in an ineffective manner.

Parent/Guardian and Student Acknowledgement Statement

After reviewing the syllabus for Honors American Literature, please sign below and return this page to Mrs. Hebert.

Student's Name: _____

Student:

I understand the system of rules, procedures and expectations that will prompt and guide my actions in Mrs. Hebert's Honors English class. My signature below signifies that I will work with my parent/guardian and Mrs. Hebert to achieve my full potential.

Student Signature: _____

Is there anything you would like to share with me that will help me to get to know you better?

Parent/Guardian:

I understand the system of rules, procedures and expectations that govern Mrs. Hebert's Honors English class. My signature below signifies that I will support my child and work with Mrs. Hebert to ensure that my child can reach his/her full potential.

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Phone number or email where you would prefer to be reached: _____

Date: _____

Is there anything you would like to share with me about your child that you think I may need to know or may find helpful?