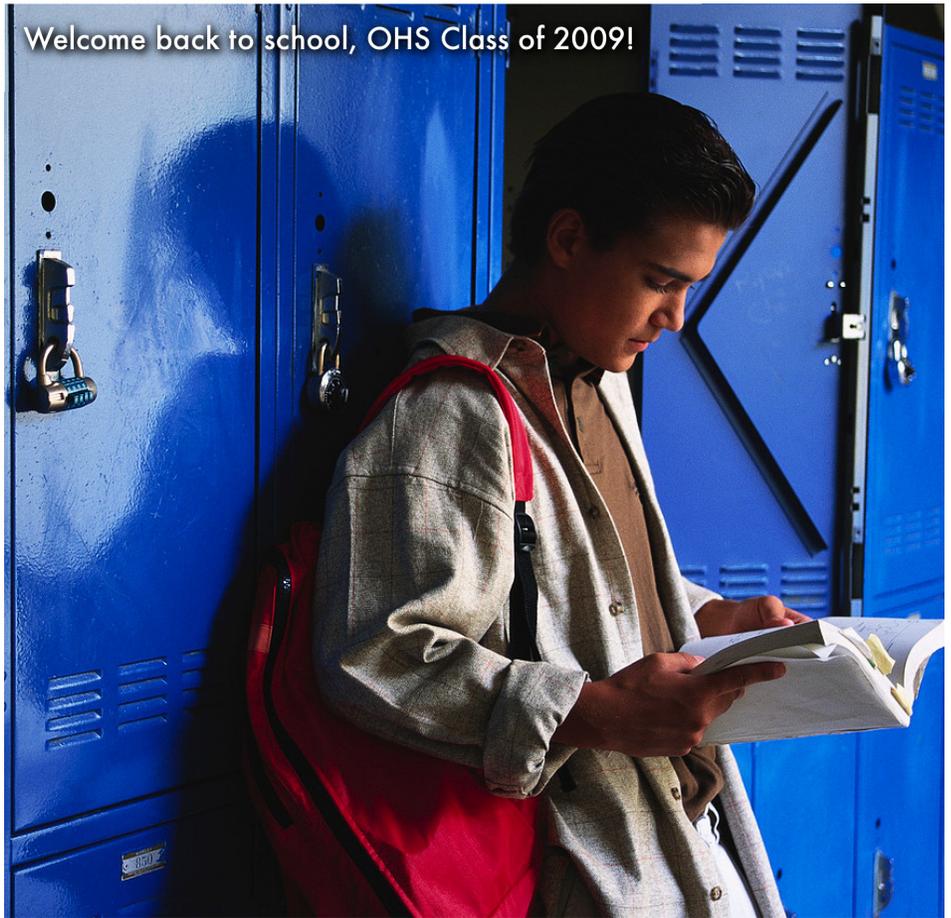


Syllabus

MR. FRIEND'S
ENGLISH 9G
CLASSES 2005

Welcome back to school, OHS Class of 2009!



Tools for Success in College: Free for the Taking

College will be here before you know it, and this class will help you get ready.

It's never too early to begin planning for college. The decision of where to go is up to you, but the tools you can use to get there are right here. Throughout the school year, we'll build knowledge and skills that will ensure your success in both upper-level high school and collegiate coursework. Research strategies, study skills, public speaking skills, organizational methods, and group dynamics are all developed in English 9G and useful throughout the rest of your school career.

We'll start the year off with a review of literary devices used by authors to create lasting, classic works of literature. Your ability to

identify these devices will be useful when doing work in the humanities, where author intent is often at the forefront of consideration.

At the same time, we'll be working on study skills that will help you integrate new information into what you already know, making the time you spend on review and homework more productive.

Working in groups, we'll pay attention to how groups function and what effective groups need to get their work done. We'll share our ideas as in-class presentations, refining and improving your public-speaking skills. Presentations are a part of life in high school and some college-level classes. In this class, making your presentations *better* is a high priority.

Staying organized is one of the best ways to be successful in any class environment. You will be given several tools (see

page 2) to help you manage the work from class and stay focused on your assignments. It will be critical for you to establish an organizational style to keep things in check. The article below highlights supplies that will help you do just that.

Other Topics Inside:

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Supplies You Need in Class



Arriving to class prepared is essential for ensuring progress and maintaining focus. You will need to have the following materials with you at all times: 10–20 sheets of loose-leaf paper, a three-ring binder with at least five tabbed dividers, three pens producing blue or black ink, three #2 pencils, any highlighters or markers you use to help with notes or organization, and any texts or materials distributed in class relevant to what is being studied. (For example, your *OHS Honors English Primer*, discussed more on page 2, should always be brought to class.) The three-ring binder used for this class may only include materials from other classes if you use tabbed dividers to separate the subjects. Visit misterfriend.net for links to suggested supplies.

NOVELS

A well-written novel gives readers an opportunity to view life through the eyes of multiple characters. By studying novels, we will explore the values and philosophies of a variety of characters and authors. Our focus will be on social perceptions and reform, in historical, modern, and futuristic contexts.

To Kill a Mockingbird

Author's Experiences

Raised in Monroe, Alabama around the outset of the civil rights movement, Harper Lee was the tomboy daughter of a lawyer.

Setting

Maycomb, Alabama is a small town beginning its journey into the big issues of racial equality during the aftermath of the Depression.

Prevalent Themes

Atticus Finch, lead role in the story, teaches his children to respect others and imagine life through their eyes.

Animal Farm

Author's Perspectives

A British author raised near the beginning of the 20th century, George Orwell saw the outset of socialism in Europe.

Historical Context

During the 1940s, England saw the influx of communist rule grow prior to World War I; many were fearful of losing the monarchy.

Literary Connections

Orwell's *Animal Farm* and 1984 (studied in 10th grade) have very blatant anti-socialist views; this story satirizes communist Russia.

The Fountainhead

Author's Philosophies

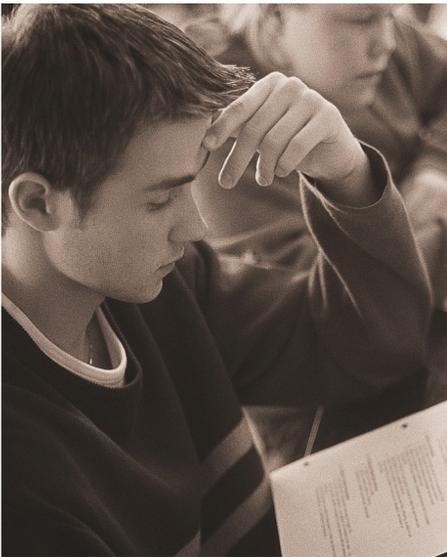
One of the foremost proponents of objectivism, Ayn Rand places an extreme value on intelligence, determination and creative force.

Prevalent Themes

Known as *Borrowed Lives* during composition, *The Fountainhead* illustrates the ways people find and gain value in their existence.

Modern Elements

The legal and economic battles waged in this story are not unlike those seen today; building design sees the same challenging forces.



Print and Online Resources

Because of the high volume of content studied in this course, you should always be aware of the resources available to you for assistance. The most relevant will be the class website and the *OHS Honors English Primer*. You will receive a copy of the *Primer* this week, and the website is already available.

Your *OHS Honors English Primer* is a document created by a collaborative effort of teachers at this school for over a decade. It contains information you will use throughout your four years here at Oviedo High, as well as in your college classes. As you progress through your years in honors English, refer to the *Primer* for reference information related to any aspect of your studies – for instance, the glossary provides a standard source of meaning used by the entire department.

The class website is an up-to-date source of information related to class activities. From one address (<http://misterfriend.net>), you can access daily homework assignments, weekly schedules, notices of upcoming events, lecture notes, and class handouts. You can expect the site to be updated on a near-daily basis, and most documents distributed in class (including the *OHS Honors English Primer*) will be available from the site the same day you receive them in class.

Be sure to refer to these resources regularly throughout the school year, as they are the best way to stay on top of class activities and help keep things organized.

Classroom Expectations

As most of the content of this class will revolve around whole-group discussion and group work, respect the opinions and ideas of others in the room will be of utmost importance and will be a necessity at all times. Since others will expect to have your opinions added to the discussion, you will also have the responsibility to contribute to discussions regularly. When working in small groups, allow all members of the group an opportunity to positively contribute to the product.

In addition to respect for others in class, all students are expected to respect themselves enough to hold their own opinions, and, when discussing literature, to support those opinions with examples from the text. That same self-respect plays a role when submitting work. All assignments completed for this course must be your own, original work.

Students are also expected to show respect for the classroom and instructor. Arrive to class early and have materials (see page 1 for details) ready to be used when the tardy bell rings. Listen attentively when the instructor is speaking, and treat classroom furniture, textbooks, and other supplies in a courteous manner that respects the other people who make use of them.

A conscientious use of decency, dignity, and respect should be applied in all aspects of life and is essential to the progress and success of an academic environment.

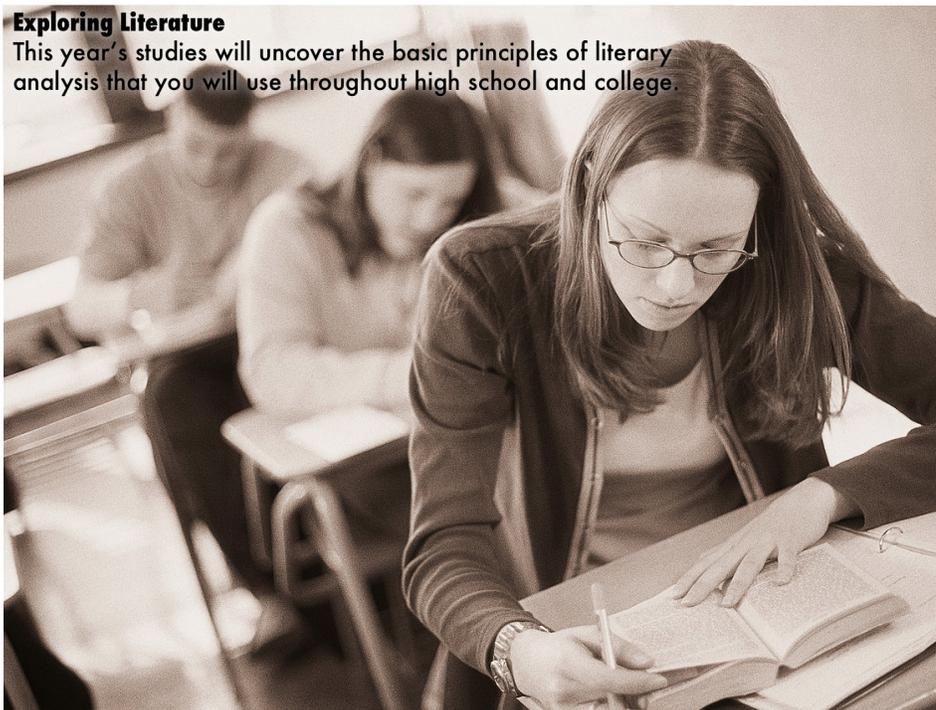
Make-ups & Extra Help

Mr. Friend is available each week for additional help with in-class assignments or for opportunities to make-up classwork missed due to absence.

Just visit room 2D-015 on Mondays and Tuesdays after school (2:30–3:00) or on Thursdays and Fridays before school (6:45–7:15).

Exploring Literature

This year's studies will uncover the basic principles of literary analysis that you will use throughout high school and college.



Reading for Analysis

Each of the stories we study in this class have been chosen with two primary purposes in mind: first, that they are enjoyable stories that have a healthy degree of interesting material to ingest, and also that they contain excellent examples of literary devices. When reading a story for class, you will need to consider it from two perspectives that align with the criteria used for selection. Not only will you naturally determine which aspects of the writing best hold your interest, but you'll also need to critically consider its literary value, as well.

One of the first techniques we will discuss in class is the Reading Process you are expected to actively follow with each of the chosen selections for the course. Following this prescribed procedure will best enable you to identify, consider, and learn from the contents and author's style in the stories we read.

A major focus of our class is to go well beyond reading comprehension into text analysis, discussing how authors are effective in expressing and conveying their ideas or eliciting emotional and thoughtful responses in readers. We will consider the intended audience of each piece of writing we study, and we'll discuss what each writer does to get his or her point across.

Comparing literature helps focus on stylistic decisions made by authors, and we'll draw connections among the stories we study to see how approach and content work hand in hand to create an ultimate impact. With each unit of study, we will also work on writing skills, taking into consideration a similar attention to detail and style.

Writing for Clarity

This class will make extensive use of writing to organize presentations, check for comprehension, and express ideas. You can expect an essay-length written response typically every two weeks. We'll use these responses to improve communications skills and keep our mental focus in check.

As we progress through the year, we'll be building toward the research project due on March 20, 2006. The major focus for scoring the project is the clarity and organization, building on the writing expectations from earlier in the year. We'll work on outlining, summarizing, and paraphrasing, plus writing effective and clear thesis statements. By the time the research project rolls around, you'll be an expert in organized writing.

When submitting written work, typed assignments are always appreciated. Hand-written work should be clear and neat with a minimal amount of corrections per page, with writing only on one side of the paper. Typed papers should be printed clearly, with black ink, and only on one side of the paper. For details on the margin settings, font sizes, and other detailed requirements, consult page 112 of your *OHS Honors English Primer*.

If computer access from home is limited, Oviedo High School has several computer labs available for student use. Check with Mr. Friend for details about availability and location of these labs. Several projects done in class will require computer use; for these, we will go to one of the computer labs as a class to give all students access to the necessary software. Be sure to inquire about compatibility if you plan to continue work at home.

Forms of Literature

This year, we'll analyze many types of Literature to see how each form is best suited for a specific communication style.

1. Short Stories

Because of their small size, short stories are the perfect introduction to the fundamental concepts behind literary analysis. We'll use a substantial collection of short stories to uncover the essential components of an effective story, from conflict to satire.

2. The Epic

We'll use literature to study society while reading *The Odyssey*. A tremendous tale of a larger-than-life hero, this story will be our introduction to our studies of literary heroes and momentous events.

3. The Novel

Novels allow readers into the hearts and minds of their characters, developing them with more depth and complexity than other literary forms. We'll study at least three novels this year, detailed on page two of this syllabus.

4. Poetry & the Play

Drama and poetry will round out the school year with a detailed study of two works by William Shakespeare – the historical *King Lear*, plus the infamous and tragic *Romeo and Juliet*.

On Track for AP

English 9G is intended as a foundation course that identifies and discusses the elements of literature, composition, and research that are essential to success in both life and school – particularly Advanced Placement and college course work.



i Stay Informed.

<http://misterfriend.net>

✉ Get Connected.

E-mail
mail@misterfriend.net

Phone Mail
407.320.4208

Snail Mail
601 King St
Oviedo FL 32765-9712

📞 Keep In Contact.

OHS Front Desk
407.320.4050

OHS Guidance Office
407.320.4238

OHS Attendance Office
407.320.4053

Grading Policies and Components

The Big Picture: Semesters

At the high-school level, grades are recorded and averaged on a per-semester basis. Your GPA is officially updated twice a year to reflect the credits you earned that term. Semester grades are also used on transcripts, which are reported to colleges and scholarship agencies.

Grades for each semester are a combination of the two quarter averages from that term (each 40% of the semester average), plus a cumulative semester exam (20% of the semester grade). Oviedo High School's attendance policy allows students with few absences in a class to qualify for an exam exemption, provided they have sufficiently high grades for each quarter. Specific details regarding the entire attendance policy will be provided during the first week of class. Our attendance policy provides a great reward for academic success.

Quarterly Details

Scores for each nine-week grading period are determined through a two-stage averaging process, illustrated by the chart near the top of this page. Assignments completed for this class will be assigned a particular "task type" of *test*, *project*, *quiz*, *classwork*, or *exam*. Every assignment score from a particular task type is combined to create a task type average; those scores are then used (as in the chart) to create an overall average.

Typically, each graded item (quiz question, project score) is worth the same as all others in a given task type. The instructor reserves the right to adjust assignment weighting based on difficulty level or other academic considerations. Class participation may also constitute up to 10% of a student's quarter average.

Reporting Grades

In addition to official, printed reports sent twice per quarter by the school (progress reports and report cards), you can expect to receive detailed grade reports via email every one to two weeks. These reports will list each assignment from class, as well as any notes attached to your scores. Be sure your email address is on file and current to keep up-to-date with your progress.

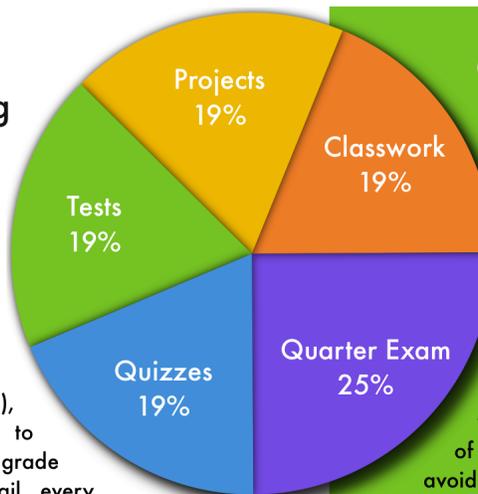
Related In-Class Policies

LATE WORK

The OHS late-work policy is that long-term assignments (those due more than ten school days after they are assigned) are subject to a deduction of one letter grade per day if submitted after its due date. In this class, students may submit two late short-term assignments per semester for "free" (within two days of the due date). Any other late short-term assignments will be subject to significant grade deductions and will only be accepted with prior parent notification. (See in-class form for details.)

TARDINESS & HALL PASSES

Students not ready to begin class on time will be marked tardy. Passes written to leave class for non-academic purposes are recorded as a tardy due to missed class time, as well. All recorded tardies are subject to the appropriate OHS attendance policy.



Class Projects

Knowledge + Creativity

Frequent projects allow for a wider range of student responses to the ideas discussed in class with each piece of literature we study. Using a variety of project types allows you to avoid limiting yourself to essay writing all year. Each project in this class will encourage you to interact with a topic in a unique and creative way.

Pacing of Assignments

Each quarter, we will likely have three or four projects, averaging one every two or three weeks. That way, one project doesn't determine your entire grade, and we have enough time between projects to work with new material.

The Research Project

This is the big project you've likely heard stories about. Combining all aspects of our studies throughout the school year, the Research Project gives you a chance to show your expertise on a particular topic and present your knowledge to your classmates.

Details about the project are in your *OHS Honors English Primer* beginning on page 110. The project rubric, used to grade presentations, is on page 120.

The project is due March 20, 2006.