

**Point Loma High School**  
**9<sup>th</sup> Grade English (1 – 2) Syllabus**  
**2017 - 2018**

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**Contact Information:**

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**Required Textbooks:**

- Required 9<sup>th</sup> grade textbook: McDougal Littell The Language of Literature
- various stories, novels, essays
- Access to 10 – 12 Independent Reading Books (library)
- Access to internet (on campus or at home)

**Other Daily Required Materials:**

- Student planner (place to put hw assignments)
- Writing Utensil: blue and black pens, pencils, highlighter
- Folder or 3 ring binder to hold handouts
- Spiral notebook
- Post its (recommended)
- Pencil Case & sharpener (recommended)

**Course Description/Objectives:**

The purpose of the class is to practice reading a variety of materials and writing for different audiences and purposes. Fiction and non-fiction pieces by professional, as well as novice writers, will be used to promote discussion and serve as models for further writing. Students will learn to work independently and in groups in order to analyze and infer information from text, refine their writing and use of language to communicate to a variety of audiences. The course also emphasizes communication skills both orally and through the use of new forms of digital literacy.

**Goals:**

- read more than last year, read for something different or more complex for challenge & to enjoy
- read actively to understand, explain and analyze complex texts
- appreciate the writer's craft and explain, interpret and analyze the significance of a writer's use of rhetorical techniques;
- write about literature in a variety of forms, including expository, analytical and argumentative essays;
- produce creative writing and visual interpretations to understand, explain, interpret and/or analyze various pieces of literature;
- exhibit elements of stylistic maturity in their own writing, including: sophisticated vocabulary; a variety of sentence structures; logical organization; balance of generalization and specific detail; and effective use of rhetorical devices.
- understand and employ the steps in process writing (pre-writing, drafting, revising, rewriting, editing, final draft) in their own and peers' writing;

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| <p><b>First Semester:</b></p> <p><u>Memoirs &amp; Personal Narratives:</u> writing and editing your own story</p> <p><u>Non-Fiction Texts:</u> Reading &amp; Writing with Expository &amp; Informational texts</p> <p><u>Literary Analysis:</u> Reading Novels to explore techniques writers use to impact readers and explore stories with different techniques to analyze meanings and make connections</p>  | <p><b>Second Semester:</b></p> <p><u>Literary Analysis:</u> Using Compare &amp; Contrast to Analyze how artists use various texts to make stories memorable (film, music, &amp; story)</p> <p><u>Argumentation and Analysis:</u> Agreeing &amp; Disagreeing with various positions and supporting claims with evidence</p> <p><u>Expository Research and Writing:</u> Crafting your own claim, research your own backing, synthesize and present your ideas to a specific audience</p> |
| <p><b>Independent Reading Requirement:</b></p> <p>Read two self-selected books or 200 – 500 pages per 6 week grading period (that's 600 - 1050 pages per semester or approximately 5-6 books) independently pg. requirement depending on agreed upon goal). Respond to questions about your book or review books on demand during the semester.</p> <p>You can check out books from the library, my library, or get a public library card (they are free!)</p> |  |
| <p><b>Classroom Expectations:</b></p>  |  |
| <p>In addition to following all PLHS policies, students are expected to:</p> <ul style="list-style-type: none"> <li>• Arrive on time</li> <li>• Be prepared to learn with required materials</li> <li>• Respect yourself and others</li> <li>• Uphold the Academic Honesty Policy</li> <li>• Be ready to contribute to classroom discussions and activities</li> </ul>   |  |
| <p><b>Expected Student Learning Results (ESLRs):</b></p>   |  |
| <p><b>Complex Thinkers:</b> Students pose questions based on their readings and research, engage in thoughtful discussions, analyze works of literature, and critically evaluate their sources. They compare various texts and media types and write arguments based on collected evidence.</p> <p><b>Effective Communicators:</b> Students speak and write clearly for a range of audiences near and far.</p>   |  |

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They display appropriate digital etiquette when communicating with adults and peers online. In person, students listen closely to others and respond appropriately and thoughtfully.

**Responsible Self-Directed Learners and Workers:** Students engage in long term self-directed research projects, meet due dates for assignments, create high quality products and adhere to expectations of academic honesty and integrity.

**Involved Citizens:** Students will contribute their scholarship on various topics to public forums. They will learn the value of even a single voice to create change in our community and reflect and act upon various topics of social justice.

**Healthy Lifestyle Advocates:** Respectful behavior toward others and oneself is the foundation of our course; the classroom will be a positive environment where the ideas of others are valued. Topics related to health and healthy lifestyles are also included in course readings.

**Grades:**

**Assessments and Assignments:** Students will be expected to:

- Engage in short term and long term research projects and writing assignments
- Read assigned whole class readings.
- Read two books (or meet page requirement) per grading period independently. Books may be self-selected, but choosing teacher recommended books or other high quality literature will positively affect book review grades. Write or present a review of each book. (Due three days before the end of each six week grading period.)
- Participate in class discussions and activities
- Take required assessments both written and multiple choice
- Complete supplementary assignments as they are announced
- Grading is based upon proficiency with common core standards as approximated by a weighted cumulative point system each semester. Demonstrating proficiency and/or mastery of skills and knowledge required by the standards on a variety of assignments and assessments is key, but preparation, participation and assignment completion may also impact a student's final grade.

| Assignment Categories:  | Grading scale:  |
|---|---|
| <ul style="list-style-type: none"><li>· Writing 50%</li><li>· Reading 30%</li><li>· Speaking &amp; Listening 10%</li><li>· Progress / Participation 10%</li></ul> | <p>100-90% = A<br/>89-80% = B<br/>79-70% = C<br/>69-60% = D<br/>59% and below = F</p> |

- **Writer's notebooks** are paper for note taking and digital using google docs and used frequently in class for warm-ups, short writing, reading notes, etc. Notebooks will be reviewed regularly by the teacher for comprehension, completion, and organization.

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· **Assignments are posted** on <http://murphyenglish9.blogspot.com/> and grades are regularly updated and available online through Parent Connect.

· **Citizenship** grades are determined by a student's preparation for class, punctuality (see school-wide tardy policy), class participation, and interaction with classmates and instructor. To ensure individual student success and create a dynamic and challenging intellectual environment, it is essential that students are willing to make a personal commitment to be prepared to participate in class each day. See also the Point Loma High School Citizenship Rubric.

· **Plagiarism:** Copying or "borrowing" someone else's writing. This is a serious offense and will not be tolerated. Suspected cases of plagiarism will be investigated and no credit will be given for the assignment, citizenship grade will be lowered, parent and counselor will be contacted. Student's actions will be documented and tracked in school record. (See p. 6-7 of planner)

### **Late Work:**

Students are expected to complete all assignments on time. Late work may be subject to up to 50% reduction. Please be sure to communicate with me **in advance** if you expect your work may be late. Assessments must be made up after school or during Advisory.

**Absences:** If you have an absence from class, it is **your responsibility** to check the class blog for what you missed. Unexcused absences affect citizenship and could affect your academic grade.

### **Communication**

If you have any problems or questions throughout the year, do not hesitate to discuss them with me.

· **Tutoring:** After school, by appointment (available most days) or during Advisory.

· **E-mail** - I will respond within twenty-four hours. Email is the best way to reach me.

I have read the above syllabus and understand the terms. If I have questions, I will initiate a discussion with my teacher.

## **Netbooks and Cart Student Use Agreement**

Teacher Name \_\_\_\_\_ Rm # \_\_\_\_\_

*Please keep in mind that using the **netbook** is a privilege, not a right. Treat it like it is your personal computer. Use common sense. **Remember** - a damaged netbook is worthless.*

### **Expectations:**

- All content including downloads, browser history, and hard drive can be reviewed at any time and contents must be entirely school related. I will use my netbook for school work ONLY.
- Although the district has an Internet safety plan in place, I am expected to notify my teacher whenever I come across information or messages that are inappropriate, dangerous, threatening, or make me feel uncomfortable.
- If I have identified or know about a security problem I am expected to convey the details to my teacher without discussing it with other students.
- I will follow existing copyright laws, and if I don't know the law(s), I will ask my teacher for clarification.

### **General Use:**

- I understand if I misuse my netbook, I will lose access to it for a period of time as determined by my teacher. Not having access to a netbook does not excuse me from completing my assignments or projects.
- I must report any problems immediately to my teacher.
- I must immediately report any damage.
- I must stay on task and follow directions.
- I may be without a netbook while it is being repaired.
- Sound will be muted at all times unless I have permission from my teacher.
- I need to ask permission to use headphones/ear buds.
- I need to ask permission before printing.
- I will not use movies, games, and online game sites during the school day unless granted permission by my teacher.
- I will use verbal instructions rather than touching another student's netbook.
- At the end of the working period I need to:
  - Log out and/or shut down the netbook properly.
  - Assume responsibility for ensuring my computer is returned to the cart appropriately.

### **Unauthorized Access:**

- Do not share usernames or passwords with other students.
- Do not use the computer to download or make unauthorized copies of software or files including music & sound files.

### **Computer Care:**

- There will be no stickers, ink, or any decorative items added to my assigned netbook.
- Handle the equipment **carefully** and follow all rules. (**Vandalism** is not tolerated.)

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- Never leave the netbook unattended.
- Keep all food, drinks, pencils, pens, **etc.** away from the netbook.
- Place the netbook on a flat surface when using it (no stacking).
- Carry the netbook with two hands or like a book & make sure the lid is closed.
- I understand that my family & I may be held financially liable to repair or replace the netbook at its current value (not to exceed \$480) if I have been involved in negligence or abuse.

**I have read the netbook agreement and class syllabus for English 1- 2.**

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

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