

Freshman English
Course Syllabus
Mrs. Reichel 2017-2018



Welcome to Freshman English! This year we will be reading, writing, and talking about ideas, concepts, and themes – some new and some familiar. As we work through the assigned texts, I hope you develop your ability to read analytically, think critically, and write persuasively. Also, I hope we have an enjoyable time, and by the end of this course, you feel prepared for Sophomore English here at Niles North.

We will be successful as a class if:

- You arrive on time (see handbook for tardy policy) and are seated and ready to begin (or have already begun if there is a bell ringer) when the bell rings
- You complete assigned readings and written work and come to class prepared to discuss the assigned material
- You participate in class discussions, group work, and partner work openly, honestly, and respectfully
- You are ready to learn new things but still voice concerns when you feel confused

General Class Policies

- Homework is due at the beginning of class unless otherwise stated.
- Reading homework may be followed by a short reading check quiz.
- You will receive two Wild Cards this semester only. They can be used to turn in work a day late for any reason. However, if the homework is discussed in class, then Wild Cards will not be accepted. *Note:* Wild Cards are not a substitute for not doing your homework. You must complete the assignment and *then* turn it in no more than one day late in order to receive credit. Questions about Wild Cards? See me.
- Generally speaking, students who receive a “D” or an “F” on a writing assignment are eligible for the opportunity to rewrite at least a portion of it. In order to rewrite, students must set up an appointment to meet with me. When resubmitting, students must provide the original, commented-on essay as well as the revised version.

Class Texts and Writing Focus

This year, you will receive consumable novels. This means that you will receive copies of the novels in which it is important to annotate. The consumable novels for this class are:

To Kill a Mockingbird by Harper Lee

Romeo & Juliet by William Shakespeare

Of Mice and Men by John Steinbeck

All-American Boys by Brendan Kiely and Jason Reynolds

Themes and Essential Questions

The Golden Age & Creation Stories: How did we get here and why are we here?

Models and Mentors: Now that we are here, who is going to teach us what we need to know?

End of Childhood: What have we learned, gained, and lost?

Our writing focus will be on persuasive writing in the form of Claim-(context)-Evidence-Warrant, which, as freshmen, may be new and unfamiliar to you. Don't worry! We will learn together.

District 219 Freshman English Learning Targets --- *for Students*

Over-arching Reading Target

I can critically read and derive meaning from a variety of texts.

Sub-targets

- Identify the author's main idea or purpose.
- Locate supporting details in a passage.
- Use textual evidence to make accurate and appropriate inferences and conclusions.
- Determine the meaning of unfamiliar words through context.
- Identify cause/effect relationships.
- Identify the sequence of events in a passage.
- Identify how the author uses language to convey meaning.
- Identify examples of literary terms in a passage. (See reverse side.)
- Identify how a passage exemplifies literary themes, archetypes and/ or movements.

Over-arching Writing Target

I can write for a variety of purposes and audiences, conveying their intended message and meaning.

Sub-targets

- Express a clear thesis, point of view, theme or unifying event. (focus)
- Support writing with context and relevant, sufficient examples. (support)
- Explain connection between evidence and thesis. (elaboration)
- Structure writing demonstrating a clear, logical flow of ideas. (organization)
- Vary sentence structure and vocabulary. (language facility)
- Use standard written English. (usage)

Literary Terms

I can match literary terms to their definitions.

Commonly Confused Words

I can differentiate between pairs of Commonly Confused Words in context.

Over-arching Usage/Editing Target

I can edit sentences using Standard English conventions.

Sub-targets

- Identify parts of a sentence (e.g. subject, predicate, in/dependent clauses, phrases, sentences fragments) (Semester 1)
- Correct run-on sentences. (Semester 2)
- Correctly punctuate combined sentences. (Semester 2)
- Identify correct subject/verb agreement (Semester 2)
- Identify correct tense consistency. (Semester 2)

