

**Foundations of English I Course Syllabus**

**Instructor:** Mrs. Jennifer Bailey

**Office Hours:** Monday and Tuesday 2:30-3:30, or by appointment

**Contact Information:**

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**Text Book:** Literature/Holt McDougal

**Location:** A-103

This document is the Course Syllabus for Foundations of English I. Please keep this document for your record. You will note that the last page requires you to review the syllabus and sign. **Your signature page is your first homework grade in Foundations of English I**. In this syllabus, you will find commonly asked questions about this course and responses from the teacher to help you acclimate to our class and understand what is expected of you. You will also find a semester calendar that will assist you with any missing assignments due to absenteeism.

**Course Description/Objectives:**

Foundations of English I is a survey course that helps you to perfect your writing, reading, critical thinking, and speaking abilities as a fulfillment for the CMS graduation requirements.

**Students in Foundations of English I will:**

* Express reflections and reactions to literature and to personal experiences.
* Explain meaning, describe processes, and answer research questions.
* Evaluate communication and critique texts.
* Make and support an informed opinion.
* Participate in conversation about and written analysis of literary genres, elements and traditions
* Use knowledge of language and standard grammatical convections.

**Course Topics:** Students in Foundations of English I will be exposed to many English concepts. Foundations of English I is broken down into 5 units.

* Unit 1 – The Impact of Home - September 2nd to October 1st
	+ In this unit, students will consider the implications of the concepts of home. What bias does an author promote in their writing? How does our understanding of home both include an alienate others? In what ways are global concepts of home both similar and different to our own?
	+ Quiz 1 – September 12th
	+ Unit 1 Exam – October 1st
* Unit 2 – Identity (Poetry) – October 6th to October 17th
	+ In this unit, students will read and analyze poetry and short stories to understand an author’s word choice, purpose, format decision, and how those choices impact the overall meaning of the text. You will be required to participate in class discussions, Socratic Seminars, and recitations to build speaking and listening skills.
	+ Quiz 2 – October 6th
	+ Unit 2 Exam – October 17th
* Unit 3 – Dreams – October 20th to November 21st
	+ In this unit, students will explore the idea that dreams are motivational and can move a society. Students will read from several authors, including historic documents and primary source materials. Students will also expand their writing to include a research paper on a global issue and make connections of their own lives and community.
	+ Quiz 3 – November 7th
	+ Unit 3 Exam – November 20th
* Unit 4 – Informational Text – November 24th to December 19th
	+ In this unit, students will explore informational texts, analyze particular formats and craft writing that is modeled on exemplar texts. Students will do a close study of specific word choice and grammatical style to develop the tone and theme of a work. By reading various global authors, students will extend their world view and conceptual knowledge of global issues.
	+ Quiz 4 – December 5th
	+ Unit 4 Exam – December 18th
* Unit 5 – Research and Review – January 5th to January 12th
	+ In this unit, students will research a conspiracy from American History. Students will investigate different scenarios through extensive research and become their own personal detective. Students will also review all previously learned material to ensure understanding of all concepts in Foundations of English I.

**HUHS Tardy Policy –**

* 1st Tardy – Administrative Warning
* 2nd Tardy – After School Detention (ASD)
* 3rd Tardy – After School Detention (ASD) with a Parent Conference
* 4th Tardy – Lunch Detention
* 5th Tardy – Saturday School
* 6th – Intervention Team Referral

**What are my rules and expectations?**

To ensure a safe, equal learning space for all students, every student needs to:

1. **BE READY:** Be in your seat ready to work when the bell rings; Participate in class and be an active learner; No heads on the desks; No slouching; No sleeping ; No food, snacks or drinks (except water). Use the restroom prior to coming to class, there will be no dismissals for any reason.
2. **BE RESPECTFUL:** Have a positive attitude; Respect your classmates, me as your teacher, and yourself; Words and behavior that are hurtful, offensive or demeaning to others will **not be tolerated**; Respect and value the opinions and perspectives of your peers, and they will do the same for you. **If respect is given, it will be received**. Follow directions the first time they are given. No talking or movement about the classroom unless directed to do so by the teacher.
3. **BE RESPONSIBLE:** Come to class and be on time. Bring all assignments and supplies. Seek help when you need it. Provide help when you can. Turn **OFF** and *LEAVE* your cell phones, electronic games and iPods in ***your backpacks***.
4. **BE HONEST:** All class work, unless otherwise specified, should be completed without outside help. Plagiarism (borrowing the words, facts, ideas, and/or opinions of someone else without proper acknowledgement) is a very serious offense and will be dealt with under Harding’s published policy for these types of errors in judgment. In my classroom we follow the “Honor Code” very strictly.
5. **BE POSITIVE:** As this is the first stage of your high school career, this year will set the stage for what is to come. Be positive and be awesome. Positivity creates the best learning environment, and that is what I desire for each of you in your first high school year. Be awesome, do your class work, smile, and be amazing freshmen. No NEGATIVITY!

**What if I choose to ignore these expectations?**

If a student *chooses* not to follow behavior and academic expectations of Mrs. Bailey and the Academic Standards & Standards of Conduct handbook, he or she will be subject to the following:

**Consequences:**

**Step One**- Verbal Warning

 **Step Two** – Second Verbal Warning with a Teacher/Student Conference

 **Step Three** – Parent Contact (which may include conference)

**Step Four-** Administrative Referral

**\*Major infractions may result in more severe consequences being used immediately at the discretion of the teacher.**

**KNOW THESE STEPS! MEMORIZE THEM!**

**Will I be rewarded for good behavior?**

It is important that students remember this is a learning environment and behavior should reflect that. Students, who follow all expectations, will be rewarded in several ways. More than anything, you will be ready for success in the real world. Each expectation is crafted after proper behavior in any academic, work or social setting. Exceptionally good behavior will be rewarded in the following ways:

**Positive Consequences:**

* Regular praise and recognition
	+ Student of the Month
	+ U-Bucks
	+ Homework Passes
* Positive notes, feedback and phone calls
* Self satisfaction for a job well done

**Routines and Procedures:**

**How will I begin my day?**

Students are expected to arrive to class willing and ready to learn. In order to make the most use of our time, students are asked to be in their seats working on warm-up *when* the tardy bell rings. Warm Ups may consist of a grammar-based exercise, vocabulary study, or a reflection of our current literature.

***Students who are late to class will be disciplined according to Harding University High School Tardy Policy.***

**How will I know my day’s agenda?**

The daily agenda for each class period will be posted on the white board. Students are not required to write down the day’s agenda, but it is helpful to refer to the board. Above the agenda you will find the lesson objectives. Homework, reminders and announcements will be housed on the white board on the opposite wall. All will be labeled for easy recognition.

 **Will I have homework?**

Homework will be given on a regular basis; however, the purpose of homework is not simply to keep the student busy. The purpose of homework is to reinforce what is being taught in the classroom and/or prepare the student for the next day’s lesson. Students should be prepared to complete most reading assignments at home. Please note that some reading assignments may have started in class and simply need to be finished at home. Students are expected to finish readings prior to the beginning of class. The teacher will employ various mechanisms to ensure the completion of these readings including but not limited to regular quizzes and required class work.

**Will there be opportunities to make-up work?**

Late work is generally unacceptable. Students will be given a 0 for the assignment until it is made up. If a student has an excused absence, he/she has five school days to make an arrangement for missed work. Those who have **unexcused** absences will be able to turn in the work at a reduced grade. After the arrangement is made, if a student turns the assignment in within three days (3) his/her grade is reduced by one (1) letter grade; five (5) days – reduced two (2) letter grades; and seven (7) days three (3) letter grades.

**What happens if I miss class?**

* It is always better to be proactive. If you know you are going to be absent, make arrangements to turn in your work on time, so that you will not fall behind. Ask me for future assignments so while you are absent, you’re able to complete them and turn them in upon your return to school.
* **It is your responsibility to complete any missing assignments.** That means you need to find at least two trustworthy people in class, exchange contact information and use them when you miss class.
* If you miss an assignment, your grade will suffer. Your future college professors and bosses are not sympathetic to excuses about late work.

**How am I dismissed from class?**

The teacher dismisses class, **not the bell.** Students are expected to remain in their seats until the teacher dismisses class.

 **What should I do in an emergency (emergency drills, severe weather, etc.)?**

In the event of an emergency drill or severe weather, students are to follow the procedures set forth by CMS and Harding University High School.

**What do I need for class every day?**

* Black and White Composition Notebook
* Pen
* Pencils

On the occasion that you DO NOT have a pen or pencil, I will provide you with one of mine; however, you will have to provide me with collateral. This could be a shoe, a phone, something that is a big deal to you to ensure that I will have what I loaned you given back to me. After all, you don’t want to be walking around campus without your shoes, do you? ☺

**How will I be evaluated?**

All students will start the class with an “A.” It is up to the individual student to maintain that “A.” Forty percent of your grade will be based on daily in class work and participation. Excellence in these areas is crucial to your success in this class. The other portions of your grades will be as follows:

**Grading Scale**

100-93 A

85-92 B

77-84 C

70-76 D

69-Below F

Your grades will be broken down on the following basis:

**Formal – 70% -** This includes Unit Exams, Quizzes, and Projects.

**Informal – 30% -** This includes classroom assignments, homework, daily warm ups, and exit tickets.

**Midterm and Final Exam – 25% -** All Midterm and Final Exams are worth 25% of each students’ final grade.

**About Myself:**

My name is Jennifer Bailey and I am originally from Statesville, NC. That is a small town about an hour away. I am the middle child, the only girl stuck between two brothers. When I was 13 years old, I was hit by a car while riding an ATV. As a result of this accident, I became an amputee. I graduated high school (West Iredell High School) in 2008 and went on to college at Catawba College in Salisbury, NC. I majored in English with a concentration on literature, and I minored in Secondary Education. At age 20, in the middle of my college career, I married my high school sweetheart. We have now been married for 4 and ½ years. I graduated college in December of 2012. I was then employed by Charlotte-Mecklenburg Schools in February, 2013. I have been at Harding University High School since. Previously, I have taught 10th, 11th, and 12th grade. This year will be my first in 9th and I am very much looking forward to it! Outside of school I spend time with my husband, Daniel, and our beloved dog, Chewbacca. I am an avid college basketball fan (Tarheel fan), as well as a soccer fan (USA and Chelsea FC). When we are not watching sports, we are frequent movie-goers! We are also BIG fans of spur of the moment trips and any kind of adventure. Again, I am very much looking forward to this school year!

***“Our greatest glory is not in never failing, but in rising up every time we fail.”***

-Ralph Waldo Emerson



***Syllabus and Classroom Agreement***

**This is your 1st homework assignment.**

Please fill out, sign and return to Mrs. Bailey on Friday, September 5th, 2014.

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read my syllabus and understand

 Print (Student Name)

the expectations for me in Mrs. Bailey’s class.

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_, have read the English I syllabus and understand

 Print (Parent Name)

the expectations for my child in Mrs. Bailey’s class.

Today’s date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

Please provide the following:

Contact information:

Cell Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Work Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Best time to contact you: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Best form of contact (circle): phone call text e-mail letter home

Additional Information:

**\*Please provide any information you would like me, as the teacher, to be aware of.**