Honors English 3-4
2018-2019 School Year

Course Objectives:
In addition to covering the skills and standards described in the Nebraska State Standards for Language Arts include reading, writing, speaking, listening, and multiple literacies, this class will examine common themes within different types of literature. A description of the Nebraska Language Arts High School Standards is attached to this document.

These themes are organized as follows:
English 3-4: Collection Themes
- Quarter 1: Ourselves and Others
- Quarter 2: Response to Change
- Quarter 3: Hard Won Liberty
- Quarter 4: Absolute Power

Course Description:
Honors English 3-4 is an advanced study of language, literature, and composition focusing on literature from around the world. The objective of this class is to teach you disciplined and effective reading and writing skills necessary for success in Advanced Placement English classes.

In this class you will:
- explore common themes, diverse perspectives, and different genres using various texts from around the world.
- learn strategies to help you read critically, speak confidently, and listen effectively.
- learn to use readings as a source of ideas to explore writing.
- Learn how to apply the ideas of readings using various lenses in literature.
- acquire the skills necessary to conduct research and write a formal MLA-style paper.
- develop strategies for prewriting, writing, revising, and editing.
- work closely with other class members to discuss and evaluate your work.
- develop an appreciation for other cultures and perspectives.
- understand the relationship among writers, audience, and purpose(s).
- understand the relationships among language, knowledge, and power.

While you will examine and evaluate others’ ideas and opinions, this course will provide you with an outlet to develop and explore your own views and perspectives.

Texts to be used (The following list is subject to change)
- HMH Collections
• Hemingway, Earnest. *The Old Man and the Sea*
• Wharton, Edith. *Ethan Frome*
• Reginald Rose. *Twelve Angry Men*
• Hersey, John. *Hiroshima*
• Steinbeck, John. *The Pearl*
• Rose, Reginald. *Twelve Angry Men*
• Dickens, Charles. *A Tale of Two Cities*
• In addition, we will read a variety of poems, essays, articles, and short stories.

**Planned Assessments**
- Students should expect a test, speech, or major project/writing assignment at the end of each unit.
- Students should expect an literary analysis essay every quarter over the selected novels for that quarter.
- Students will complete the PRE-ACT and MAP assessments.
- Students will complete a Guaranteed Learning Experience (research paper/project).

**Tardies and Attendance:**
Students have to be in class to learn, so get to class on time. I will comply with the school wide tardy policy, no exceptions. If a student has to miss class it is their responsibility to check on TEAMS and make the work up in a prompt manner. If there is to be an extended absence please make arrangements with me in order to ensure student success in this class.

**Make-Up Procedures:**
It is YOUR responsibility to look online, and ask questions about work you need to make-up. If you miss more than 2 days it is in your best interest to speak to me either in class or during my plan A1/B4 in 207. Make-up work needs to be completed in a timely matter so you will have one day extra for every day you missed to make up homework. This means if you missed a Monday and return Wednesday you will have until Friday to complete the assignment which is a total of 2 class periods. If you have an extended absence we will discuss the time period to make-up assignments.

“Re-dos”:
District protocols for redoing work or late work align with best practices that “first attempts at learning” are not to be penalized and multiple opportunities will be provided to refine work. Unless the work is part of a final, summative assessment for the unit of instruction (and depending upon the assignment), students may receive opportunities to “re-do,” or refine, their work.

**Late Work:**
Zeroes will be placed into the gradebook until the late work is turned in and graded.
If late work is not in by the end of a unit then it will become a permanent zero.

**OPS Secondary Grading Practices**
All coursework and assessments are judged based on the level of student learning from “below basic” to “advanced.” This course will provide multiple opportunities to achieve at the “proficient” to “advanced” levels. Students are evaluated based on a proficiency scale or project rubric. Proficiency scales for this course are available upon request (teacher will identify location such as portal, teacher website, attached, etc.)

**There are three types of coursework**
- **Practice** – assignments are brief and done at the beginning of learning to gain initial content (e.g., student responses on white boards, a valid sampling of math problems, keyboarding exercises, and
diagramming sentences, checking and recording resting heart rate). Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not a part of the grade. Mr. Fuhrman will keep track of practice work to check for completion and students could also track their practice work. Practice work is at the student’s instructional level and may only include Basic (2) level questions.

- **Formative (35% of the final grade)** – assessments/assignments occur during learning to inform and improve instruction. They are minor assignments (e.g., a three paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison contrast matrix). Formative assignments are graded for accuracy and descriptive feedback is provided. Formative work may be at the student’s instructional level or at the level of the content standard. Formative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment, students will be able to earn an Advanced (4). Ms. Beck will require students to redo work that is not of high quality to ensure rigor and high expectations. The students score on a formative assessment that was redone will be their final score.

- **Summative (65% of the final grade)** – assessments/assignments are major end of learning unit tests or projects used to determine mastery of content or skill (e.g., a research paper, an oral report with a power point, and major unit test). Summative assignments are graded for accuracy. Summative assignments assess the student’s progress on grade level standards and may not be written at the student’s instructional level. Summative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment students, will be able to earn an advanced (4). It is Mr. Fuhrman’s expectation that all students attempt Level 2, 3, AND 4 portions of a Summative Assessment in order to earn a score on the assessment. If students fail to attempt all levels, they will earn a score of ‘0’.

To maintain alignment of coursework to content standards, which is a key best practice for standards-based grading, Mr. Fuhrman will utilize a standardized naming convention for each of the standards within a course. The content standard will be marked on each assignment entered into Infinite Campus (District Grading Program) using all capital letters followed by a colon. After the colon will be the title of the coursework.

At the end of the grading period, scores are converted to a letter grade using this grading scale.

- **A** = 3.51 – 4.00*
- **A-** = 3.01 – 3.50*
- **B** = 2.51 – 3.00*
- **B-** = 2.01 – 2.50
- **C** = 1.51 – 2.00
- **D** = 0.76 - 1.50
- **F** = 0.00 – 0.75

*Students must receive a grade of 2.51 or above first semester in order to enroll in AP Language and Composition in 11th grade.
Redoing/Revising Student Coursework
1. Students are responsible for completing all coursework and assessments as assigned.
2. Students will be allowed redos and revisions of coursework for full credit as long as they are turned in during that unit of study while a student still has an opportunity to benefit from the learning. When/If time permits, Mr. Beck will allow the redoing or revising of summative assessments.
3. Students are expected to complete assessments when given to the class, or if a student was justifiably absent, at a time designated by the teacher.
4. Redoing, retaking or revising will be done at Mr. Fuhrman’s discretion in consultation with the student and parent(s). Mr. Fuhrman may schedule students before, during, or after school to address needed areas of improvement if not convenient during class. The time and location for redoing, retaking or revising will be done at the Mr. Fuhrman’s discretion in consultation with the student and parent(s).
5. Scores for student work after retaking, revising or redoing will not be averaged with the first attempt at coursework but will replace the original score.

Food and Drink:
Food and Drink will be allowed as long as it is appropriate for the classroom. Appropriateness of food and drink will be at the discretion of the instructor.

Passes:
You have 5-minute passing periods, please use the restroom and grab a drink from the water fountain during these times. **If you need to use a pass either to go to your locker or the restroom then please wait until work time.** I have not set a limit or a number of passes for each student; however, I reserve the right to restrict pass use for students who abuse the privilege (I will discuss restrictions with parents/guardians if such a case arises). You must have your I.D. to use a pass.

Grading: I do not give grades, you earn the grade. If at any point you feel your grade does not show what you felt you should have earned come speak to me. Grading will be done using the rubrics following this syllabus. The generic rubric is generally what will be used. Content specific rubrics will be used to determine a student’s level of skill.

*Students must receive a grade of 2.51 or above first semester in order to enroll in AP Language and Composition in 11th grade.*

Behavior Expectations:
1. You must always respect your fellow students’ right to an education.
2. RESPECT each other! During discussion we will not always agree, and I will provoke you to debate, so that we hear all types of thoughts on many diverse subjects. Just because a thought process is not aligned with yours does not mean it is dumb, stupid, or wrong. Instead combat differing opinions with strong, valid, educated remarks.
3. Talk when it is your turn, listen when it is my or another student’s turn. There is no reason to expect something if you are not willing to give it!
4. **Do not use derogatory remarks of any kind.** I will not tolerate racial, religious, sexist, or any other prejudice remarks of any kind, at all! I will not tolerate harassment/bullying or offensive language. (If you need clarification please speak to me privately.)
5. I reserve the right to hold you after the bell for interruptions during instructional time.
6. Leave your cell phones out of sight. If there are opportunities in class to use your cellphones I will instruct you when those opportunities will occur.
7. Cheaters never prosper. Academic integrity tells me a lot about who you are as an individual. Being honest, doing your own work, properly citing materials all tell me a lot about your character. Cheating will result in a much more difficult alternate assignment for the first offense, and a phone call home. That assignment will have to be made up after school in front of Mr. Fuhrman. NO EXCEPTIONS. The second offense is a zero and referral.

8. Work time is worked into our schedule, but when it is, you are expected to work on the course work for Honors English 3-4. Use the class time wisely when you have the opportunity to work on assignments.

9. Finally, communicate with me. If you do not understand, if we move too quickly or slowly, if there are outside issues impacting your education, please let me know. I cannot read minds and would never want to be able to, so this means you need to take the responsibility to communicate with me about your success in this class.

10. I am in room 207, especially before and after school.
### General Characteristics of Students A-F

**A — Excellent.** The student has demonstrated outstanding proficiency in mastering course objectives.  
**A students**  
- actively participate in class by listening and sharing ideas.  
- explore ideas/concepts by making connections to other subjects or their experiences.  
- employ reading strategies and read each assignment carefully and critically.  
- always come to class prepared for discussion and activities.  
- are always willing to explore new ideas and welcome new perspectives.  
- produce written assignments that are a pleasure to read and are a result of significant effort.  
- demonstrate audience awareness, clarity of purpose, and pay considerable attention to style in written work.  
- always turn work in on time.

**B — Above Average.** The student has demonstrated above average proficiency in mastering course objectives.  
**B students**  
- usually participate in class by listening and sharing ideas.  
- usually have very good ideas, but they are never explored to fruition.  
- employ reading strategies and read each assignment carefully and critically.  
- usually come to class prepared for discussion and activities.  
- are willing to explore new concepts and welcome new perspectives.  
- produce written assignments that are usually very good, but fall short of excellence because they fail to meet all of the criteria.  
- always turn work in on time.

**C — Average.** The student has demonstrated average proficiency in mastering course objectives.  
**C students**  
- sometimes participate in class by listening and sharing ideas.  
- have good ideas, but they do not take time to explore them.  
- read the assignments but do not take the time to think about them and to look up unknown words.  
- usually put a fair amount of effort into their work, but it is only enough to get by.  
- typically complete assignments at the last minute.  
- produce written assignments that pay no attention to audience or purpose.  
- usually turn work in on time.

**D — Below Average.** The student has demonstrated below average but passing proficiency in mastering course objectives.  
**D students**  
- rarely participate in discussions and do not listen to other students’ ideas.  
- try to get by with what they already know and are unwilling to challenge themselves as readers and writers.  
- skim through the reading assignments and do not employ reading strategies.  
- dump information into written assignments with no regard to its significance.  
- repeat words and phrases in their written assignments and know all of the tricks to make a paper seem longer than it is.  
- generally turn work in on time.
HONORS ENGLISH 3-4 SYLLABUS RECORD AND ASSESSMENT QUESTIONS: PARENTS/GUARDIAN

Dear parents/guardians:

Please review the expectations and guidelines outlined in the syllabus with your student and take a moment to answer the following questions. Thank you very much for your time. I look forward to working with your student this year.

Student Name: _____________________________________________________________

1. What are your goals for your student?

2. What do you believe are your student’s strengths and weaknesses?

3. Please provide any additional information that may assist me in working with your student.

__________________________________________________   _____________
Parent Signature       Date

__________________________________________________   _____________
Student Signature       Date

Students, please return this form to Mr. Fuhrman no later than August 22nd (A-day) or 23rd (B-day)