**Honors English 9 Course Guide**

**Mr. Mirano**

**Contact Information**

**Email: julian.mirano@tusd1.org**

**Supplies:**

* A composition notebooks (college-ruled, 100 pages) Additional notebooks may be needed later in the year.
* A supply of colored pencils
* A supply of colored pens (not Sharpies – they bleed through the pages)
* A supply of loose-leaf paper
* Sticky notes
* Highlighters (several colors)
* Scissors
* Glue sticks
* A supply of transparent tape (such as Scotch). This item is essential as we add many elements to the composition notebook pages.
* A pack of index cards (3 X 5)

Keep these materials in a zippered pouch and bring to class daily.

**In this class, you will learn to:**

* Read texts critically to see how an author produces his or her desired effect on a particular audience.
* Write texts in which you accomplish your purposes for a specific audience.
* Develop research skills that allow you to evaluate sources, complete with citations, in MLA (Modern Language Association) format.

Every assignment and activity we do will help you practice these highly complex skills. You will write often and reflect on your writing. You will learn effective reading strategies and apply them to both literary and non-fiction texts. You will read fiction to analyze the author’s linguistic and rhetorical choices. Your intellectual curiosity and desire for challenge is welcome here!

We will sample a range of literary and nonfiction work. Some of the authors we will read this year include:

Sandra Cisneros Homer William Shakespeare Mindy Kaling

Ray Bradbury William Rhoden E.O. Wilson Bryan Stevenson

George Orwell Gwendolyn Brooks Jose Olivarez E.O. Wilson

Lena Coakley Stephen Kinzer Haruki Murakami Robert Frost

Ta-Nehisi Coates Emily Wanamaker Billy Collins Monique Truong

**Assessments and Grading:**

The work you do in this course will increase your abilities as writers, readers, and thinkers. As a result, most of your assignments are formative assessments. Most of these assessments will receive a process or completion grade as a record of your work ethic and growth in understanding. I use these to assess your skill level and to adjust instruction to suit your needs. I will evaluate your skills, and when I think you have had enough practice with a skill or concept, I will assign a summative assessment. For these assessments, I will provide detailed instructions and a descriptive rubric.

The following work may be either summatively or formatively assessed:

* Independent writing in journals
* Participation in discussions (partner, small group, or whole class)
* Process writing: narrative, analysis, argument, synthesis argument, poetry
* Responses to reading of class texts

For full credit, students must hand in assignments on time. Points will be deducted for each day late. After a certain posted date, late assignments will not be accepted. If an extension is needed, **please contact me at least 24 hours** before the due date to receive a one-day extension. Partial credit is provided for students who attempted but did not fully complete the assignment.

All assignments will be given in class with point values and criteria for excellence.

Student work will be carefully assessed for certain elements indicating academic and developmental growth over time. Instruction will be adjusted to ensure that this growth occurs to meet Mr. Mirano’s expectations.

Grades will be uploaded regularly on StudentVue.

We will write for different purposes. On occasion, specific prewriting must be turned in with final assignments. Instructions about whether an assignment may be handwritten or typed will be provided in class, and formatting instructions will also be provided. Most typed assignments will be submitted through [www.turnitin.com](http://www.turnitin.com/).

**Writing must demonstrate the student’s individual ideas. Presenting ideas shared or borrowed from another student or source as one’s own will receive a failing grade and those involved may receive disciplinary action. Be advised: do not look at another’s work to get “ideas” or have another student “get you started.” If you need ideas or assistance getting started, speak with Mr. Mirano.**

The class work we will do this year includes but is not limited to:

* Discussing what we’ve read in large (Socratic Seminars) and in small groups
* Using protocols for text-based analysis
* Practicing rhetorical analysis
* Acquiring new vocabulary
* Learning to identify and apply rhetorical devices
* Expressing ideas in writing and speech
* Remediating problems with the conventions of grammar and spelling
* Responding in writing to non-verbal texts paired with written texts, or as texts themselves
* Responding in non-verbal ways to written texts
* Reading texts closely
* Crafting argument
* Analyzing the rhetoric of written argument
* Reading texts written in a variety of rhetorical modes, genres, and time periods
* Writing essays and responses of several kinds: narrative, expository, analytical, synthesis, argumentative, compare/contrast
* Practicing the writing process: prewriting, drafting, revising, editing, publishing
* Learning strategies of both peer and self-analysis of your own writing
* Writing-to-think and writing-to-learn: journals, reader-response, free-writes, imitation of style, collaborative writing, and quick writes
* Practicing research skills
* Evaluating sources and synthesizing information from sources
* Using MLA format
* Review grammar (up through subordination and coordination) as necessary to analyze syntax and write a variety of sophisticated sentences
* Practicing effective use of rhetoric

We will read a variety of texts. Please expect to read sections of texts multiple times. Know that Mr. Mirano will expect you to practice and refine many specific reading behaviors aligned to academic work. Please bring an open mind and be willing to practice, practice, and practice to demonstrate these specific reading behaviors.

**Expectations for students:**

* **Save all papers, and handouts for review, reference, and study**. For the final assessment, students will submit a portfolio of work with a written reflection.  This is a SIGNIFICANT GRADE as it is a final assessment of the year’s learning.  SAVE your work in a file for this assignment in May.
* Be courteous and attentive in discussion so everyone’s opinion can be heard and valued.
* Put forth your best effort.
* Generous intellectual contribution to all group work as well as slides, writing, poster work, etc.
* Maintain honesty and strive for integrity in all class transactions.
* Keep track of assignments, due dates, and grades.
* Ask for assignments and homework **in advance of planned absences in a before-school conversation.**
* Students with an excused absence are given **one day for each day they are absent** to make up class/homework/notes/presentation and three days to make up a test or essay.
* Students with **unexcused absences**, or **who do not make up their work according to the above time frame**, will receive a zero.
* Students returning to class after an absence should check in with the teacher regarding missed notes, work, assignments, or tests. This should be done before school or through email. Students are responsible for obtaining all class notes.
* All make-up tests are given either before or after school and must be scheduled in advance with the teacher. Students will have three school days to make up any missed tests due to an absence.
* Use Microsoft Teams for assignments and resources.

**Classroom activities, major assignments, and assessments:**

Students will engage with texts organized by genre—narrative, exposition, fiction, argument, mythology, drama, and poetry. I will integrate the following activities and processes throughout the year: vocabulary, presentation/public speaking, grammar, quizzes, independent writing, close reading, and analysis of author’s craft, and targeted writing feedback, instruction, and practice.

**Unit: Essential Elements of Narrative**

**Reading Focus:** Analyze how narrative elements help communicate an event and its significance.

**Assessment:**  Personal Narrative

**Focus:** Students explore the tools that writers use to create a narrative then write their own personal narratives with a focus on effective narrative elements.

**Central Text:**  *House on Mango Street*

**Unit: Essential Elements of Exposition**

**Reading Focus:** Examine the tools writers use to explain topics so that audiences understand them better.

**Assessment:**  Exposition

**Focus:** Students explore the tools that writers use to create an exposition of their own.

**Texts:** Multiple expository texts

**Unit: Essential Elements of Fiction**

**Reading Focus:** Examine the tools writers use to create imagined narratives.

**Assessment:**  Literary Analysis

**Focus:** Students explore the tools that writers use to create imagined narratives

**Central Text:** *1984*

**Unit: Essential Elements of Argument**

**Reading Focus:** Examine arguments to determine if an argument is effective and to learn strategies to employ in arguments.

**Assessment:** Argument

**Focus:** Students explore the tools that writers use to create an argument then write their own arguments using rhetorical strategies such as evidence, diction, syntax, and rhetorical appeals to achieve a purpose.

**Texts:** Multiple short arguments

**Unit: Essential Elements of Mythology**

**Reading Focus:** Examine mythic elements and archetypes to interpret texts

**Assessment:** Synthesis

**Focus:**  Students explore the theme of heroism through a variety of sources then enter the conversation with a brief essay drawing on Odysseys and *The Odyssey* as one example of a “hero” in their essay.

**Central Text:** *The Odyssey*

**Unit: Essential Elements of Drama and Poetry**

**Reading Focus:** Examine what a poem means and how that meaning is conveyed.

**Assessment:** Student’s choice

**Focus:**  Reflection and presentation of work

**Central Texts:** *Romeo and Juliet*

**CLASS POLICIES**

\*BE PUNCTUAL: Come to class every day. Be on time, seated quietly and ready to learn. I teach bell to bell.

\*BE PREPARED: Come to class prepared to learn with required materials.

\*BE POLITE: Treat your classmates, teacher, school property, visitors, and the ideas of others with respect.

**Course Guide & Policies Contract**

Students & parents/guardians: please type your name below to let me know that you have read and understand the course outline and policies.

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Student Date

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Parent/guardian Date