**Honors English 11 Course Policies**

**Ms. Pettit-Shaheen**

Welcome to Honors English 11! Honors English 11 studies early American Literature through twentieth century. The text includes prose, poetry, fiction, nonfiction, and drama. Selections are studied which build on students’ previous background and provide exposure to difficult texts. Writing focuses on the standards and includes usage skills development. The primary focus of the course is on the traditions of remix and revolution in American literature. I intend to challenge you and make you successful students of the English language. I hope to interest you and even make literature fun. In order for any of that to happen, however, I will need your commitment and cooperation. Though this course will definitely be challenging, it will not be successful, interesting, or fun if you do not put in the effort and energy that I will require. This sheet will provide you with some important information that will lead you toward a rewarding year.

Materials Needed

Notebook, fully stocked with paper Blue or Black Pens

Composition Book Pencils

HCDE Scores: Grades are accessible at any time through the parent portal of PowerSchool.  High school grades are finalized at the end of each semester (December and May). For high school courses Semester 1 and Semester 2 grades DO NOT average together for a final year-long average**.** The finalized grades are used to calculate a high school Grade Point Average (GPA).  The grading scale is as follows: A = 93-100, B = 85-92, C = 75-84, D = 70-74, F = 0-69. Daily work=40%, Tests/Major Assessments=40%, Exam=20%

Personal Grading/Makeup Work Philosophy: All of my grading policies fall within HCDE standards of assessment, but here they are, just to be clear:

• Daily Work is used for formative assessment purposes (determining student’s skills and understanding); therefore, not every daily assignment will be “graded.” Just always assume it will be, and it will be fine! ;-)

• Daily Work is also used to prepare students for summative assessments (mastery of skills and understanding), so NO Daily Work can be made up after the final assessment/test for that unit of study. This usually gives students much more time than the minimum time for makeup work per HCDE, but this is a non-negotiable with me. Getting and completing makeup work is the responsibility of the student.

• Grading papers is a very time consuming process. My rule of thumb is that I will always try to get papers graded and entered into PowerSchool by the next progress report date. This is basically a 3-week turnaround for major assignments. I will try to consistently use the “Collected” feature in PS as well, especially for major assessments.

Academic Honesty: I consider this to be one of the most important skills I have to teach.

* Please read the newly drafted SMMHS Academic Honesty Policy.
* Students are neither to give nor receive help on written work. Students may use ideas shared in classroom discussions or writing conferences with me, but otherwise, all ideas presented in the student’s paper should be his or her own or documented appropriately. Students are encouraged to express their ideas to others both in class and outside of the classroom. However, all written work should be a result of an individual’s personal understanding of the material.
* Zero Tolerance on Dishonesty: We all make mistakes, and I can almost always tell the difference between a mistake and an act of deliberate cheating or plagiarism. Deliberate acts of academic dishonesty will not be tolerated in my class. The result will be a zero on the assignment, parent notification, and a disciplinary referral to administration, per HCDE policy. Beyond these measures, I will deal with infractions on a case-by-case basis.
* Turnitin.com: I know Turnitin sometimes picks up silly things, but I also see patterns from students. I know that students by their junior and senior year understand what plagiarism is. Please be aware that I use Turnitin (along with my 15 years of experience of teaching research) to prevent plagiarism. Let Turnitin work as a tool for you, too! I typically allow resubmissions until the due date. If you turn something in and it shows problems, see me if you need help fixing them! That’s what I’m here for. But do not wait until the due date and just hope for the best. DUE DATES AND DEADLINES ARE FINAL.

Discipline

I very, very rarely have to seek intervention or take action for student misconduct. I hope I am always respectful to students, but more than anything, I expect students to respect themselves and others. We may disagree, but as long as everyone knows that, ultimately, I am the one in the room who is right, we will all get along just fine! **Seriously though, I want you to have respect, honor dignity, and pride.**

1. *Respect Yourself*
2. *Respect Others*
3. *Respect the School*

Overall, be respectful, be kind, be forgiving, be humble, and be confident. Anyone who nurtures those traits will go great distances in life. The IB Learner Profile traits will come if you master those first!

**Communication**

* Because my students are two short years away from college, my priority for communication is with students, not their parents. However, I will seek support from home if a student is in real jeopardy, and I am always willing and available to speak with parents if requested.
* I mainly use PowerSchool as a gradebook rather than a communication tool, so there won’t often be lengthy descriptions there. I will use **Managebac** as my primary means for communication. Students should check it and/or their email every day. If I post something important on Managebac, I usually send an email alert along with it so students are notified that something has been updated. Every assignment on Managebac will include a thorough explanation, due date, and rubric.
* My electronic device policy is pretty easy:
	+ **Phones** *“Out of sight, out of mind.”* Sometimes I’ll tell students to use their phones for classroom purposes, but they should not just leave them on their desks to check every Facebook, Instagram, Snapchat, or text notification they receive. This is a distraction they need to avoid during class time. I will take them up if needed.
	+ **Pads, Tablets, and Laptops** *“Use these powers for good, not evil.”* I know many students take notes on these devices, but if I see a game, social media outlet, etc., on the screen, I will ask them to put it away. If it happens repeatedly, the student will lose the privilege to use the device in my classroom. There are also times I will request students bring these devices for writing and researching purposes. They are great to have; just use them responsibly.
	+ **Reading Literature** *“Let’s not let technology replace our humanity.”* There is no need for e-readers of any type in my class. Reading on a screen is great for pleasure reading, but there’s just something that troubles me about seeing a kid reading a major work of literature on an iPhone. Sorry, I can’t help it!

Notebook

Keep a notebook—specifically for English 11—and bring it to class every day. Your notebook reflects your commitment to class and your sense of personal responsibility. You should expect to take notes in your notebook every day, so it will be necessary for you to keep it well-stocked with lined paper. Class notes, handouts, and graded assignments (other than essays) should be kept in your notebook.

Portfolio

I will give you a folder that will stay in my classroom. You should keep all essays, both formal and informal, in this folder.

MLA Format

Use MLA format – page one heading, title, one inch margins, blue or black ink, one side of the paper, and page numbering—on all papers you turn in. As much as possible, please type all papers. Use MLA in-text documentation and Works Cited page on all researched papers.

Bell Work

When students walk into class, they should be prepared to work on the journal activity for the day.

Food and Drinks

The only thing I allow students to consume in my classroom are bottled drinks, i.e. water.

Hall Passes

Please use your time between classes to take care of personal needs.

Please sign below indicating that you understand the information provided on this syllabus. Tear off this bottom portion and return to Ms. Pettit-Shaheen for record-keeping and documentation purposes.

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Parent Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Student Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_