



2018-2019 COURSE SYLLABUS

DEPARTMENT OF ENGLISH

ENGLISH 9 (EZS101) Period 1

Teachers: Mr. Issac and Mrs. Zierenberg-Senge

Objectives:

- To *read, think, evaluate and write* critically
- To *explore* social issues through collaboration and discussion of a complex text
- To *understand and reflect* upon the power of language of a given context (situation and experience)
- To *take ownership* of learning and *develop* autonomy

Expectations:

- Come to class on time.
- Come to class prepared (with materials, completed assignment, mindset on learning).
- Use class time wisely and effectively.
- Phones should be stored in backpacks unless used in class activity by permission of the teacher.
- Do not eat or drink in class. Water is acceptable.
- Respect teacher, peers, and property.
- Persevere when confronted with challenges.
- Reflect on one's words and actions.

Required Materials:

- black *or* dark blue pens
- pencil
- lined paper (filler paper)
- composition notebook (**NOT spiral notebook**)

Teaching Materials:

- California State University (CSU) English Reading Writing Course (ERWC). Key principles of curriculum include:
 - The integration of interactive reading and writing processes;
 - A rhetorical approach to texts that fosters critical thinking and engagement
 - Materials and themes that engage student interest;
 - Classroom activities designed to model and foster successful practices of fluent readers and writers;
 - Research-based methodologies with a consistent relationship between theory and practice;
 - Alignment with the California Common Core State Standards for English Language Arts and Literacy.
- Pearson *My Perspectives: Grade 9*
 - Selected poems
 - Selected short stories
 - Excerpts of novels

Grading Policy:

- **Writing (40%)**
 - formal in-class essays and creative writing assignments
 - podcast or Google slides presentation
- **Classwork (30%)**
 - graphic organizers, warm-ups, reflections, responses to pre-reading/post-reading questions
- **Final (20%)**
 - Semester 1: Reading and Writing Portfolio
 - Semester 2: Reading and Writing Portfolio and individual/group project
- **Quiz/Test (10%)**
 - Vocabulary, grammar or reading (on assigned novel/play) quiz/test



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Grading Scale:

- A = 89.5% - 100%
- B = 79.5% - 89.4%
- C = 69.5% - 79.4%
- D = 59.5% - 69.4%

Homework:

- Complete class work started in class
- Make independent reading a part of daily routine

Late Work:

- Percentage of points will be deducted from points earned
 - 1 day = 10% deduction
- Work submitted late with excused absence **WILL NOT** be penalized.

Contact information:

- dominic-campos@scusd.edu & carolyn-zierenberg@scusd.edu

Google Classroom Code: 1dsf4e

Website: <https://sites.google.com/scusd.edu/mrszierenberg-sengeclasses/home>

ENGLISH 9 (EZS101)

STUDENT:

I agree to abide by the expectations and procedures listed in the English 9 Syllabus.

Student's name (Print clearly.)

Period

Student's signature

Date

PARENT/GUARDIAN:

I have read the English 9 Syllabus and will support the teacher in its implementation.

Parent/Guardian name (Print clearly.)

Period

Parent/Guardian signature

Date

_____ @ _____ email address