**UAIS Honors English 9: General Syllabus**

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Course Description: The goal of this course is to provide students with a solid foundation in writing, reading, and speaking skills for the rigorous assessments of the Diploma Programme in 11th and 12th grade. Students will demonstrate their understanding of literature and writing through close textual analysis, oral presentations and Socratic discussions, a variety of writing experiences, and quizzes. SAT language/reading questions will be taught within the context of grammar and writing concepts.

Course Supplies**:** Students will be provided with PDF links or attachments of all supplemental readings and handouts. Later on in the year, I will strongly recommend that students purchase their own paperback copies of Laurie Halse Anderson’s novel ***Speak* (ISBN: 9780312674397)** and William Shakespeare’s ***Romeo and Juliet* (Barnes and Noble Edition is ISBN: 9781411400368)**. This will allow students to write and note-take directly on the pages. The following class supplies are highly recommended: pencils/pens, highlighters and a spiral notebook for notetaking. If we return to school for face-to-face instruction, I will recommend a 1.5-2 inch-wide three-ring English binder.

Distance Learning Guidelines:

1. Find a comfortable working space, free of distractions (including other devices).

2. Arrive presentable to others on-time, with your video on and your audio initially off.

3. Use your real first and last name for entry.

4. Be prepared as you would for a regular class, with materials available and homework completed.

5. Instead of the chat feature, please get comfortable raising your hand and unmuting to speak.

6. If you wish, find a school-appropriate background for your screen.

Late/Missing Work: Missing or late work is detrimental to students’ success. All students are expected to complete work on time to support authentic learning. Late work may not be accepted if graded or discussed in class on the due date because the opportunity for authentic assessment has passed. If collected for a grade, a student’s first late assignment will not be marked down in each card marking. Each subsequent late assignment will be marked down 10% and must be turned no later than the following class period to earn credit. Of course, extenuating circumstances do sometimes occur, and students are encouraged to email Mr. Spear if a personal situation warrants greater flexibility.

Make-Up Policy: When absent, students are expected to follow these steps to return prepared:

1. If absent, go to Schoology. View the lesson plans and corresponding handouts.

2. View/print assignments, review, and if needed, email/see Mr. Spear for clarification.

3. Complete and submit work via Schoology, emailing Mr. Spear if necessary.

4. Whenever possible, come prepared to the next class with assignments complete.

Regarding submission of absent work, the student has one additional day for each class missed to submit work. For example, if a student misses English on Monday but returns on Tuesday (no English class), that student has until Wednesday to make up work. Work turned in past this date will be considered late. Students with extended absences should email Mr. Spear. Students will pre-planned absences should see Mr. Spear before leaving so as to return caught up.

Class Policy on Resubmission of Work: Students will have some opportunities to reassess on their work to improve their grade. This can be done two ways. First, Mr. Spear will announce a re-assessment opportunity to the entire class. Second, the student may email the option to reassess on an assignment. General rules for resubmission of work include:

1. Only one reassessment will be allowed per eligible assignment.
2. Any reassessment must be completed no later than the 9th week of each card marking.
3. Reassessments will often be slightly more challenging/rigorous than the original assessment.
4. The higher grade of the two will always be awarded.
5. Some reassessments may be mandatory if the teacher feels it is critical for the student.

Grading Policy: The grading policy for this class follows the UCS district grade scale as outlined in the UCS Student Handbook. Each assignment will be given a point value). The number of points earned will be divided by the number possible to determine a percentage grade for this class.

Socratic circles: 10-20 points Writing Assignments: 20-100 points

Quizzes: 5-20 points Other Homework: 5-20 points

Presentations/Speaking Assignments: 5-30 points Participation: 50 points

Extra Credit**:** Extra credit opportunities are not available in this class. Instead, students should consider reassessing on eligible assignments as an authentic way for demonstrating learning.

Participation: Each card marking, students will be assessed on a 50-point participation grade, beginning at 37/50. That grade will slowly rise or fall each week based on the student’s level of engagement in class. Participation grades are assessed on class preparedness and follow-through on absences (see above). The bulk of your participation grade will be determined by your engagement in small-group tasks, Socratic discussions, and asking/answering questions in the large-group setting. A participation grade in the “A” range will require some attempt to ask and answer questions in whole-class discussion.

Extra Help: In general, I am available on during the following block: 1A, 2A, 4A, 3B and 4B and during lunch for students who need one-on-one support. Smaller questions favor email correspondence. If you need more detailed help, please request a one-on-one meeting/discussion. Please feel free to contact me at: justin.spear@uticak12.org, but provide 24-hours advanced notice with questions. I will make every attempt to check my mail and respond to questions before 8pm each evening, but expect an email the following day if afterward.

Academic Misconduct**:** TheUAIS takes students’ academic misconduct extremely seriously.

The IBO defines academic malpractice as "behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.” Furthermore, UAIS has adopted the following motto regarding Academic Misconduct: “UAIS students will not lie, cheat, or steal or tolerate those who do.” For the purposes of this class, academic misconduct is defined as any of the following:

* Copying off or being in possession of another student’s homework or class work
* Willfully providing or receiving answers to any assessment either in or to another class
* Collaborating on assessments without the teacher’s expressed consent
* Theft of teacher possessions
* Using notes or other information on an assessment without the teacher’s consent
* Plagiarizing written assignments[[1]](#footnote-1)
* Any analysis in CliffNotes, SparkNotes, MaxNotes and other resources that a student, in turn, submits as their own work on any assessment that factors into a grade in the gradebook

Consequences of malpractice are outlined in the UAIS Academic Honesty Policy, which can be viewed here: <http://uticak12.org/handbook>.

1. To *plagiarize* is to use and pass off as one’s own the **ideas** or writings of another. Many students believe that plagiarizing is the exact copying of full text and that by changing one or more words in a sentence or paragraph, a student is not plagiarizing. This common misconception is false since—according to the definition—the idea still belongs to the original author and the only “thinking” involved by the student in such a case is the manipulation of certain words. [↑](#footnote-ref-1)