

Dr. Watts

2010-2011

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ENGLISH 9

Portraits of Power in Relationships

Texts:

Write For College, A Student Handbook, Sebranek et al.

Essays

“How to Mark a Book,” Mortimer Adler

“The Wonderful Lousy Poem,” Schulberg

Short Stories

The Necklace,” Maupassant

“The Lottery,” Jackson

“The Man Who Was Almost A Man,” Wright

“Everything That Rises Must Converge,” O'Connor

“A Summer’s Reading,” Malamud

“A Rose for Emily,” Faulkner

Novels

Of Mice and Men, Steinbeck

Their Eyes Were Watching G-d, Hurston

Plays

Julius Caesar, Shakespeare

The Glass Menagerie, Williams

Fences, Wilson

Poetry

Sound and Sense, An Introduction to Poetry, Perrine

Vocabulary Workshop, Level E

Grades

8 3-5 page papers, typed, double space, 12 point font -- 50%

4 Exams -- 30%

Final Exam -- Equivalent of 2 papers

Vocabulary Quizzes and Tests -- 10%

Homework, Classroom Behavior & Attendance -- 10%

Objectives:

A literature-based writing course, English 9 is designed to teach students to write a variety of analytical essays while focusing on the following:

- *Essay structure
- *Crafting a thesis statement
- *Constructing a logical argument
- *Using and interpreting supporting details and examples
- *Mechanics, including grammar; sentence and paragraph construction; transitions.
- *Use of grade-appropriate language

Students will use the drafting process to learn how to:

- *Plan an essay
- *Write a rough draft
- *Revise
- *Edit
- *Proofread and polish
- *Write a second rough draft
- *Revise, edit, proofread, and polish
- *Write a Final Draft.

English 9 also seeks to teach students to understand and appreciate literature, and to learn the mechanics of fiction, drama and poetry by examining the interplay of:

- * Setting: including time and place
- * Characterization: flat/round; static/dynamic;
through dialogue/narrative/action
- * Theme
- * The treatment of time

- * Narrative point of view/perspective
- * Tone
- * The relation of structure to content
- * Plot: the movement of events in a narrative,
- * The meanings of rhythm, rhyme and format in poetry
- * Use of language, including symbolism, imagery, motif and theme.

To achieve these goals, students will have the opportunity to write papers and answer essay questions using close reading techniques, which will enable them to identify and articulate how a piece of literature is put together and what and how it means.

The caliber of the literature itself will improve students' vocabulary, as will their mastery of the vocabulary workbook.

It is vitally important for students to keep up with the reading and to be in class physically and mentally every day.

Paper Policy:

I encourage front-loaded revisions, that is, a paper's due date is the LAST DAY that a paper may be submitted. All rewrites should be done prior to that, allowing sufficient turn-around time. You may submit to me as many rewrites as you wish, prior to the paper's due date. This puts the onus of organization and time management on you AND me!

Papers are due at the beginning of class and are considered 1 day late if submitted after that time on that day.

Late Papers will lose 10 points per day that they are late, including all weekdays, even those days on which we do not have class. This policy is intended to teach you time management and responsibility. Of course, if extenuating circumstances prevent you from completing an assignment, you must inform me as soon as possible. If you have any questions or difficulties, please feel free to e-mail me.

Emailed Papers: You may email me thesis sentences, ideas, questions and individual paragraphs, but I will not accept emailed papers.

**AN EMAILED PAPER HAS NOT BEEN HANDED IN.
YOU MUST HAND IN PAPERS IN CLASS IN HARD COPY.**

Dr. Watts' s Classroom Policies and Expectations:

1. If you are unprepared for class, including not having your book(s), you will receive a "U" for the day. Three "U"s earn you a detention, and things get more interesting from there.
2. When you are absent, YOU must find out what you have missed and what you need to hand in.
3. Have a designated buddy in the class who will take notes for you and fill you in on assignments, etc., when you are absent. Or, you can always contact me. It is not my responsibility to track you down and tell you what you missed.
4. **All papers must be printed** before you come to school the day they are due. Do not wait to print them in school. Technology is not 100% reliable and undoubtedly the printers will not work or need toner precisely when you need to print out a paper. Do not give me a disk with your paper on it..
5. You will arrive on time for class.
6. You will come to class prepared with pencil, pen, notebook,

homework, papers, and text, having read and thought about the assigned pages.

7. You will listen carefully to directions the first time they are given.
8. Once you have crossed the classroom threshold, there is NO returning to your locker.
9. You will NOT chew gum, eat, or drink anything in class EXCEPT water.
10. You will NOT have cell phones on in class. Per school policy, cell phones must remain in your locker. Any phones that appear in class will be confiscated and given to the administration, from whom YOU must retrieve them.
11. You will be mentally present in class. You will treat each other and me with respect.
12. You will hand in all work on time, barring extenuating circumstances.
13. Disruptive classroom behavior robs you and your classmates. The consequences of such behavior are detentions with me and/or Rabbi Weinbach, and calls to your parents.