

English 9
Torah High School
Professor Hargrave
2024-2025

Course Objectives

Our ninth grade English course will be focused on building grammar skills, developing a deeper and richer knowledge and use of vocabulary, nurturing and “growing” the ability to communicate through writing and speaking, and exposing ourselves more deeply to the wonders and vastness of literature. The purpose of this course is for students to become effective and confident thinkers, writers and readers.

Student Learning Objectives

By the end of the course, students should be able to do the following with competence:

- Read from a variety of historical periods and disciplines
- Analyze the types of arguments that writers use
- Write formally and informally for a variety of audiences
- Write expository and analytical essays
- Understand writing process and the importance of revision
- Synthesize ideas and information from various sources
- Learn to express your reflections and reactions to literature through development of your writing skills.
- Learn how to evaluate, form, and support your opinions about the literature you’ll be reading as well as to explain, describe, and answer specific research questions.
- Use the conventions of standard written English

Course Organization

Students will read a variety of texts including works of fiction, non-fiction, scholarly articles, poetry and drama. Language is employed on different occasions to say very different kinds of things, so written language ranges from the practical to the powerful inner search for deeper understanding of ourselves and the world around us. Each unit requires students to acquire and use rich vocabulary, to use standard English grammar, to reflect and to evaluate.

Reading

Throughout this coming year you will be introduced to the beauty and styles of British, American, and translated world literature in the form of folk tales, plays, the short story and the novel. You will be reading the works of Chekhov, Dickens, Hemingway, Twain, Steinbeck, and others. Specific titles will be determined within the first two weeks of school and will be based upon what you’ve studied previously and what types of literature (genre) you personally enjoy reading. You will also be reading many short stories and at least one novel each semester.

Over the course of this year you will also be introduced to the beauty of poetry as a universal language. Poetry is frequently defined as a kind of language which says more with fewer words while saying it more intensely than ordinary language is able to do.

Composition

Assignments will range from reading responses, short-answers, to formal essays. Although we want students to appreciate good writing, we also want them to produce it. Modeling good writing—doing imitation exercises, practicing new syntactical patterns, editing—and always being conscious of audience, purpose, and persona in the texts they produce are essential skills for students.

Discussion

The course offers many opportunities for students to collaboratively practice the skills they need, derived from my belief that learning can only occur if students have opportunities to check their understanding and clarify their thinking.

Grading System

This is a general outline for grading, since assignments will vary from unit to unit. I believe that each and every activity/assignment is vital; each is a building block that serves not only the whole of the grade, but, moreover the whole of understanding.

- **Essays 35%:** Most essays are first written as in-class essays and graded as rough drafts. Rough drafts are self-edited and peer edited before students type the final copies.
- **Tests 25%:** Most tests consist of multiple-choice questions based on rhetorical devices and their function in given passages. Some passages are from texts read and studied in class, but some passages are from new material that students analyze for the first time.
- **Quizzes 15%:** Quizzes are used primarily to check for reading and basic understanding of a text. Each unit has at least one quiz on vocabulary from the readings. Also, each unit has at least one quiz on grammatical and mechanical concepts reviewed in daily tasks as well as from the discussions and/or annotations of syntax from the readings.
- **Daily 25%:** Daily assignments consist of a variety of tasks. Some of these tasks involve individual steps leading to a larger product, such as plans, research, drafts, and edits for an essay. Other daily tasks consist of grammar reviews, vocabulary exercises, annotation of texts, and fluency writing. Most lessons begin with a warm-up or anticipatory task. These focus on creative, grammatical or writing concepts that connect to the day's reading assignment and/or unit theme.

Policies and Expectations:

- You are expected to come to EVERY class prepared.
- ALL assignments must be completed on time. I strongly recommend that you buy a calendar/assignment book to keep track of all assignments and due dates. Most

assignments can be e-mailed to me. Lateness will not be tolerated. If you think that you won't be able to complete an assignment on time because of a family simcha, or rigorous rehearsal or performance schedule, you must meet with me at least one week before the due date so that we can work out an alternative plan. BUT your work must still be completed on time.

- It is expected that you will always demonstrate respect for your classmates and for your teacher.
- All major projects, research assignments, and book reports must be turned in on time. The final grade on an unexcused late assignment will be dropped one letter grade for every day the assignment is late. If the assignment has not been turned in by the third day of class the week the assignment was due, a zero (0) will be recorded for that assignment. No mercy!
- Absences: The amount of days you are absent will equal the amount of days you have to make up your work. So...if you are absent for two days, you have two days to turn in your work, make up tests, and so forth. This does not apply to major assignments listed above. Those can be e-mailed to me up to the day the assignment is due.
- Homework must be completed on time. Any homework not completed on time will be marked a zero.
- If a student scores below 80% on a test, she will be given the opportunity to take a retest. Retakes must be taken during lunch time, arranged privately with me.

I have read the class syllabus and understand what is required of me for the ninth grade English class.

Student Signature: _____

Date: _____

Student e-mail address: _____