

Mrs. Kimel

Class Syllabus

English 1- Semester 1

This class is designed as an introductory anthology to American Literature samples wherein we will discuss and engage with the NCSCOS standards in the 9th grade reading, speaking, and writing band. Students in this class will learn to read complex texts, draw connections between different texts and mediums, write and communicate in professional and creative ways that coincide with the applicable standards, think critically about complex themes and ideas, and apply learning and discussions in world-applicable projects.

Course Texts/ Units

In this class we will be covering the following texts:

- *The House on Mango Street* by Sandra Cisneros
- *The Secret Life of Bees* by Sue Monk Kidd
- *Lord of the Flies* by William Goulding
- Applicable Articles and Authentic Materials
- Selected short stories and poems by Edgar Allen Poe and other American authors ¹
- Selected poems by Langston Hughes, Edgar Allen Poe, and other contemporary American Authors²

Course Expectations

- Respect
 - My class will be an environment of mutual respect between peers. Different experiences, values, and opinions are encouraged and should be approached with respect and kindness. Our class will cover a variety of different experiences, themes, and characters; our class should be a safe space to explore these ideas in ways that are equitable and open to all.
 - I will respect your ideas and thinking for whatever you bring to the table. I respect you as an individual and a learner and ask that you respect my time and resources within my class.
- Effort and Application
 - Our texts cover a variety of topics, issues, and reading styles. Reading does not come easily to all and some texts may be more complex to read than others. I do not expect perfection or complete comprehension, but I do expect you to try your best and come to class with questions and an enthusiasm to learn. It is my job to make sure you understand our texts, I just ask that you meet me halfway.

¹ ("The Fall of the House of Usher", "The Pit and the Pendulum", "The Tell-Tale Heart", "The Cask of Amontillado; as well as "Bartleby the Scrivener" by Herman Melville, "The Goophered Grapevine" by Charles Chestnutt, "A Pair of Silk Stockings" by Kate Chopin, "To Build a Fire" by Jack London, "The Egg" by Sherwood Anderson, and "The Killers" by Earnest Hemingway.)

² (Robert Hayden, May Swenson, Howard Nemerov, Richard Nemerov, Richard Wilbur, Mona Van Duyn, Edgar Bowers, David Wagoner, Robert Creeley, Maya Angelou, Amanda Gorman, A.R. Ammons, John Hollander, Audre Lorde, Mary Oliver, Jay Wright, Ralph Waldo Emerson, Henry David Thoreau, Walt Whitman, Robert Frost, T.S. Eliot, Stephen Crane, and Emily Dickenson)

- Communication
 - I am very flexible to your requests, challenges, and needs as a student. I want you to feel valued and to help you in any way that I can. This means that if you are ever in need of extra support, are struggling with material, or would like to look at a specific topic you just need to let me know and I will do everything I can to accommodate you!
 - I also believe that communicating with you what we are reading, why we are reading it, the skills you are learning, and their real-world application is of the utmost importance. If you ever want more clarification, please just ask!

Course supplies

- Most of the course will take place through course texts which will be provided either in print copies, paper handouts, or on the class Canvas page.
- Assignments will be available to be turned in on paper or on the class Canvas page. Students are responsible for choosing a method that works best for them and planning accordingly.
- Notes are encouraged, but can be done on a medium that best suits each student (i.e. google docs, notebooks, binders, tablets, etc.)
- Canvas can be accessed through student-issued chromebooks which are expected to be present and charged daily!
 - I will be going over different examples of note taking and supplies that can be used in my class. Please reach out if any guidance is needed for organization or note taking at any time!

Grading

- Argumentative or Research Essay (test)
- Creative Writing Applications or real- world applications (classwork)
- Analytical Essay or assignment (test)
- Reading homework or class reflections (classwork)
 - Daily reading will be assigned most weeks so you are prepared for class discussions. Occasionally I may ask for or grade responses to our class discussions as reflective assignments; you will need to be up to date on reading to complete these.
- Reading skill or assessment practice (quizzes)

***Late Policy:** 10 points will be taken off for each day late where the student has not discussed extenuating circumstances with the teacher. A grade of 0% will be assigned and will not be amended after the third day late. Students who are absent or miss class are responsible to communicate with me so as not to receive deductions.

***Extra Credit:** Extra credit assignments can be given and opportunities will be presented in the middle and end of each semester. Students will need to talk to me if they choose to partake in these opportunities.

Important information

- As this is a high school level course, it is the student's responsibility to communicate any needs or concerns regarding classwork and assignments.
- Tutoring is available after school ____ from __ to ____
- Some of the texts we are covering in this class are sensitive in nature. I will do my best to prepare students for cultural and social nuances needed to approach these texts but please feel free to reach out with any questions or concerns

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I understand the information in the above syllabus and understand what responsibilities and effort this class will entail

Student signature: _____

Guardian signature: _____