Cyriack, whose grandsire on the royal bench

      Of British Themis, with no mean applause,

      Pronounced, and in his volumes taught, our laws,

      Which others at their bar so often wrench,

Today deep thoughts resolve with me to drench

      In mirth that after no repenting draws;

      Let Euclid rest, and Archimedes pause,

      And what the Swede intend, and what the French.

To measure life learn thou betimes, and know

      Toward solid good what leads the nearest way;

      For other things mild Heaven a time ordains,

And disapproves that care, though wise in show,

      That with superfluous burden loads the day,

      And, when God sends a cheerful hour, refrains.

-- John Milton

**English 9 Syllabus**

**Classroom expectations:**

 Students are to behave as scholars. They are to take their classes, their classwork, and their study as a serious endeavor so that they may ever move towards greater liberty and richer lives. Liberty differs from license; liberty is the freedom to live in uninhibited accord with the good life (the life each person desperately craves) while license is uncontrolled satiation of the appetites. With order comes liberty, therefore, students are expected to follow these guidelines:

* When students enter the room, class has begun. All nonsense and frivolity is checked at the door and should remain in the hallway to give the students freedom to engage in their studies.
* Students will come into class without conversation, get out their required materials, put their backpacks on a hook in the back of the room, and take their assigned seat. At their seat, students should have their required materials, including the day’s reading, their English notebook, pens (red and blue/black), and any homework due that day. Students will not talk unless the teacher has given them permission to do so. Students will then work quietly on bellwork.
* Each morning there will be a quote or a prompt on the board. For bellwork you will reflect upon the quote or prompt, and then write a response to the prompt or a reflection upon the importance of the quote or an aspect of it. We will often open class with a short discussion on our answers.
* Each assignment that will be turned in should have the proper heading in the upper right hand corner: Name, teacher, period, and due date,.
* Students will arrive on time.
* If a student is absent, he/she should check the board, and/or class website for his/her assignment and if necessary, make arrangements to attend tutoring or schedule an appointment with me.
* Students are expected to remain in class. The students will receive 3 bathroom passes per quarter. These may not be used during lectures. Students who do not use or lose their bathroom passes may return them for extra credit participation points at the end of the grading period.

Grading Policy

 **Grade Break Down**

\* Homework: 20%

\* Participation: 30 % - includes bellwork, note taking, and decorum (behavior).

 \* Tests/Quizzes 25%

 \* Essays and Long Term Assignments and Memorizations 25%

 **In-Class Assignments**

There will be a variety of short in-class writing assignments throughout the year focusing on themes or works discussed in class. The assignment is due at the end of class and must be easily legible. Students should focus on conventions, content, and structure.

**Memorizations**

 There will be a minimum of four memorizations, one for each quarter. Students will preform the passage for an audience of their peers. Some class time will be given to learn the material but the students will be expected to devote time outside of class to memorizing the assigned passages. Hint: post the memorization in the bathroom where you will see it everyday.

 Memorizations should be taken seriously.

Why memorize? Memorization does a few things for the students. On a practical level memorizing trains the brain to recall more information more precisely. Memorizing a text forces the student to slow down and really learn the text and understand it at a level that reading it multiple times does not achieve. Finally, memorizing allows the student to carry with them beautiful and true works forever.

**Papers**

 Ms. Cooney will assign a variety of papers throughout the year. Some will be creative writing assignments; others will be close reading and analysis papers and a research paper. Students should approach papers as serious assignments, not to be attempted a night or two before the due date. They should be an expression of the students deep and ordered thought with well supported arguments and developed ideas. Students should include vocabulary and grammar learned in class.

**Papers are due *at the beginning of class* on the day they are due.** **There are no exceptions.** (If the student is absent the day the paper is due, then he or she should email the paper to Ms. Cooney) **Absence *for any reason* is not an acceptable excuse for late papers.** Papers must be printed and stapled when they are turned in**. Late papers lose 10% per day late including if the student turns in the paper after class on the due date.**

**Plan for catastrophe!** Computers and printers break, rabbits chew through the internet cable, the plague strikes, and the Green Knight cuts off your head…Often life brings surprises at the critical moment – plan for them. If you plan to write your paper the night before and catastrophe strikes, you will not have time or resources to outmaneuver fate and your paper will be late. **DO NOT WAIT TILL THE LAST MINUTE!!**

**SAVE!! SAVE!! SAVE!!** Save your paper on a flash drive, email it to your self, put a draft on google.docs. Whatever it takes, save your paper! If your computer crashes and you have saved on an external hard drive (thumb drive) it or sent it to yourself on email you will still have your work. Do not think you are lucky and this will never happen to you. It will. If it does, your paper is still due. Also, we will have essays that we will rewrite. If you don’t save a draft, you will end up retyping the whole thing *and* rewriting. Save your work often through out the whole writing process.

Proper Paper format: They are to be **typed, double-space, 12 point font Times New Roman, with one-inch margins, MLA format.**

Last minute papers will be graded without mercy. Turing in a paper without proof reading is equivalent to dressing up for an interview and then picking your nose. It is gross and embarrassing. If the paper shows excessive evidence of haste and lack of effort and thought, the paper may be returned to the student with instructions to rewrite the paper for half credit.

Students may take rough drafts of their papers to the writing center after school in Mrs. Panabaker’s room for help in developing ideas, finding grammar mistakes, and improving overall style. Any student who turns in a copy of their rough draft signed by a writing center teacher will receive 2 points of extra credit.

**Students who plagiarize will receive a 0 for that paper, an in-school suspension, and will be unable to make up the assignment. If you incorporate someone else’s work – ideas or words - into your paper, give them credit!**

**Homework**

Nightly homework will consist primarily of reading and grammar worksheets. **Students must annotate their reading**. Students are required on average one (2) meaningful annotation per page. Annotation consists of an underline or highlight coupled with a note explaining why the student found the line, quote, or idea interesting.

These **must** be written directly in the book. This is how you interact with your reading. Students should always read with a pen/pencil in hand.

Parents and Students can find homework posted on the board in the classroom and on Ms. Cooney’s Weebly site [www.bfhscooney.weebly.com](http://www.bfhscooney.weebly.com)

**Quizzes**

There will be random unannounced reading quizzes on homework. These are opportunities for the student to show the teacher that he/she has read and what he/she knows.

As in life, a missed opportunity is missed and cannot be made up. A missed quiz will not count against an absent student but neither will it assist him/her. Therefore, attendance, and accurate completion of homework is of highest importance. Books, electronic or otherwise may not be used on opportunities.

Reading notes may be used on opportunities. If a student shows extensive reading notes but did not earn the points they would have liked, the students may turn in their reading notes to improve their grade. However, this is at the teacher’s discretion. Poor notes will not improve a poor opportunity grade.

 Ms. Cooney understands that emergencies, late nights due to sporting events or fine art productions, illnesses, extra loads of homework, and other surprises do come up during the course of the school year. Students are permitted 3 missed reading assignments per semester. After 3 missed assignments, students will be given a mandatory tutoring. **If a student does not attend *mandatory* tutoring, then he or she will have chosen to serve detention the following day.**

**Participation**

 As is the case in all disciplines, class is not just about knowledge acquisition but is instead about learning a process. For my classes, this process is learning how to closely read literature and history, interpret it, make an argument–written or spoken–about the text in question. To my mind, one learns to do this by doing it yourself and watching others (classmates and the instructor) and getting feedback. In other words, if I’m grading the analytical papers you write for my class it makes just as much sense to me that I should be grading your in-class efforts at analysis.

The term class participation is a bit of a misnomer. A more accurate term might be “Student Engagement” or “Scholarship.” One of the greatest gifts we can bequeath to our students is the skillset that will set them up for success in their future academic endeavors. Consequently, this grade consists not only of participating in classroom discussions, but also: coming to class prepared, listening attentively to the teacher and other students when they are speaking, having a good attitude, being on task, asking quality questions, delivering quality and thoughtful answers, etc. When a student employs these techniques and is incentivized to do so, their academic skill set improves and thus they experience success.

This is a class based on collaborative discourse. As such, being prepared to participate in discussions is a course requirement. This entails having read, annotated, and thought about the complete assignment carefully before class starts. Furthermore, you must bring your copy of the text to class every day. Since we will be engaged in closely examining the texts we read and the language that they use, if you don’t have your text then you aren’t prepared for class, even if you have read the assignment. Naturally, this admonition applies to the texts that you will find online.

More broadly speaking: Ask questions. Be curious. You are more than welcome to have a different interpretation of a text than a classmate or me; just be sure to share your perspective in a productive and supportive manner. Since the course will be conducted in a Socratic nature, our class meetings will primarily consist of your responses to the course texts (such as general questions, impressionistic responses, or interpretations of particular passages) and, secondarily, my engagement with your responses. Your thoughts and questions will provide the starting point for our discussions. Your active participation will be consequently factored into your final grade for the course. If you’re reluctant to speak up, please talk to me and we’ll figure out a way for you to participate.

I want students to participate so they can learn from each other. We know that active involvement in learning increases what is remembered, how well it is assimilated, and how the learning is used in new situations. In making statements to peers about their own thoughts on a class topic, students must articulate those thoughts and also submit them to (hopefully constructive) examination by others. In listening to their peers, students hear many different ways of interpreting and applying class material, and thus are able to integrate many examples of how to use the information. Especially in a course that stresses application of material, extensive participation in class discussions is an essential element of students’ learning.

Our job as educators is to take students – whatever level they may be – and move them forward. We use time honored and tested techniques to do so. College-prep schools that employ the Socratic Method also follow this formula – because it works!

What is a Class Participation Grade?

- Bringing required materials to class

- Frequency and Quality of participation

- Prepared for classroom discussions due to having done his/her reading/studying

- Relevant comments based on assigned material

- Group dynamic is improved by student’s presence

- Engaged in classroom discussion and able to give cogent answers when called upon

- Does not disrupt class and classroom discussion

- Any notes that are required are complete and neat

- Comments in class and possible disagreements with the teacher and other students are handled with maturity and sensitivity

- shows an interest in and respect for others’ contributions

What Participation **IS NOT**

- Raising of the hand in an attempt answer every question whether or not you have anything of quality to offer

- Interjecting in class discussion purely to be “seen” or “counted”

- Talking incessantly, rambling or making tangential comments

What takes away from Class Participation?

- Coming to class ill prepared

- Being disrespectful to students or staff

- Disrupting the learning environment by actions or talking out of turn

- Belittles the opinions of others

- Not following the conversation and thus is not prepared to answer questions when called upon or is off topic

- Discourages and disrupts others that are attempting to participate

- Not taking notes

- Not having homework complete and thus not able to contribute to class discussion of said homework

**Semester Exam**

* A semester exam will be given at the end of the first semester (cumulative to beginning of the year) and at the end of the second semester (cumulative to beginning of the year).
* Final exams make up 20% of the semester grade.

**Required Materials**

Loose-leaf paper

Notebook to be used exclusively for English

Blue or Black Pens

Red Pen

Pencils

3-ring binder *or* tabbed folder to be used exclusively for English

Books:

Each student must have their **own** copy. Due to the nature of this class, students cannot share books.

*The Norton Anthology of Western Literature Volume 1 8th Edition* ISBN: 978-0-393-92572-2

*The Epic of Gilgamesh.* Penguin Classics. ISBN:978-0-14-044100-0

*St. Antony of the Desert.* Athanasius. ISBN:089555-525-5

*The Canterbury Tales.* Paperback – Penguin Books Nevill Coghill (Translator) ISBN-13: 978-0140424386 ISBN-10: 0140424385

**Please purchase these exact editions, as we need to have the same translations and page numbers to facilitate class discussion.**

Semester Map

***This schedule is tentative and subject to omission and addition at the teacher’s leisure.***

1st Quarter

*The Epic of Gilgamesh* (2000 B.C.?)

*Genesis 1-9*

Homer (800-750 B.C.?), *Iliad*

Homer, *Odyssey*

2nd Quarter

Sophocles *Antigone*

Plato (427-347 B.C.), *Apology*

Plato *Allegory of the Cave*

Lucretius (99-55 B.C.), *On the Nature of Things*

Virgil (70-19 B.C.), *Aeneid*

3rd Quarter

*John* (90 A.D.)

*Acts* (62 A.D.)

*Romans* (56 A.D.)

Marcus Aurelius (121-180 A.D.), *Meditations*

Athanasius (296-373A.D.), *St. Antony of the Desert*

Augustine (354-430 A.D.), *Confessions*

Muhammad (570-632 A.D.), *Koran*

4th Quarter

Traditional, *Beowulf* (700-1100?)

*The Song of Roland* (1150 A.D.)

Dante Alighieri (1265-1321), *Divine Comedy*

Geoffrey Chaucer (1343-1400), *Canterbury Tales*,

Pearl Poet (1375-1400 A.D.), *Sir Gawain and the Green Knight*

**Benjamin Franklin High School Writing Format and Style Guide**

**1. Standards for Handwritten Work**

* 1. Ink must be black or blue; use pencil only in math or science classes.
	2. Name, teacher, grade/period, and date must be written in the top right-hand corner.
	3. Multiple pages must be stapled together.
	4. Rough drafts must be double-spaced
	5. Handwriting must be neat and legible, and in standard cursive.
	6. Paper must be perforated notebook or loose-leaf.

**2. Standards for Printed Work**

* 1. Name, teacher, grade/period, and date must be typed and double-spaced in the top left-hand corner.
	2. Font must be black, Times New Roman, size 12.
	3. Page layout must have one-inch margins all around and double-spaced lines all throughout.
	4. Use the header function to include student's last name and page number at the top right of each page.
	5. Titles of essays must be middle-aligned, with one line space between the title and the first paragraph.
	6. Paragraphs must be indented one tab and be 5-8 sentences.
	7. Quotations and citations (including a works cited page) are formatted according to MLA style.
	8. Multiple pages must be stapled together.

**3. MLA Citation Examples:** *Be aware that for other types of publications, there are more specific rules. Double check all work with the recommended resources listed below.*

*Book with one author*

Last name, first name. *Title of Book*. Publication city: Publisher, publication year. Print.

*Website*

Author of the page last name, first name. "Webpage/Article Title." *Website Title.* Publisher/Organization name, 1 May 1987. Web. 1 Aug. 2013.

\**The first date listed is the date of publication. The second is the date that you accessed the website.*

*Encyclopedia*

Editor last name, first. "Article Title." *Encyclopedia Name*. Publication City: Publisher, publication year.

170-72. Print.

\**The numbers listed are the page numbers of the article you used. If the article is a signed article, check with Purdue OWL or your teacher.*

**4. MLA In-text Citations**

ANY information that is someone else’s words or ideas must be followed by an in-text citation. This includes quotations, paraphrases, and summaries.

 *Quotation:* “This is a quotation” (AuthorLastname 12).

 *Paraphrase:* This is a paraphrase (AuthorLastname 78).

 *Summary:* This is a summary (AuthorLastname 45).

**5. Works Cited**

The works cited should appear on its own page. It should be titled “Works Cited” in Times New Roman, size 12, black font, with no quotation marks, bold, italics, or underline. All entries should be double spaced and indented on all lines but the first (as shown above). All entries should be organized in alphabetical order by the first word in the entry.

*Recommended Resources:*

* Purdue Online Writing Lab (OWL) https://owl.english.purdue.edu/owl/resource/747/1/
* *The MLA Handbook*

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