



English 10 Honors

Ms. Borger-Germann & Dr. Ayers

Shared Expectations

Students demonstrate a desire to improve and a willingness to struggle.

Students and teacher treat writing as a process.

Students choose 10H because they love to read, write, and talk about books, film, history, and current events.

Students agree to do the assigned work with enthusiasm and on time in an academically honest manner.

ALL 10H STUDENTS READ

- **Classic fiction:** short stories, *Of Mice and Men*, *A Separate Peace*
- **Contemporary novels** related to boarding school stories and/or world literature
- **Science fiction/dystopia** reading, likely including some or all of the following: short stories, *Fahrenheit 451*, *Slaughterhouse Five*, and some choice titles
- **Poetry**, either as an accompaniment to other texts or as a series of poetry texts in themselves
- **Shakespeare** (*Midsummer Night's Dream*, *Hamlet*, or *MacBeth*) and **other drama**, likely including *Raisin in the Sun* and/or *Antigone*
- **Non-fiction**, likely including
 - Narrative non-fiction like memoir and/or memoir excerpts
 - Literary theory or reading theory materials
 - Non-fiction articles relevant to particular texts, themes, or patterns in literature

ALL 10H STUDENTS WRITE

- **A narrative paper**, often a memoir
- **A persuasive paper or letter**
- **An expository paper**
- **At least one analysis paper**
- **A research product**, often a paper, presentation, or website
- **A review of a book or film**, sometimes informal

ALL 10H STUDENTS THINK ABOUT

- **Elements of archetypal symbols and patterns in texts**, likely including hero's journey boarding school stories, tragedy, dystopia/science fiction
- **Research or synthesis of sources into a new product**
- **Reading** in a meta-cognitive way: beyond "liking" or "not liking" a text and into how we read, why we read, what makes a successful reading or an unsuccessful reading
- **Discussion** in a reflective way



I don't believe in smart,
I believe in hard work.

What To Expect in Mrs. B's Room Specifically

PAPER WRITING IS A PROCESS – Something I'll explain in greater detail as we go, but in a nutshell, your writing process breaks down into three parts:

1. Formal pre-writing (proposals)
2. Drafting (papers)
3. Reflecting (Q&A about your whole process and self-assessment on the rubric)

We spend a week working on proposals and first drafts. After about two weeks of doing other work, you will get extensive comments from me on your work with revision notes. Then we'll and two days working on revisions and reflections.

You earn your grade on your writing based on your process, not your product, and you can take a look at the rubric for that at any point.

The entire process will have a LAST CALL date, after which no more work will be accepted. Students who do not complete the process will earn partial scores based on the percentage of the process they completed.

ABOUT POWER SCHOOL

Your grades are divided into percentages, not straight points. This makes a big difference in how your grade is calculated:

- 40% Writing
- 40% Discussion & Class Work
- 20% Reading Lab Book & Interview

VOCABULARY IS CUMULATIVE. You get a list of 100 word parts and 30+ academic terms, which you are expected to learn gradually over the course of the year, with weekly checks and trimester tests.

MISCELLANY

1. Silent reading almost every day; meaning I expect you to be reading something YOU'RE interested in.
2. Four bathroom/locker/drink passes for the trimester. Use them wisely.

The Five Respects

1. Respect others and their belongings.

2. Respect yourself enough to contribute.

3. Respect new ideas enough to try them—honestly.

4. Respect time by not wasting it.

5. Respect CHS school rules and procedures.

...and no fragrance, please.