

2007-08 Honors English 8 Syllabus
Greater Atlanta Christian School
Mrs. Jami Denton

"A word aptly spoken is like apples of gold in settings of silver." Proverbs 25:11

Class Goal:

To grow and to express growth in both oral and written communication.

Class Content:

This class is crafted to polish grammar skills, to encourage critical thinking skills, to deepen reading comprehension, and to spur creative and clear writing. In order to accomplish these objectives, this class will emphasize grammar, mechanics, usage, vocabulary, writing, and reading.

Grammar, Mechanics, and Usage will be taught daily through Daily Grammar Practice. Students will be expected to be able to label correctly the parts of speech, the parts of a sentence, clauses, and phrases. They will also be expected to utilize capitalization and punctuation correctly.

Vocabulary will be taught weekly during the first semester through the use of the workbook titled *Wordly Wise 3000: Book 6*. Students will be expected to complete one lesson per week. Starting at the end of the first semester and continuing during the second semester, vocabulary will be taught as part of literature units.

Every week students will be involved in the **writing process**. Students will either be involved in writing, editing, drafting, or talking about how to write, edit, and draft. Each six weeks a minimum of one final draft will be turned in to the teacher for a final grade. After the teacher grades this final draft, it will be returned to the student to make corrections and to assess how he or she can improve his or her writing in the next paper. The specific writing skills that will be practiced this year are how to write an opinion essay, how to write an essay about literature, how to write a compare/contrast essay, how to write an evaluative essay, and how to write a research paper.

Independent reading will be a regular part of our classroom. At the beginning of each six weeks, students will be asked to set a reading goal for themselves. They are encouraged to use the Accelerated Reader program as a means of setting this goal and as a means of measuring their progress towards the goal. However, they are not required to use the Accelerated Reader Program or point system. **Every student is required to read 50 pages of independent reading by Friday. Students will be expected to bring a book to class on Friday.** Fridays will be designated as quiz and reading days with at least 20 minutes spent in sustained, silent reading.

Literature will be an important part of this year. We will read various short stories, poems, and essays. The specific literature units we will participate in are William Shakespeare's *Romeo and Juliet*, Homer's *The Odyssey*, and Charles Dickens's *Great Expectations*.

Grading:

Students will be graded on a point system. Each assignment will be assigned points according to its difficulty, length, and importance. **Test, paper, and project** grades will range from **50-100 points**; **quiz** grades will range from **25-30** points; and

each **homework assignment** will range from **3-5** points. Each Friday students will receive one **5 point** grade for reading the required 50 pages, and one **3 point** grade for bringing their independent reading book.

Almost every Friday students will take a grammar and vocabulary quiz, and most tests will be given either on Tuesday or Blockday.

Extra Credit and Rewards:

My personal A.R. goal for my students is that they read at least 20 points per six weeks (60 points per semester). Each student who meets my personal A.R. goal will earn 10 extra credit points. For every point a student reads over 60 points, he or she may earn a $\frac{1}{2}$ point of extra credit up to 30 points of extra credit. **Extra credit will be factored into the total points during the last six week grading period.**

