

# Ms. Clegg's English 1 Honors Syllabus 2025-26

*Please read the following information, sign the acknowledgment sheet and return to Ms. Clegg*

## **Communication and Contact Information**

I believe that communication is key to success in almost every facet of one's life, especially education. That is why I welcome and encourage my students and their Parents or Guardians to communicate with me regarding any questions, comments, or concerns they may have regarding my class, teaching, assignments, due dates, and grades. If there is an issue - positive or negative - I encourage parents and students to communicate openly, honestly, and respectfully with me. I will make every effort to work with and support my students and their families. We're all in this together—learning, growing, and building relationships that matter. If something comes up, whether it's a celebration or a challenge, I hope you'll feel comfortable communicating with me in a spirit of respect and collaboration.

**1. Email- [rclegg@haywood.k12.nc.us](mailto:rclegg@haywood.k12.nc.us)**

Please feel free to email me - **this is the best way to contact me**. The student's first and last name MUST be in the subject of the email. I will not open emails unless I recognize the subject's name.

**2. Phone Conference- THS - 828-456-2408, extension #6119**

Please feel free to email me a time and phone number to call you. The best times for phone calls are before 8:00, during my planning times: 1:55-3:00, and after school. Please know I have school duties and responsibilities during these times, including coaching. I will call in a timely manner.

**3. School Conference- Planning Period 1:30-3:00**

If you would like a school conference, please email me to schedule one.

## **Course Overview- English I**

English I includes the study of reading, writing, and language. This course provides a foundational study of literary genres including novels, short stories, poetry, and nonfiction. Learning standards are the required NC English Language Arts Standard Course of Study for grades 9-10 with a strong emphasis on reading and writing texts of appropriate complexity, speaking and listening opportunities, and language development through grammar and vocabulary. For the honors level, literary analysis, the use of rhetorical devices, and the conventions of Standard English grammar are emphasized as well as the author's development of arguments, informative/explanatory texts, and narratives. This class will also include student utilization of technology. Emphasis will be placed on career/college readiness, development of competent speaking and writing styles, and student collaboration to enhance learning.

**The NC English Language Arts Standard Course of Study consists of standards in the following categories: Reading, Writing, Speaking and Listening, and Language.**

### **Reading - Grades 9-10**

For students to be college and career ready, they must read from a wide range of high-quality, increasingly challenging literary and informational texts. One of the key requirements of the NC ELA Reading Standards is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. Students should also acquire the habits of reading closely and independently for sustained periods of time. They need to connect prior knowledge and experiences to text. They must also show a steadily growing ability to discern more from and make fuller use of text. CCR Anchor Standards for Reading include key ideas and evidence, craft and structure, integration of ideas and analysis, and a range of reading and level of complexity.

### **Writing - Grades 9-10**

To be college and career ready, students will learn how to offer and support opinions/arguments, demonstrate understanding of a topic under study, and convey real and/or imagined experiences. Students will learn that a key purpose of writing is to communicate clearly and coherently. The NC ELA Writing Standards emphasize the importance of writing routinely in order to build knowledge and demonstrate

understanding. The complete writing process will be practiced, from prewriting and drafting, to revising and editing. CCR Anchor Standards for Writing include a variety of text types, purposes, research, and publishing.

### **Speaking and Listening - Grades 9-10**

To become college and career ready, teachers must provide students with ample opportunities to communicate their thinking orally through a variety of rich, structured conversations either in whole group or in small group settings, or with a partner. To be a productive part of these conversations, students need to contribute accurate information, respond and build on the ideas of others, use data and evidence effectively, and listen attentively to others. CCR Anchor Standards for Speaking and Listening include collaboration, communication, and the presentation of knowledge and ideas.

### **Language - Grades 9-10**

Language skills are inseparable from and vital to reading, writing, speaking, and listening. It is important for students to use effective and correct language skills in all contexts. The NC ELA Language Standards emphasize the use of accurate language skills for grammar and conventions, not just the identification of accurate language skills for grammar and conventions. CCR Anchor Standards for Language include conventions of standard English grammar, knowledge of language, and vocabulary acquisition and use.

### **Supplies/Materials Needed**

*Please bring in the following supplies as soon as possible. Students are expected to bring the following materials to class EVERY day.*

- Pencils
- College ruled paper
- 1" inch Binder
- 4 dividers or folders to go in the binder
- Different Color Highlighters
- Sticky Notes
- Their Chromebook and charger

  

- The units of study and pacing guide include 2 class novels. It is very helpful for honors students to purchase a copy of their own class novels. This allows students to have their own copy, write in the books, and keep it for future references or classes. Please let me know if this is a problem for you and your family as quickly as possible.

*-Lord of the Flies, William Golding -To Kill a Mockingbird, Harper Lee*

### **Units of Study**

*Units are subject to change based on school schedules, closures, availability, etc...*

- Short Stories
- *Lord of the Flies* by William Golding
- *To Kill a Mockingbird* by Harper Lee
- Writing/ lifeskills
- Grammar and Vocabulary
- Poetry
- Test Taking and Study Skills
- Independent reading projects
- Nonfiction- independent reading/ note taking

### **Google Classroom Expectations**

- Check Google Classroom regularly for assignments, presentations, class updates, and announcements from me.
- All assignments should be submitted as Google Docs or Google Slides, unless explicitly requested otherwise by me. Do NOT submit assignments as PDFs, JPEGs, or otherwise. Any assignments submitted incorrectly will not be graded, and will need to be submitted for partial credit.

### **Grading**

*There are 3 grading categories, each of which are worth a percentage of students' overall grade. These categories are for the first, second, and third, six week grading periods.*

- Tests Projects and Quizzes 40%
- Classwork and Homework 40%
- Miscellaneous 20%

**Tests, projects, and quizzes** are assessments for units of study to show understanding, mastery, and retention. These assignments will always be announced ahead of time with set dates and will be strictly graded or scored. They may be summative or formative assessments.

**Classwork and homework** are work assignments that demonstrate a student's work ethic, completion, process for learning, and may include independent, paired partnerships, small group, or whole class assignments.

The **miscellaneous** category includes grades that are based on effort, extra credit, following directions, participation, and being prepared for class.

### **Semester 1 -Final Grade**

1st 6 Weeks	25%
2nd 6 Weeks	25%
3rd 6 Weeks	25%
Final Exam	25%

\*\*The Final Exam is typically a timed 2 hour exam with approximately 6-8 texts and 40-50 multiple choice questions. This is a county wide exam for all English I students.

### **Schoolwork Expectations**

- **School is a place of work.**
- Grades reflect a student's completion of and ability on their schoolwork.
- **All students are expected to try and complete their schoolwork to the best of their ability.**
- All schoolwork must be completed, turned in, and have a proper heading. This includes paper/pencil assignments, projects, and digital/online assignments.
- **Schoolwork not completed or not turned in will result in a 0.** Work without a proper heading will not be graded and may result in a 0 and/or a lower grade than earned with points deducted.
- Excuses for missed school work will not be accepted without **prior communication**, a plan, or a note from a parent or guardian.
- Late work will not be accepted without teacher approval and will only be accepted up to one week after the due date. **It is the student's responsibility to communicate with me for any late work or needed extra time.**

### **Plagiarism Policy**

- I expect your work to be original, and **plagiarism will not be tolerated under any circumstances.**
- You will receive a **0** for any assignments that are plagiarized.
- Plagiarism includes work created in any AI platforms without explicit permission from the teacher.
- Repeated plagiarism will result in the contacting of a parent or guardian and a write up.

### **Missed Work and Make-up Work**

- I regularly update Google Classroom with the daily agenda, class presentations, assignments and announcements. Students are strongly encouraged to check these posts, communicate with me, talk to classmates, and NOT fall behind with missed and make-up work. Students are encouraged to complete work during an absent day IF possible.
- **Students are responsible for reaching out to get missed and make-up work due to tardies and absences from class.**
- It is rare for students to be exempt from missed or make-up work.
- If students are going to be absent for a school or athletic event, an extended time, or due to a trip: please communicate with me **BEFORE** the absence to create a plan to complete work.
- If students are not able to complete work, students may have the weekend and one extra week to complete missed and make-up assignments.
  - An exception is with projects, long term assignments, or assignments with a specific due date. These assignments are expected on the assigned due date. Late assignments in this category will only be accepted with extenuating or emergency circumstances, and only with a note from a parent or guardian.
- Make-up work must be turned into me. Work not turned in after one extra week will result in a 0.

## **Behavior Expectations- Class Rules**

1. Respect yourself, others, and your environment
2. Always try and do your best
3. Be curious before you are critical
4. Do not interrupt someone else's opportunity to learn
5. Follow Directions at all times

## **Class Discipline Plan**

- I will give 3 verbal warnings for intolerable or inappropriate behavior. These verbal warnings will include reteaching and redirecting behaviors. They will also be documented.
- The 4th time it will be an in-class consequence correlating to the behavior followed up by a phone call home. This incident will be written up in the Educator's Handbook as a minor incident and the other 3 documented verbal warnings will be shared.
- The 5th time it will be written up in the Educator's Handbook to refer the student to administration for further assistance.
- Continuous problems will warrant further disciplinary action and preventive measures.

**If the student is creating a direct disruption or participating in behavior that is threatening or dangerous, I will call the main office to request an administrator or school resource officer.**

## **School Cell Phone and Personal Devices Policy- Per NC state Legislature**

- Cell phones may be used on school grounds before school, during class change, during lunch, and after school.
- Electronic device use is prohibited in classrooms unless it is being used specifically for classroom instruction and approved by a teacher.
- Unless explicitly allowed by a staff member, headphones and other listening devices may only be used before school, during class change, and after school hours.
- Cell phones must be placed away from students and their desks during tests and assessments, unless otherwise instructed by a teacher.
- If students need to place an emergency phone call during the day, they should request to go to the main office to use an office phone.
- Students may be subject to disciplinary action if their use of their cell phone disrupts the school's educational environment. Examples of this include, but are not limited to: cheating, bullying, harassment, unlawful recording or photographing, violating other school rules.
- The school and its staff are not responsible for any damage to or theft of a student's cell phone. Students must properly secure and take care of their own phones.
- Any other personal devices such as personal laptops, tablets, Bluetooth earbuds/headphones, gaming devices, etc. must be stored in a bag or backpack.
- If a student requires access to headphones or other devices to aid in emotional regulation or an educational accommodation, please reach out to their counselor or IEP case manager. Documentation is required before exceptions can be made.
- If you have any questions about access to devices or need clarification on the policies, please email a counselor or our principal, Casey Conard, at [cconard@haywood.k12.nc.us](mailto:cconard@haywood.k12.nc.us)

**\*\*Upon entering my classroom, students will be required to put their cell phones in the phone pouch for the duration of the class period. At the end of the period students will be able to retrieve their phones to take to their next destination.**

**School Attendance Policy - as stated in the Student Handbook**

Attendance will be taken by class period in the first 10 minutes of class.

Any student absent more than six (6) days, excused or unexcused, in any class in a semester will need to follow the protocol below to ensure they do not fail due to attendance.

- Students with greater than 6 absences, but less than 10 absences will need to complete make-up time for absences 7, 8 and 9 during the attendance make-up blocks provided by the school (or the teacher).
- Students with 10 or more absences must make up time for absences 7, 8 and 9, and complete an appeal form to be considered by the attendance appeal committee.
- Make-up sessions will be offered by the school. Make-up time for these absences shall match the missed time hour-for-hour. The principal/designee may set a new guideline if extenuating circumstances can be proven.
- Any out-of-school suspension absence for a period of 10 days or less will not count against course credit. The suspended student shall be provided an opportunity to take textbooks home, to request to make-up daily classroom work, and to take any quarterly, semester or grading period exams missed during the suspension period.

**School Tardy Policy - as stated in the Student Handbook**

Being punctual is a habit worth developing. Students should arrive at school and report to each and every class on time. Students arriving late cause a disruption, which takes away from other students as well as their own education. When a student is late to school or to class, he/she is to report to the ISS Room (L3) to sign in and receive an admit slip. Once a student exceeds six(6) tardies (by class) the following procedure is followed:

1. Tardy 7-10 - Lunch Detention
2. Tardy 11-12 - 30 min. Work Detail
3. Tardy 13-14 - 1 hr. Work Detail
4. Tardy 15 and up - 1 Day ISS each

## Honors Level English Class

### **What does it mean for a course to be 'honors'?**

- Increased rigor
- Faster pacing
- Higher-order question stems
- Multi-tiered tasks
- Compacted curriculum
- Additional homework

### **What qualities should students possess to participate in an honors class?**

There are expectations to keep in mind in regards to an honors English class. Research shows that highly successful English students have the following qualities:

- Possess an advanced understanding and use of language.
- Ask penetrating, intellectual questions.
- Make connections not normally recognized by their peers.
- Excel at literary analysis, oral communication, and writing.
- Read voraciously with an extremely high level of comprehension.
- Possess an excellent work ethic and are independent learners that show initiative.
- Independently demonstrate higher level reasoning abilities.
- Are passionate about what they read, write, and discuss with texts.

### **Helpful Information and Tidbits**

- **Daily attendance** is important. Make-up work needs to be completed within a weekend or extra week provided. Excessive absences may cause stress and poor grades. Students are encouraged to utilize the student/teacher communication paths to keep up with class. If students are going to miss class or work is going to be late, students or parents should email me as early as possible.

- **Time management** is crucial for success. Student lives are busy with involvement in multiple honors classes, sports, work, family, and a variety of extracurricular activities. Please work to find a balance and pull the required workload chosen in an honors class. Again, students are encouraged to utilize the communication paths to keep up with class.

- **Organization** is also vital for success in an honors English class. Students are expected to come to class prepared with materials and completed assignments. Excuses are not tolerated. Please communicate ahead of time.

- **Quality work** and a strong **work ethic** are expected from all honors students. This includes neat handwriting, correct formatting, following directions, proper usage of the English language, and both completing and turning work in, in a timely manner. Students are encouraged to find depth in all tasks.

- Please allow time to grade assignments; especially short constructed responses, essays, and projects. The turn-around time for feedback on lengthy or extensive assignments is approximately 2 weeks.

- Please be aware that due to block scheduling, flexibility is crucial in order to adapt class pacing and material for a high school honors class. Your patience and understanding for potential changes are greatly appreciated.

Finally, communication between teachers, students, and parents is especially important at Tuscola High School. Parents and students should feel free to contact me with any questions, concerns, or comments. I am very happy to be of service to my students and their families. We are all here to help our students be successful this semester!

## **Student and Parent Sheet**

*The following is a list of information covered in the Syllabus for English I, Fall 2025 for Ms. Clegg*

- Communication and Contact Information
- Course Overview English I
- Student Supplies
- Units of Study
- Google Classroom Expectations
- Grading
- Schoolwork Expectations
- Plagiarism Policy
- Missed Work and Make-up Work
- Behavior Expectations- Class rules
- Class Discipline Plan
- Cell Phone Policy
- Attendance and Tardies

*The following is a list of information covered in the Class Procedures for Ms. Clegg:*

- Entering the Classroom
- Pencil Sharpening
- Daily Writing Prompts
- Paper Heading
- Student Speaking
- Teacher Speaking
- Getting Out of Seats
- Bathroom
- Class Materials
- Chromebooks
- Finishing Early
- Food, Drinks, and Trash
- Visitors
- Teacher Stepping Out of the Classroom
- Class Dismissal
- Turning in Papers
- Doing Your Best

This information will be covered in class, sent home to be shared with parents/guardians, and stored in binders for the entire semester. Any questions or concerns should be directed to Ms. Clegg

**I received, reviewed, and will refer to both the class syllabus and the class procedures as outlined.**

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Student Name Printed

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Student Signature

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Date

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Parent/Guardian Name Printed

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Parent/Guardian Signature

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Date