

*Mount Vernon High School  
Home of the Majors*

*English 12 Dual Enrollment*

*"Majors achieve and thrive together with purpose and pride."*



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# Admin and Counselors

(Shift to the Alpha Model)

Admin <i>Administrador</i>	Alpha <i>Asignación por Apellido</i>
Karen Boyd	A-Der
John Shaffer	Des-Lay
Lashonda Reed	Laz-Ram
Gina Brooks	Ran-Z
Adrian Williams	CSS & STEP

New Alpha <i>Nueva Alfa</i>	School Counselor <i>Consejero/a Escolar</i>
A-B	Bryce Green
C - Ev	Niasharee Frater
Ew-Hop	Ericka Jeter
Hoq-Mc	Mary McAlevy
Md-Pie	Camille Moore
Pif-Sli	Melissa Mentzel
Slj-Z	Paul Guillion
CSS & STEP	Karen Mazzocoli
ESOL Level 1 and 2	Catherine Samper

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<b>P.R.I.D.E.</b>	<b>IB Learner Profile</b>	<b>WITHIN OUR SCHOOL</b>
<b>Preparation</b>	<ul style="list-style-type: none"> <li>• Communicators</li> <li>• Inquirers</li> <li>• Knowledgeable</li> <li>• Reflective</li> <li>• Thinkers</li> </ul>	<ul style="list-style-type: none"> <li>• Majors walk with a purpose and; with the goal of arriving to class on-time.</li> <li>• Majors aim to</li> <li>• Majors are available to engage in all aspects of the learning process.</li> <li>• Majors advocate appropriately when they need assistance (academic, behavior, social/emotional).</li> <li>• Majors communicate with teachers and plan in advance for when they are not in class and to follow up on lessons missed.</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>• Balanced</li> <li>• Caring</li> <li>• Communicators</li> <li>• Principled</li> <li>• Reflective</li> </ul>	<ul style="list-style-type: none"> <li>• Majors use appropriate tone of voice, word choice/language and body language.</li> <li>• Majors are mindful of their environments and conversations.</li> <li>• Majors respect the boundaries and personal space of others.</li> <li>• Majors greet each other and return greetings to others.</li> <li>• Majors follow the expectations set forth by teachers in their classrooms &amp; the SR&amp;R.</li> </ul>
<b>Integrity</b>	<ul style="list-style-type: none"> <li>• Balanced</li> <li>• Communicators</li> <li>• Open mindedness</li> <li>• Principled</li> </ul>	<ul style="list-style-type: none"> <li>• Majors are truthful and courageous enough to communicate with staff/peers.</li> <li>• Majors are responsible and accountable for their actions and success.</li> <li>• Majors are mindful of others and respect diverse perspectives.</li> <li>• Majors are aware of their behaviors and how their behaviors can impact others.</li> </ul>
<b>Determination</b>	<ul style="list-style-type: none"> <li>• Communicators</li> <li>• Inquirers</li> <li>• Knowledgeable</li> <li>• Risk-Takers</li> </ul>	<ul style="list-style-type: none"> <li>• Majors are committed and present in the moment.</li> <li>• Majors follow through with assigned tasks.</li> <li>• Majors complete tasks to the best of their abilities.</li> <li>• Majors persevere through difficult situations, tasks, conflicts and roadblocks and promptly communicate with teachers/staff for assistance.</li> </ul>
<b>Excellence</b>	<ul style="list-style-type: none"> <li>• Balanced</li> <li>• Inquirers</li> <li>• Communicators</li> <li>• Knowledgeable</li> <li>• Reflective</li> <li>• Risk-Takers</li> </ul>	<ul style="list-style-type: none"> <li>• Majors show maximum effort in all that they do.</li> <li>• Majors strive to create balance between school and home and minimize distractions.</li> <li>• Majors self-reflect as they grow and develop into life-long learners.</li> <li>• Majors are able to self-regulate their actions in order to accomplish goals.</li> <li>• Majors are team players and are always willing to lend a hand.</li> </ul>



# Mr. Bond-Therault

I have been teaching English 12 and English 12 Dual Enrollment at Mount Vernon High School for the past nine years. Prior to that, I earned a Master of Arts in English from North Carolina Central University in Durham, NC, and I earned a bachelor's degree from Michigan State University.

My email: [scbondtheria@fcps.edu](mailto:scbondtheria@fcps.edu) Classroom phone: (703) 619-3382



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## Curriculum Overview

Introduces and prepares students to the critical processes and fundamentals of writing in academic and professional contexts. Teaches the use of print and digital technologies to promote inquiry. Requires the production of a variety of academic texts, totaling at least 4500 words (15 pages typed) of polished writing. This course requires proficiency in using word processing and learning management software. This is a Passport Transfer course. Lecture 3 hours per week.

ENG 111 prepares students to write in academic and professional contexts. Students will apply the writing process to generate ideas, organize their thoughts, draft texts in various genres and modes (e.g. digital and print), and revise, proofread, and edit to improve writing. Students will produce texts that reflect critical thinking and knowledge of active reading and rhetorical situations. Students will develop information literacy, learning to use traditional and digital technologies to conduct introductory research. Students will produce multiple texts, totaling at least 4500 words (15 pages typed).

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## Recommended Supplies for Class

Laptop

Black/Blue pen(s)

Number 2 pencil(s)

Highlighter(s)

College ruled notebook for taking handwritten notes. Yes, this may be a multi-subject notebook that is used for other classes too.

Optional: I have given out fewer and fewer *paper* handouts in recent years, so I have no longer required a binder (or a folder/organizer) for organizing handouts and other work, but students might still find a binder to be useful, and it could be used by students for other classes too (it may be a combined-use binder).

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## Procedures and Routines for the Classroom

Below are my expectations for this class. **AT ALL TIMES** students are expected to:

- **RESPECT yourself** - advocate for yourself when you need help or support, always do your absolute best, behave in a way that contributes positively to our class community
- **RESPECT others** - speak with kindness and consideration, support the diversity of our class, do not behave in a way that impedes another's learning
- **RESPECT our environment** - use classroom and school materials with care, do not touch other people's belongings, leave our learning space as clean or cleaner than when you entered
- **RESPECT our mission** - attend each class with an open mind and a willing attitude, aim to perform your best on all assignments and assessments, behave in a way that does not impede the learning or safety of those around you.

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## Grading and Assessments (for Juniors)

- 1. Summative grades (50% of your final semester grade): See the week-by-week schedule at the end of the syllabus for the weeks in which the various summative-grade assignments are due.
  - a) Resume: 40 Points
  - b) Cover Letter: 40 Points
  - c) Personal Statement: 40 Points
  - d) Annotated Bibliography: 20 Points
  - e) Expository Essay #1: 40 Points
  - f) Expository Essay #2: 20 Points
  - g) Research Paper: 100 Points
- 2. Formative grades (50% of your final semester grade): Due dates will vary and will occur throughout the semester.
  - a. Quiz-grade assignments are formative grades (worth 30% of your final semester grade)

Scheduled and unscheduled (pop) quiz-grade assignments

- b. Classwork (10%) and homework (10%) are formative grades (worth 20% of your final semester grade)

These include, but are not limited to, some of our writing and prewriting assignments, peer review, grammar lessons, and in-class activities, such as Socratic seminars.

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## Grading and Assessments (for Seniors)

- 1. Summative grades (50% of your final semester grade): See the week-by-week schedule at the end of the syllabus for the weeks in which the various summative-grade assignments are due.
  - a) Writing Skills Essay #1: 40 Points
  - b) Writing Skills Essay #2: 80 Points
  - c) Annotated Bibliography: 20 Points
  - d) Expository Essay #1: 40 Points
  - e) Expository Essay #2: 20 Points
  - f) Research Paper: 100 Points
- 2. Formative grades (50% of your final semester grade): Due dates will vary and will occur throughout the semester.
  - a. Quiz-grade assignments are formative grades (worth 30% of your final semester grade)

Scheduled and unscheduled (pop) quiz-grade assignments

- b. Classwork (10%) and homework (10%) are formative grades (worth 20% of your final semester grade)

These include, but are not limited to, some of our writing and prewriting assignments, peer review, grammar lessons, and in-class activities, such as Socratic seminars.

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## Attendance

Every student must pass English 12 to graduate from Mount Vernon High School. Passing English 12 is a graduation requirement.

A student's attendance has a close relationship to their academic performance; therefore, students are expected to attend class every time we meet and to be on time.

**For the college course of Dual Enrollment English, students are expected to miss no more than seven (7) classes per semester.**

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