

Honors English Application 2019

Thank you for your interest in Honors English. For most of the students at LOHS, the rigorous curriculum and the balance of direct instruction, guided practice, and personal exploration provided in the regular college-prep program provide a strong foundation for academic success in high school. Honors level classes, however, are offered for students who have an extensive interest in English and love books, who welcome a more rigorous course of study, and who have performed at a consistently high academic level in English. Students in this class will explore the human experience through an array of stories, novels, plays, and poetry. Expect rich daily discussion with other invested English students, who have a passion for language and are looking for better understanding of the world and ourselves. The Honors English courses also move at an accelerated pace with less direct instruction and demand significant student responsibility, participation, and depth of thinking. These courses require extra coursework during the school year, and include reading and writing in the summer. Please read over the following information carefully. Applications will not be considered unless they are complete.

APPLICATION PROCESS FOR HONORS ENGLISH

1. **Fill in the information at the bottom of the attached Teacher Assessment Form and give it to your current English teacher.**
2. **Type a letter to the selection committee explaining why you are applying to Honors English, and how this more rigorous course would provide you an opportunity to utilize your strengths. Please bring your letter with you when you come to write your impromptu essay. (See details below about the letter).**
3. **Be prepared to write your impromptu essay after school (4-5:30) on Wednesday, February 27th in room 205. Please arrive promptly. Your impromptu essay will involve reading a short prose piece and writing an analysis of it. If you are unable to make the Honors testing date, please email Julie Davis: davisj@loswego.k12.or.us before the testing date in order to set up an appointment to write your impromptu essay.**

What should you write in your letter?

Your letter should first and foremost address WHY you are applying to be in an Honors English class. A few other things to consider as you write your letter:

- Students who experience the most success in Honors English tend to have the skills listed on the Teacher Assessment Form on the next page. In your letter you might discuss how your unique personality and skills will help you and your classmates succeed together in an Honors English class?
- Students in the Honors program tend to love books. In your letter, you might discuss recent books you have read and their impact on your life.
- Honors English is also for students who enjoy writing, welcome feedback, and want a wide range of opportunities to hone writing skills. You might write about the role writing plays in your life.
- Perhaps you will want to discuss a class or assignment that sparked your own passion for books and discussion.
- Truly, you could write about all of this above, or you could provide some other story that exemplifies your qualifications for this exciting program.

TEACHER ASSESSMENT FORM

Directions: Please read over the following criteria, think about the student's performance in class, and circle the appropriate number based on the following:

- 4—Absolutely (consistently, enthusiastically)
- 3—Often
- 2—Sometimes
- 1—Rarely or Never

HONORS READINESS CRITERIA		ASSESSMENT			
1. Reads widely, with perception	<ul style="list-style-type: none"> • accepts responsibility for "making meaning" from the text • generalizes and abstracts • relates literary works to other human experiences, including his/her own, in an insightful manner 	4	3	2	1
2. Writes with proficiency, clarity, fluency, and strong voice; demonstrates ability to use the nuances of language to forge and to communicate thought in powerful and meaningful ways		4	3	2	1
3. Displays a range of thinking abilities	<ul style="list-style-type: none"> • <i>Critical thinking</i> (generalizes and abstracts; applies and connects; distinguishes among fact, inference, and opinion) • <i>Fluent thinking</i> (generates numerous relevant responses) • <i>Flexible thinking</i> (suggests/takes a variety of different approaches) • <i>Original thinking</i> (offers creative ideas, insight, responses beyond the obvious) • <i>Elaborative thinking</i> (expands upon ideas; discusses in detail; relates examples) 	4	3	2	1
4. Demonstrates genuine interest in learning and commitment to high-level performance in English	<ul style="list-style-type: none"> • <i>Risk Taking</i> (expresses/defends own ideas; chances failure or criticism; performs well under conditions devoid of structure) • <i>Curiosity</i> (is inquisitive; asks the questions; explores ideas) • <i>Imagination</i> (visualizes; builds mental images; reaches beyond boundaries) • <i>Complexity</i> (seeks many alternatives; delves into intricate problems or ideas) 	4	3	2	1
5. Actively accepts responsibility for contributing to the overall quality of the class experience	<ul style="list-style-type: none"> • offers his/her own insightful thoughts and interpretations • considers, responds to, elaborates on ideas offered by others 	4	3	2	1
6. Overall assessment of student's readiness for Honors English		4	3	2	1

Student Name: _____ Current grade level _____ Current Teacher _____

1st semester grade: _____

Teacher comments based on overall assessment: