**10th Grade Literature and Composition Syllabus**

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**Course Description:**

In 2012 the Georgia Department of Education adopted new Common Core Georgia Performance Standards for grades 9-12. Consistent with state curriculum, the Fulton County Schools English language arts curriculum implementation aligns with state standards. The content standards for this course are clustered by strands: Reading (Literary and Informational), Writing, Speaking/Listening, and Language.

**Georgia Performance Common Core Standards:**

Because of the flexibility of English Language Arts course offerings at the high school level, the CCGPS for grades 9 through 12 is organized into grade bands comprised of 9-10 and 11-12. The 9-12 Standards define what students should understand and be able to do by the end of each grade band. As students progress towards the successful culmination of their high school careers, they will consolidate and internalize all of the skills instilled through the full progression of the CCGPS. High school students will employ strong, thorough, and explicit textual evidence in their literary analyses and technical research. They will understand the development of multiple ideas through details and structure and track the development of complex characters and advanced elements of plot such as frame narratives and parallel storylines. Student writing will reflect the ability to argue effectively, employing the structure, evidence, and rhetoric necessary in the composition of effective, persuasive texts. Students will be able to construct college-ready research papers of significant length in accordance with the guidelines of standard format styles such as APA and MLA. Students in high school will have built strong and varied vocabularies across multiple content areas, including technical subjects. They will skillfully employ rhetoric and figurative language, purposefully construct tone and mood, and identify lapses in reason or ambiguities in texts. Students will recognize nuances of meaning imparted by mode of presentation, whether it is live drama, spoken word, digital media, film, dance, or fine art. Confident familiarity with important foundational documents from American history and from the development of literature over time will accrue before the end of grade 12. Students will graduate with the fully developed ability to communicate in multiple modes of discourse demonstrating a strong command of the rules of Standard English.

**Course Requirements / Expectations:**

Class Expectations:

I expect students to be in the classroom when the tardy bell rings. I expect each student to come prepared to class with their materials, books, homework, and a good attitude. Each student should follow the rules found in the student handbook and also display respect for themselves, and for each of their classmates. As a class, we will discuss a list of class expectations and which will be posted in my classroom.

Behavioral:

I expect you to be on time, be prepared, and be respectful of all the members of the class, and I also expect you to follow the rules of the student handbook.

Make-up Work:

It is the student's responsibility to request make-up work from the teacher on the first day back to school and are expected to access homework and in-class assignments using the CHS teacher’s website page**.** Students who are present for any portion of the school day are expected to turn in all assignments due on that day in order to receive full credit for the assignments. Assignment due dates that have been communicated prior to a full-day absence are always due upon the student’s return to school when the due date occurred during the absence.

After an ***excused absence***, a student will have the number of school days equivalent to the number of days absent to make up the work. Make-up work missed due to an ***unexcused absence*** may be penalized up to 10% of the maximum value of the assignment. Make-up work or pre-approved absence work submitted late will receive a zero. ***Any exceptions for extensions of time will be made at the discretion of the teacher.***

Late Work:

Assignments are due at the beginning of class on the scheduled due date. Late work policy-- turn it in the next day for ½ credit, or it’s a “0”. No questions, no exceptions. If a student is in school for any amount of time of the day an assignment is due, he or she must turn in the assignment that day or receive a late grade.

**Grading Scale:**

The grading scale for the class is as follows:

**A = 90-100**  **B = 80-89**  **C = 70-79**  **F = below 70**

Major Assessments (essays, tests, projects, etc.) – 50%

Minor Assessments (quizzes, journals, etc.) – 20%

Other (homework, classwork, reading checks, etc.) – 10%

Final/EOC – 20%

Extra Credit:

Extra credit assignments or opportunities are not available in any Chattahoochee English class.

Dropped Grades:

The Chattahoochee English Department recognizes that unforeseen circumstances sometime prevent students from doing their best work. With that in mind, it is department policy to drop each student’s lowest quiz grade each semester.

Recovery:

Students can recover up to 75%.

1. Students who complete a **major assessment\*** but fail to demonstrate mastery as evidenced by a grade below 75% on the major assessment may pursue an improvement opportunity to show proficiency. In the case of an honor code violation on a major assessment, the grade will stand as a zero with no eligibility for recovery on that assignment. What is classified as a major assessment is determined within the content area; consult your course syllabus for details.
2. Students should contact the teacher concerning recovery opportunities within 5 school days of being informed of the grade on the assessment in class. Students are allowed one attempt at recovery per major assessment category listed in the course syllabus. All recovery work must be completed 10 days before the end of the semester.
3. The grade on the recovery assignment will replace the original grade if the recovery grade is equal to or below 75%. If the recovery grade is above 75%, the original grade will be replaced with a 75%.

***\*Projects are not eligible for recovery***

**School Board Policy**

Provision for Improving Grades:

1. Opportunities designed to allow students to recover from a low or failing cumulative grade will be allowed when all work required to date has been completed and the student has demonstrated a legitimate effort to meet all course requirements including attendance. Students should contact the teacher concerning recovery opportunities. Teachers are expected to establish a reasonable time period for recovery work to be completed during the semester. All recovery work must be directly related to course objectives and must be completed ten school days prior to the end of the semester.
2. Teachers will determine when and how students with extenuating circumstances may improve their grades.

**Remediation of Essays**

The English department wants to make sure that students have the opportunity to meet the writing standards of the course. Toward that end, most essay assignments which fail to demonstrate mastery of these standards are eligible to be re-written according to the following guidelines:

* A student who receives below an 80% based on the merits of the paper will have the opportunity to revise and resubmit the paper. If a student wishes remediation, they must schedule a conference with the teacher within a week of receiving their paper back. During the conference, the teacher will identify specific skills for the student to focus on for revising (grammar, quote integration, organization, internal transitions, etc.) The maximum grade possible on a remediated paper is an 80%.
* Papers which have had points deducted for not following the directions of the assignment (i.e., lack of revisions, no pre-writing, being late, etc.) are eligible to be re-written; however, any such deductions will stand. For example, a later paper with a 20-point deduction can be remediated for a maximum score of a 65.

**Expectations for Written Work Across the Curriculum**

All written work should:

* be in complete sentences using formal language
* follow conventions of grammar, usage and mechanics
* accurately cite sources used with discipline-specific requirements (i.e. MLA, APA, etc.).

**CHS Statement**

Plagiarism is the use of another's words or ideas and the presentation of them as though they are entirely one's own. Acts of plagiarism might include, but are not limited to:

1. using words or ideas from a published source without proper documentation;

2. using the work of another student (e. g. copying another student's homework, composition, or project);

3. using excessive editing suggestions of another student, teacher, parent, or paid editor.

Plagiarism on any project or paper at Chattahoochee High School will result in a zero for the assignment and an Honor Code violation. Unless directly stipulated by the teacher, collaboration on written work is not acceptable. Students who willingly provide other students with access to their work are in violation of the Honor Code. Students guilty of cheating will receive a grade of "0" on the assignment or test. The assignment may not be made up (students having zero’s are not eligible for recovery). Additionally, an Honor Violation Form will be completed by the teacher and filed in the school office. Violations may be considered by faculty in making future recommendations. Membership in honor clubs could be jeopardized. Students receiving an Honor Code violation will be assigned to serve two (2) days of Saturday School for the first offense.

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Upon teacher request, students may be required to email essays, research papers, or other written work to turnitin.com. The website checks the submission for plagiarism, provides a receipt for the student to give to the teacher, and reports to the teacher that the student’s work was not copied from any source. Students will be trained on the use of turnitin.com in the first weeks of school. Students who do not have email access at home may use the computers in the media center.

A note about what constitutes “excessive editing”:

Students learn to write well by writing well. Struggling independently through the writing process produces growth (as well as a certain amount of agony), and eventually the student’s own voice. When well-meaning parents, siblings, tutors, or others contribute their own ideas, words, phrases, revisions, etc. to students’ writing, student writers miss the opportunity to achieve literary self-reliance.

So, what is helping, but is NOT excessive editing? The answer is: questioning and cueing. For example—“Is this word strong enough? Interesting enough? Specific enough?” “Can you think of another word that means the same thing?” “Does this sentence seem awkward?” “What exactly do you mean here?” “I don’t understand what you are trying to say; can you say it more clearly?” “This sentence is interesting.” “That is a forceful verb; can you find one as forceful for that other sentence?” These kinds of questions and statements are powerful helpers, yet allow the students to think and write independently. Please help students to achieve their own voices and to develop their writing skills by allowing them to write and revise independently.

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**Signature Page – this page needs to be completed in its entirety by parents and students and turned in to Mrs. Garth by the end of Friday.**

**Textbooks/ School-issued books**: Students are **financially responsible** for all books issued by CHS. Textbooks may not be left in classrooms and teachers are not responsible for the whereabouts of your book. The copy which was issued must be turned in at the end of the course. You will not receive credit for turning in another student’s book and may not turn in replacement books. **The cost of replacement will be assessed to any student that fails to turn in the book they were issued or turns in a damaged book. Supplementary novels: $15.00 for paperback; $20 for hardback**

**Independent Reading Projects:** Since we want to offer choice, students will be asked to get a copy of each of the books they choose to read. They will not be asked to write in the books, so they can borrow them from friends or the library. If the student cannot get a book from one of these means, the teacher will make sure your student is provided with a book to complete the assignment. No student will be required to buy a book. Additionally, some of the books available for students to select may contain adult themes, situations or language. Your student will be provided with lists of books or guidelines to use in choosing a book, and we recommend you review the selections with your student so you are comfortable with the books he or she chooses.

**Film, Television, Podcasts, and Music:** Over the course of the semester I will incorporate some film clips, television, and/or music into the curriculum. We will very rarely watch an entire film. Clips from PG-13 and R rated films are shown only with the approval of the administration and permission from parents. Films I plan to show to support the lesson plans are listed on the Parental Permission Form for Instructional Use of Videotape. The following videos/films have been selected for possible viewing during in class this year.

* *Antigone*
* *Lord of the Flies*
* *LOST* (clips from the TV show—first season)
* *Argo (R)*
* *Macbeth* (1971 film version and 2015 film version)
* *The Truman Show*
* *The Matrix*
* *The Village*
* *Minority Report*
* *Persepolis*
* *Pleasantville*

The videos support the following instructional objectives:

•Compare and contrast video interpretations to author’s intent

•Understand and appreciate the development of themes over time and across genres

•Identify and understand how films fit literary movements

•Examining the importance of audience in creating text

•Extend understanding of traditional literary concepts to new mediums

•Analyze how films both shape and reflect the society of which they are a product

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

By initialing each statement below, you are indicating that you have read the syllabus and agree with the terms and conditions of the class.

|  |  |  |
| --- | --- | --- |
| **Item** | **Parent Initials** | **Student Initials** |
| Textbook/School-issued book |  |  |
| Independent Reading Project |  |  |
| Film/ TV shows/ Podcasts |  |  |
| General Classroom   * Having device in class everyday * Adhering to the student code of conduct |  |  |
| Home Access: Each parent should be able to login to Home Access to see their child’s attendance and grades. If you do not have your login information, please contact the Chattahoochee front office and they will be able to help you. |  |  |

**Suggestions for this year:**

Students are **strongly** encouraged to buy/borrow/ check out a personal copy of the following texts:

* *Lord of the Flies*
* No Fear Shakespeare: *Macbeth*
* *Persepolis*

**Feeling generous?**

Here are a few things we are in desperate need of in my classroom:

* Kleenex
* Hand sanitizer
* College-Ruled notebook paper
* Light bulbs (I know this sounds crazy, but I don’t use the overhead lights. I light my room with my lamps, and need to change the lightbulbs every few months. All of my lamps use a standard-sized light bulb. I am all out right now- anything will help!)