 **9th Grade Honors
English Literature**

**Teacher:** Mrs. Michéle Douglass

**Phone:** 706-394-7806

**Tutoring Hours:** Mon.,Wed. 4 to 4:30 p.m.
The National Honor Society also offers tutoring

**Email:** douglmi@boe.richmond.k12.ga.us
REMIND Notifications:

***Course Description and Philosophy:***

This course is designed to give students a foundational knowledge of honors English Literature. Students will begin to learn how to cite textual evidence; identify themes and central ideas; they will analyze characters, summarize text and focus on using words in context. These activities will improve comprehension and help them learn the writing process.

Additionally, honors students will identify elements of literature and define the literary devices being used, so that they can learn how to use them. We will have discussions in which students are expected to express their perspectives, explain the meaning of literary pieces, and interpret and analyze fiction and nonfiction texts. Students will be encouraged through class discussions to express opinions about the assigned literary selections. Students will read out loud, as well as listen to audiobook selections to improve reading skills, learn more vocabulary, and gain exposure to distinguished authors. Students will complete in-class, timed writings and focus on informational and argumentative five-paragraph essays relevant to the literature selections. Students will also learn the narrative writing process.

Research skills and research writing will be incorporated into this class. Grammar and mechanics will be reinforced through editing drills and the student’s writing. This class is also meant to prepare students for college-level reading and writing. To do this, we will be reading and analyzing texts that are from a variety of literary periods and genres that speak to a variety of experiences. This will allow us to be exposed to new ideas and to build our literary skills. Students will be constantly writing, discussing, and reflecting to build their analytical, communication, and writing skills and in doing so, explore and challenge the ideas presented in the literary works. Selections from world literature will include poetry, drama, informational texts, short stories, and novels; the emphasis will be on analysis and comparison of themes, characters, central ideas, purpose, point of view, plot structure, narrative structure, argument, syntax, figurative language, and other literary mechanisms.

Students are expected to improve their writing skills; part of this process includes constant reading, writing and exposure to new vocabulary. Students will practice close reading, annotating and textual evidence citation throughout the year. To succeed in this course, reading and writing are mandatory. Students also will demonstrate an understanding of active listening, speaking, and developing other soft skills for a variety of purposes.

This class will function as an active community of learners. As such, everyone will have a voice that is heard and respected by the entire class. Everyone is required to contribute their thoughts, ideas, work, and goals with the class to contribute to the variety of perspectives being studied and to receive feedback to enhance and aid growth throughout the year. Students are expected to respect one another and be actively engaged in the class.

**The curriculum for our class will be directly aligned to the 9th Grade English Literature Georgia Standards of Excellence (ELA GSE) required by the Richmond County Board of Education and the state of Georgia** (Please see these guidelines in the Announcements section of our Canvas Course room. The Standards and Curriculum Map will be published).

**Materials**

* Chromebook or Technology Device
* 3-Ring Binder
* College Rule Paper
* Pens (Blue-Black Ink only. No other colored ink and no pencils)
* Highlighters (Variety Pack)—Optional
* Index Cards and Keeper (container, zip lock bag, rubber band, etc.)
* Black & White Composition Journal

**Course text***Into Literature*, Grade 9—Houghton Mifflin Harcourt Publishing Company, 2022

**Tentative Reading List (Subject to Change)**

* **Elie Wiesel,** *Night*
* **Walter Dean Myers,** *Bad Boy*
* **George Orwell,** *Animal Farm*
* **William Golding**, *Lord of the Flies*
* **Franz Kafka**, *The Metamorphosis*
* **William Shakespeare**, *Romeo & Juliet*
* **Homer,** *The Odyssey*
* **Dickens,** *Great Expectations*
* **Jerome Lawrence and Robert E. Lee,** Inherit the Wind
* **Paulo Coelho (Author), Alan R. Clarke (Translator),** *The Alchemist*
* **Jason Reynolds,** A Long Way Down
* **Medea**, *Euripides*
* **Harper Lee,** *To Kill a Mockingbird*

Other Select Short Stories from the Publisher

* Various Poems TBA

 **Classroom Expectations for Academic Success**

1. Adhere to the A. R. Johnson Student Handbook and the Richmond County Uniform Code of Student Conduct and Discipline.
2. Be in class on time and in your desk when the bell rings and remain seated unless permitted otherwise.
3. **Be actively involved in your own education by taking notes**, paying attention in class, asking questions, and participating in our discussions. Also, be sure to stay current with your assignments by completing them every day.
4. Keep all cell phones, ear pods, ear buds and headphones in your book bag or in your locker (**NOTE: The use of these electronic devices is strictly prohibited. We do not allow these in class**)
5. **Take care of make-up work within five days of returning to school. Complete all missing assignments for each unit within the unit’s time frame. When a unit has ended, work from that unit that is missing will not be accepted unless it is within 5 days of the unit’s end.**
6. No eating or drinking in class.
7. No throwing objects in class; put your trash in the trash can.
8. Clean up your area before you leave class.
9. If you are assigned to a seat, sit in your assigned sit until your seating assignment is changed by the teacher.
10. Absolutely no walking around the class during instruction time, unless given permission.

**Policy**

*GRADING PHILOSOPHY*

The following tenets represent the System’s core beliefs about grading:

**A.** **Purpose of Grading**
We believe the purpose of grading is to accurately reflect student progress and achievement toward mastery of standards, so that …

• students have timely and meaningful feedback for continuous growth;
• teachers have useful data for planning and evaluating instruction; and
• parents have reliable information for supporting student success.

**B. Guiding Principles**
We believe …

* The grading system should be based on mastery of standards.
* The grading system should be equitable.
* The grading system should be clear and consistent.
* The grading system should be timely and meaningful.
* The grading system should be supportive of learning.

*GRADING PRACTICES*

The following practices support the System’s grading philosophy and are consistent with current educational best practices:

**Guiding Principle 1:** The Grading System should be based on Mastery of Standards

• Grades should reflect a curriculum with assessments that are aligned to standards.

• Grades should reflect what students know and are able to do, based solely on the standards.

• Grades should accurately reflect the students’ level of content mastery.

*Best Practices:* 1. Determining students’ grades based solely on a body of evidence aligned to learning criteria, goals and standards. 2. Ensuring all student work, formative and summative, is directly aligned to standards and learning targets. 3. Teaching the language of the standard and the academic vocabulary supporting the standard. 4. Providing clear and concise proficiency measures, written in student-friendly language, for students to use to guide their work. 5. Using a variety of developmentally appropriate methods and tools to track progress on the standard, including methods for students to self-assess throughout the learning process. 6. Separating achievement grades from behavior and work ethic grades.

*Practices to Avoid:* 1. Being vague about the standard, the learning target, and the criteria for success. 2. Failing to monitor student progress toward standards, and failing to teach students how to monitor their own progress toward standards. 3. Not providing standards-based feedback on assignments. 4. Using formative assessments to calculate student grades. 5. Relying on a single demonstration of the level of mastery. 6. Giving extra credit or increasing a grade for just completing more work.

**Guiding Principle 2:** The Grading System should be Equitable
• Grading should be fair and impartial.
• Grading practices should provide multiple opportunities and ways for students to demonstrate learning.
• Grades should reflect achievement based on a body of evidence.

*Best Practices:* 1. Allowing students time to fully master a standard before grading. 2. Using multiple pieces of evidence to determine a student’s mastery of content. 3. Providing students opportunities to show in a variety of forms what they know and can do. 4. Giving feedback on multiple formative assessments before giving a summative assessment. 5. Establishing reasonable due dates and timelines for assignments that will hold students accountable. 6. Providing relearning opportunities to all students and allowing all students to be reassessed. 7. Assigning grades based on individual achievement, not group performance. 8. Providing accommodations and modifications as specified in IEP and 504 plans.

 *Practices to Avoid:* 1. Allowing only one opportunity for students to demonstrate mastery. 2. Grading assignments that are intended for practice. 3. Reducing grades for late assignments or reassessments. 4. Allowing only students with low grades to be reassessed. 5. Using assessments that are not differentiated. 6. Basing achievement grades on student participation, attendance or behavior. 7. Assigning a “group grade” rather than an individual academic grade. 8. Grading on a curve.

**Late Assignment Policy**
Late work will be accepted; however, the assignment might be different than the one originally assigned, based on the teacher’s discretion.

Absent students are expected to contact the teacher via e-mail to collect the assignments they miss immediately. Ultimately, it is the student’s responsibility to ensure that all work, especially assignments missed due to an absence, is completed **within 5 days of absence or missed assignment**.

Multiple incidents of late work may result in teacher-student-parent conferences to examine and correct the student’s assignment completion habits. **For repeated behavior, the teacher may require a contract with the student and his or her parents after a conference to ensure all parties understand and agree to the policy for making up late assignments and accept accountability.** Graded assignments that are submitted late will be scored to accurately reflect the level of mastery of standards. Students are expected to make-up assignments and assessments that were missed due to absence from school. A student will not be required to take a quiz or test on their first day back to school if **the assessment was first announced during their absence.**

Absences: Please turn in the absence excuse to the school’s data clerk in the Guidance Department on the day you return to school. Students who miss a test, quiz, or other assignments due to an absence will need to make up the work after school or at a time agreed upon with the teacher within five days of returning to school. There will be multiple opportunities to demonstrate mastery, but it is essential to understand the grading system is NOT based on the amount of work students do. Rather, a student’s grade will reflect the LEVEL of MASTERY according to the Standards they have achieved.

SEMESTERS

* This a semester-long course.
* Assignments will be counted from now until the end of the semester. There will be progress reports sent out, but the final grade will not be calculated until the end.
* At the end of that time, all grades will be calculated, and the resulting average will count as 80% of the final grade.
* The grades will be calculated as follows:
	+ 60% minor assignments (daily grades, quizzes, in-class writing/rough drafts, learning activities)
	+ 40% major assignments (tests, projects, out-of-class writing/final drafts).
* **On the last week of the semester, students will complete a comprehensive exam that is worth 20% of the final grade.**
* Students who have an average of 90% or better **and have not exceeded more than 3 absences** prior to the end of the semester may exempt the exam.

**Hall Passes**

If a student needs to leave class for any reason, they will be reminded that they are missing class time that may negatively impact their grade. Only one student is allowed to leave at a time to go to the restroom. Therefore, they should return as quickly as possible. Students should follow these procedures:

● Print your name on the login sheet near the door of the classroom. Indicate the time you are leaving.

● Take the class hall pass and make sure it is visible when you are in the halls.

● Fill in the time you are returning and **replace the class hall pass**.

● **Students may not leave during the first five minutes or last five minutes of class.** (This is to ensure that students are counted as present when attendance is taken and to ensure that they are in class when homework is discussed.)

**Academic Dishonesty Policy**

Definition of Plagiarism:

Copying or imitating the language, ideas and/or thoughts of another writer and passing them off as one's own original work. Plagiarism is cheating; if you do it, there is a price to pay. Administration and parents will be notified if a student is suspected of plagiarizing. Accounts of plagiarism will be recorded in the Infinite Campus system.

Copying or Borrowing Assignments

● Copying or rephrasing another student's work;

● Lending your assignment to another student; and

● Having someone else rephrase an assignment (not merely proofread it).

**Use of Critical Materials**

● Use of Artificial Intelligence to complete assignments

Direct copying of student aids (e.g. Spark Notes, Cliff Notes, student aids from the internet, etc.) or critical works in part or in whole without acknowledgement;

● Indirect reproduction of student aids, critical sources, or reference materials by rephrasing ideas borrowed from them; and

● Direct quotations from secondary sources must be properly acknowledged and identified fully on the Works Cited page.

Cheating on Assessments

● Use of “cheat-sheets” or electronic devices to look up answers on assessments and/or

● Giving someone a copy of the questions or answers to an assessment.

Penalty

● A mark of zero will be given for the assignment; the student will be required to submit a different assignment to earn a grade.

● If collusion is found between students, all parties involved will receive a mark of zero for the assignment; and

● A discipline referral will be sent to the front office for further punishment at the discretion of administrators. Penalty: The penalty for academic dishonesty is the same for all the above offenses (regardless of whether you knowingly plagiarized or unknowingly colluded with another student.) The penalty will be as follows:

● A mark of zero for the assignment as well as a designation in Infinite Campus that the student cheated. (Students who cheat on a summative assignment will be required to complete an alternative assignment.)

● A referral to the administration for disciplinary action.

● A conference with your parents or guardian to discuss the perils of plagiarism.

**\*\*\*\*The syllabus is subject to change. I will make all necessary announcements through Canvas, Infinite Campus and Remind\*\*\*\*Mrs. D.**

**PARENT ACKNOWLEDGEMENT**

**RETURN THIS PAPER--Due by: August 14, 2023**

Fill out and return this form to Mrs. Douglass, your Literature teacher in Room 709.

My parents and I have read and discussed the course syllabus and expectations for Mrs. Douglass’ class. We agree to follow the stipulations.

PERIOD: \_\_\_\_\_

Student’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Student’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Parent/Guardian’s Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s Phone\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian’s e-mail\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_