**10TH GRADE LITERATURE & COMPOSITION**

**Dr. Alysha Griffin**

**Course Syllabus 2024-2025**

**Course Description**

This course explores literary genres and emphasizes the connection between theme and real-life experiences. Students will explore recurring themes in literature and their impact on interpretation. Additionally, students will engage in interdisciplinary reading to develop both academic and personal interests. While the primary focus is persuasive writing within tenth-grade literature, students also demonstrate proficiency in narrative, expository, and technical writing. They will participate in research, timed writing exercises, and the writing process. Language conventions are taught in the context of reading, writing, and speaking rather than in isolation. Overall, students develop listening, speaking, and viewing skills for diverse purposes.

By the end of this year, we should be able to:

* Cite strong and thorough textual evidence to support analysis of what a text says explicitly and implicitly.
* Determine a theme and/or central idea of a text and investigate its development through structure and supporting details.
* Analyze how complex characters change over the course of a text, interact with other characters, and advance the plot or theme.
* Explain how an author unfolds analysis or a series of ideas or events.
* Determine the meaning of words and phrases as they are used in a text including figurative and connotative meanings and analyze the impact of word choice on meaning and tone.
* Analyze how an author’s choices concerning structure and organization create such effects as mystery, tension, or surprise.
* Consider how an author’s ideas or claims are developed and refined by sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
* Determine points of view, purpose, and reflected cultural experiences in texts spanning genre and name key elements of fiction writing (i.e., characterization, theme, and plot) and their impact on what a text means for individuals and larger communities.
* Write arguments to support claims in an analysis of substantive topics or texts.
* Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
* Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
* Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
* Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
* Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
* Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Nelson Mandela’s Nobel Peace Prize Speech, The Universal Declaration of Human Rights), including how they address related themes and concepts.

**Unit/Concept Names**

|  |  |
| --- | --- |
| **Semester 1** | **Semester 2** |
| * Unit 1: Central Ideas
 | * Unit 4: Development of Characters and Ideas
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| * Unit 2: Development of Characters and Ideas
 | * Unit 5: Point of View
 |
| * Unit 3: Author’s Choices
 | * Unit 6: Text Analysis
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**Textbook**

HMH Into Literature (10th Grade)

**Course Materials**

|  |  |
| --- | --- |
| * 2” 3-ring binder
 | * dividers
 |
| * loose-leaf paper
 | * pens/pencils
 |
| * highlighters
 |  |

## **Grade Breakdown**

Participation and Minor Assessments 60%

Major Assessments and Projects 30%

Semester Exam 10%

## **Grading Scale**

|  |  |
| --- | --- |
| A= 90-100 | D= 70-74 |
| B= 80-89 | F= <60 |
| C= 75-79 |  |

Students will receive a variety of assignments designed to enhance their learning. If a student is absent, the student is responsible for the missed assignment.

Students are expected to submit work on time. Doing so exhibits pride in producing quality work and fulfilling student responsibility. This work habit is a behavior that supports academic achievement and demonstrates characteristics from our Richmond County School System Profile of a Graduate. Late work can negatively impact learning and your ability to demonstrate mastery of the standards.

When the assignment calls for students to produce original work, students will not use Artificial Intelligence (AI) to generate the assignment for them. Assignments are given to help students learn and demonstrate what they know. While there may be appropriate times for students to use AI during the learning process, using AI to generate original work in place of the student completing the work, is considered Academic Dishonesty and can be punished according to the rules outlined in the Code of Conduct.

*See RCBOE IHA-R Grading Practices*

**Minor Assessments**

Minor assignments are assignments that serve as practice materials to assess understanding *before* a major assessment. These are also meant to keep students accountable for their learning. Minor assessments include (but are not limited to) daily work, in-class activities, and homework. Grades may be determined through both completion or accuracy. Unless stated otherwise by the teacher, students should submit their own work; no credit will be given if a student submits another students’ work, copies from the internet, or uses artificial intelligence.

**Major Assessments**

Major assessments require students to apply or demonstrate what they have learned. This includes projects, formal writing assignments, tests, and quizzes. Grades will be determined by accuracy and completion. Also, students will be given rubrics for writing assignments and projects.

**Late Work (Grading Policy- See RCBOE IHA-R Grading Practices)**

Students may have their scores reduced by 5% per school day for a 25% maximum reduction (five school days). ***Late work submitted after the fifth school day will only be accepted at the teacher’s discretion.***

**Make-Up Work**

Students are expected to make-up assignments and assessments that were missed due to absence from

school. Students are responsible for asking teachers for the make-up work upon returning to class.

Make-up work should be completed by the student within the time specified by the teacher. In most cases, students have 2 school days per absence to submit work once they return. If a student is absent on the day a project is due, the student should submit the project on the assigned due date. If a student misses a test or quiz, they should be prepared to complete the assessment before or after school within 3 days of when the assignment was administered. Students are responsible for emailing the teacher to arrange that time. There will be no make-up days on Thursdays.

**Relearn and Reassess Plan**

For any major assessments, students will have the opportunity to submit a relearning plan for parent and teacher approval. Upon satisfactory completion of the plan, as determined by the teacher, students will be given a minimum of **ONE** opportunity to be reassessed. Only students scoring below 70 on a major assessment can complete a relearning plan unless exempted with parent approval.

Reassessments may be different from the original.

The reassessment score will replace the original score (the scores will not be averaged).

Reassessments should be completed **within 7 school days** of receiving the original grade. Teachers should have discretion to extend the timeline to address extenuating circumstances.

*See teacher class page for Relearn/Reassess*

**Text Content**

Literature courses are used as a place of expression and varying views. In some cases, there can be mature themes, language, or situations within texts read and your student may be exposed to some of these things. I commit, as the teacher of this course, to do my best to only use material that is necessary to the education of students. If a student or parent has concerns about content, please contact me via email to make alternative arrangements.

**Classroom Procedures & Expectations**

The overarching expectation in this class is to represent WAR (Wholehearted, Accountable, Respectful)

Below are the expectations for how to W.A.R. in class!

|  |  |
| --- | --- |
| **Wholehearted** | * **Commit to learning rather than grades.**
* **Maintain a positive attitude.**
* **Accept mistakes as steps towards progress.**
 |
| **Accountable** | * **Listen/look for instructions.**
* **Ask for help.**
* **Take responsibility for my own learning and growth.**
* **Arrive to class prepared with my laptop, notebook, textbook, and writing utensil.**
 |
| **Respectful** | * **Show human decency.**
* **Use language to uplift and encourage my classmates and myself by avoiding profanity, slurs, and insults.**
* **Protect the classes’ resources, time, and space.**
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**Teacher Contact information:**

Email: griffal1@boe.richmond.k12.ga.us (preferred method of contact)

Phone: 706-426-3976 (only Mon.-Fri. 7AM-3PM and through text message; ***for parent use only***)

Remind messages:

|  |  |
| --- | --- |
| **Class Name** | **Class Code** |
| Griffin- Period 1 | @aeedb |
| Griffin- Period 3 | @cak2a2e |
| Griffin- Period 5 | @fbd4a8a |
| Griffin- Period 6 | @a742k7 |
| Griffin- Period 7 | @k8gfde |

**Student Contract:** I understand that all work should be completed on time. I understand that my teacher may deduct five points per day and communicate this in my Infinite Campus gradebook. I also understand that work turned in after the learning has occurred may not be graded (no more than 5 school days from the due date). I understand that using Artificial Intelligence to complete assignments where I am asked to produce original work will be considered Academic Dishonesty.

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_

**Parent Contract:** I understand that my child is expected to complete assignments on time. I will remain in communication with my child’s teacher and monitor missing and late work as noted in Infinite Campus Parent Portal. If my child continues to submit work late, I understand that a parent-teacher conference will be needed to co-develop a plan of action. I understand that my child should not use Artificial Intelligence to complete assignments where students are asked to produce original work.

Parent Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_

Return this page by to Dr. Griffin by ***Friday, August 16th***