10ᵗʰ Grade English Literature

Teacher: Mr. Gilbert Reynolds
Phone: 706-737-7152
Tutoring Hours: Monday - Wednesdays 2:30p.m. - 5:30p.m.
 Email: reynogi@rck12.org

Course Description and Philosophy:
This course is designed to give students a working knowledge of English Literature, from the Rise of Civilization through the Globalization of society. It 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 texts that speak to a variety of experiences. This will allow us to be exposed to new ideas and to build our literary analysis skills. We will be constantly writing, discussing, and reflecting in order to build our analytical, communication, and writing skills and in doing so, allow us to explore and challenge the ideas presented to us in these literary works . We will do this through literature, dramatic works, journaling, Socratic seminars, informal discussions, and formal writing.

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 in order to contribute to the variety of perspectives being studied and to receive feedback to enhance and aid growth throughout the year. Disrespect or lack of engagement in class will not be tolerated.

21ˢᵗ Century Skills and Habits of Mind
In our class, as part of our grading system, we will also be focusing on the following 21ˢᵗ Century Skills and Habits of Mind in this class. They are as follow:

21ˢᵗ Century Skills:	*Habits of Mind*
1. *Initiative*	1. *Evidence*
2. *Communication*	2. *Integrity*
3. *Use of Academic Language*	3. *Quality*
4. *Critical Thinking*	4. *Collaboration*
5. *Problem Solving*	5. *Connection*
6. *Use of Technology*	6. *Accountability*
7. *Leadership*	

<u>Grading</u>
All grades will reflect student mastery of content skills and final grades will be reflective of the student's level of content and skill mastery. These skills will be assessed through performance on assessments based on 1.0 – 4.0 score. There will be multiple opportunities to demonstrate mastery, but it is essential to understand this grading system is **NOT based on the amount of work students do**. Rather, a student's grade will reflect the **LEVEL of MASTERY** they have achieved. Student should apply the "Habits of Mind" to continually strive for higher levels of understanding and skill application. *Rubrics to help guide mastery of the essential skills will be available at the beginning of each project.*

Methods of Evaluation/Distribution of Grades

Students will have numerous opportunities to demonstrate the skills necessary to successfully master the objectives of the course. Class participation will be monitored daily and is also mandatory. You will be evaluated on the following criteria:

Class work / Daily Work   15%
Tests: Formative Assessments   25%
Summative Assessments   15%
Essays   20%
Projects   25%

Letter grades will be earned using the following scale:

Points	Meaning	Grade Equivalent
1.0= F	Evidence demonstrates partial understanding.	I
2.0=C / D	Evidence demonstrates basic understanding.	C
3.0=B	Evidence demonstrates significant understanding.	B
4.0=A	Evidence demonstrates mastery understanding.	A

***Note: Any grade lower than a C- (69% and below) is considered not passing or (incomplete) . A student that receives a grade lower then a C- will be responsible for completing a recovery plan, or special assignments and work to complete the class for credit.

Basic Course Outline

First Nine Weeks:
Focus-Rise of Civilization

♦ Review of Study, and Critical Thinking Skills, Literary Elements, and Writing conventions.

♦ Literary Analysis

♦ Writing Focus – **Argumentative / Research**

♦ Independent Student Readings

♦ Selected Readings: Julius Caesar

♦ Extended Text: Antigone

♦ Keystone Project:

Second Nine Weeks:
Focus- Worlds Collide

♦ Fictional and Non-fictional Analysis

♦ Writing Focus – **Various forms of Persuasive and Argumentative**

♦ Grammar and Vocabulary

♦ Independent Student Readings: Short Fiction

♦ Selected Short Readings: Julius Caesar

♦ Novel: 1984

♦ Keystone Project

Third Nine Weeks:
Focus- Change and Global Conflict

♦ Fictional and Non-fictional Analysis

- Writing Focus – **Research**
- Grammar and Vocabulary
- Independent Student Readings
- Selected Short Story Readings: Kite Runner, Lather and Nothing Else.
- Extended Text: *Tears of a Tiger*
- Keystone Project

Fourth Nine Weeks:
Focus-Globalization
- Non–Fictional and Poetry analysis
- Writing Focus – **Persuasive**
- Grammar and Vocabulary
- Selected Poetry Readings
- Independent Student Readings
- Extended Text: *Animal Farm*
- Keystone Project

Expectations/Policies:

Your voice and opinions are vital to the process of creating a collaborative and open classroom environment; however, there are some expectations I wish to lay-out as a jumping off point for the whole class.
I have few expectations, but they encompass everything that is required for a class to function as an active and collaborative community of learners. They are as follows:

1. **We work from the very start of class to the very end of class**. Period.
2. **Respect everyone and everything in and around class**. Respect your teacher. Respect your classmates. Respect the room. Respect the materials. Respect the school. We cannot learn, be open, and share ideas if we are not operating within a culture of respect. I will respect your time, your work, your opinions, and expect you to return that respect to everyone else in the room.
3. **Be Prepared**. In order to be an active member of the class, you must come with the knowledge and supplies necessary to participate in class. This means completing work, project, and readings. It also means having all the necessary supplies every day. Lastly, it means being mentally prepared to work hard, to participate, and to push yourself towards our class goals and your own individual goals every day.

If you are found not living up to one of these expectations, the following will occur:
1. Verbal Warning
2. Quick meeting after class – Log in Infinite Campus or Student Report
3. Longer meeting after school – Log In Infinite Campus – Phone Call Home
4. Guidance Referral (if necessary)

Absences

If you are absent from school, it is your responsibility to email me, check in Edmodo, or check in with a classmate to find out what you missed. If you miss an assessment, it is your responsibility to see me immediately following your return to schedule a make-up time. If you miss a project due date, you should email the work (if possible) or turn it in immediately upon your return. You have three days after your return to class to turn in any missed assignment or assessment. If the number of absences inhibits your ability to finish work on time or to take an assessment, it is YOUR responsibility to discuss the issue with me and to come up with an alternate schedule to complete you assignments. If there is no conversation, due dates stand.

Late Work and Re-Takes:

In order to prepare you for college and beyond, where late work is unacceptable, there is a strict late-work policy in this class. Any work that is not handed in at the time of collection will be considered late. You will have multiple opportunities to master a skill. In English, we will revisit skills frequently over the course of the year, and you will get an opportunity to re-take individual assessments if you wish, but only **AFTER** a mandatory teacher conference. More information will be given with each individual assessment.

Academic Integrity:

You are expected to do the best work you can possibly do. All work and assignments will be completed and handed in on time. Each assignment is to be done carefully and thoroughly. You are expected to come to class willing and open to learning and you are expected to work hard to achieve all of this, along with your own academic excellence. Academic excellence is only achieved when you produce quality work of your own merit; therefore, plagiarism of any kind will not be tolerated in this class. All research and outside sources must be properly cited, and all student work, even collaborative work, must be original to the student whose name appears on the page. If any unoriginal work is discovered, it will be invalidated and receive a score of zero automatically.

Class Materials:

The following materials are required for class. You will need these EVERY DAY and will use these materials to stay organized in class.
- 8.5 x 11 Spiral College-Ruled Notebook OR College-Ruled Paper in a Binder
- Three Ring Binder or folder (for loose hand-outs)
- Pencil/Pens
- Highlighters
- Planner (for ALL your classes)
- Thumb Drive or Storage Device or program

Tutoring

Tutoring is available after school by appointment on Mondays through Wednesdays. Also, Enrichment Hours will be offered during the school year at specific times for remediation or accelerated learning.

Class Rules:

1. Bring all class materials with you every day. Text, Pen/Pencil, and notebook.
2. Be on time for class. **TARDIES** are extremely disruptive.
3. **Always use appropriate Business Language in the classroom**
4. **No food in classroom**
5. **Electronic devices are allowed in the classroom for Educational purposes only**
6. Be respectful of other students' personal space. "KHFAAOOTY"

School-Wide Behavior Expectations

All students are expected to
- Keep the school and learning environment clean
- Walk directly to their destination
- Use business language
- Dress appropriately for the setting
- Follow staff directions

Assessment Principles and Standards

Academy of Richmond County believes that high quality assessment, evaluation and communication of student progress and achievement are integral components of the teaching/learning process and form the basis of an effective educational program.

Assessment is the continuous process of gathering, recording and analyzing information about student learning through a variety of strategies against specific criteria related to the curriculum expectations and desired learning outcomes. Assessment is used to inform teacher practice and provide students with descriptive feedback that guides their efforts toward improvement. The primary purpose of assessment is to support student learning.

Student learning is best supported when a balanced assessment program is in place for all students in all classrooms. A balanced assessment program makes appropriate use of assessment of learning, assessment for learning, and assessment as learning. Assessment of learning is assessment designed primarily to make judgments about student achievement of knowledge and/or skills at a given point in time. Assessment for learning is assessment designed primarily to promote student learning and guide instruction. Assessment as learning is assessment primarily designed to provide students with the opportunity to reflect on their learning. Each of these assessment types is an integral part of teaching and learning.

Assessment that is fair and yields accurate information about student achievement will lead to an evaluation and communication process that is clear, accurate and meaningful for students and parents. Fair and accurate assessment will support instruction and program improvement, increase student motivation, promote student achievement, and follow the Guiding Principles
and Standards of Fair Student Assessment.

GUIDING PRINCIPLES AND STANDARDS

The following Guiding Principles and Standards of Fair Student Assessment provide a vision of how assessment literate educators develop and implement successful assessment practices at the classroom, school and Board level.

1.   Guiding Principles

    a)   The primary purpose of assessment is to improve student learning. b)
        Assessment practices are fair and equitable for all students.
    c)   Communication about assessment is ongoing, timely, and clear.
    d)   Professional development and collaboration support assessment.
    e)   Assessment practices are regularly reviewed and refined.
    f)   Effort grades are separate from academic assessment grades.

2.   Standards of Fair Student Assessment

    a)   Provide all students with appropriate, multiple and varied opportunities to demonstrate the knowledge, skills, attitudes and behaviors being assessed.
    b)   Inform students in advance of the basis and criteria for assigning grades.
    c)   Use methods that should be appropriate for and compatible with the purpose and context of the assessment.
    d)   Minimize/control all relevant sources of bias and distortion that can lead to inaccurate

assessment.

e) Collect sufficient information to make informed decisions.
f) Provide communication that is clear, accurate, and of practical value to the parties for whom they are intended.
g) Use assessment results to make decisions about program and instruction.
h) Align assessment with the prescribed learning outcomes specified in Georgia Performance Standards, or the student's Individual Education Plan (IEP), 504 Plan or RTI Plan.

Each teacher has the professional autonomy to assign the student's final grade based on the student'soverall mastery of the assigned standards.

Developed by the ARC Assessment Team, 2013

INFINITE CAMPUS is an on-line grade book supported by the RCBOE. Parents and students will have access to this service. I will post most assignments in the grade book within two days after completion. Writing assignments and projects will post within four days (depending on the complexity of the assignment).

EDMODO – Edmodo is my on-line class page. All assignments and other goings-on will ALWAYS be posted. I will assist the students in creating their accounts. Parents can also create an account by emailing me and I will have a code generated for you. There will be no excuses for students to say "I did not know what is going on in class. " All Edmodo assignments are also posted on the assignment board in the classroom.

Edmodo Class Code:

Remind 101. Parents can receive information about upcoming important events to their phone or email. Instructions on how to set up this service is provided at the end of the syllabus.

Copies of the syllabus are located on Edmodo. **Please complete the following informational page and return as soon as possible**. I will add your e-mail to my contacts and you will always know what's going on in my classroom. Thank You for your support and let's have a great school year.

Mr. Reynolds' Contact Information

- reynogi@boe.richmond.k12.ga.us (preferred)
- reynogi@rck12.org (secondary preference)
- http://edmodo.com (Reynolds' on-line class page)
- 706-737-7152. I will return all messages left with the main office

****The syllabus is subject to change. I will make necessary announcements****
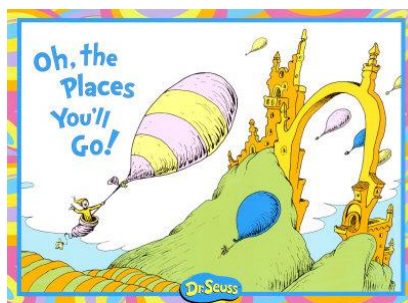
ENGLISH LITERATURE SIGNATURE PAGE
to be returned to Mr. Reynolds

Student Name: _____

I have read and understand the basic requirements, guidelines, expectations and grading system for English 12: British Literature.

_____   _____
Student Signature   Date

_____   _____
Parent/Guardian Signature   Date

Parents and Guardians, please fill in phone numbers and email addresses where I can reach you and convenient/appropriate times I can call:

Your Name: _____   Relationship to Student: _____
           (please print)

Home Phone: _____   Best time to reach you: _____

Other Phone: _____   Best time to reach you: _____

Parent Email Address: _____

Student Email Address: _____