9th Grade Literature & Composition Syllabus: 2019 – 2020

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COURSE DESCRIPTION (from the CHS Course Catalog): Ninth Grade Literature and Composition is a study of literary genres. Students will continue to develop vocabulary and apply effective readings strategies to a wide variety of literary and informational texts; to learn characteristics of basic literary genres, including the novel, short story, poetry, drama, and nonfiction; to establish effective writing and research habits; and to refine language skills as they apply to writing, listening, speaking, and viewing. This course prepares students for college.

GEORGIA STANDARDS OF EXCELLENCE: Because of the flexibility of English Language Arts course offerings at the high school level, the GSE for grades 9 through 12 are 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. Complete lists of all the GSE standards for each grade band are available at <https://www.georgiastandards.org/Georgia-Standards/Pages/ELA-9-12.aspx>.

CLASSROOM RULES: In a nutshell, be respectful. You can demonstrate respect by being seated and ready to work when the bell rings, being prepared for class, appropriately participating in class activities, and not being a negative distraction.

FULTON COUNTY’S GRADING SCALE: A=100-90 B=89-80 C=79-70 F=69-0

GRADING CATEGORIES, WEIGHTS, and EXAMPLES:

Department Categories and Weights:

Examples from this Course: Summative (essays, tests, projects, etc.) – 50% Final essay, end-of-unit assessment, end-of-unit project (you will know it is a major assessment because you will receive directions, a study guide, and/or a rubric that explicitly states as much)

Formative (quizzes, minor projects, etc.) – 20% Quizzes, writing assignments and projects designated as such

Final/EOC – 20% An assessment given at the end of the first semester and the EOC assessment at the end of the year

Progress Reporting – 10% If it’s not in the former categories, it is likely in this one, e.g., warm-ups, classwork, homework

Quick-Writes: For these exercises, you will need a composition book (see Supplies, below). After the reading period, you will respond to a quick-write prompt. These will have to do with your reading for the day of be a subject of the instructor’s choosing. You will label each warm-up with the day (e.g., Monday) and date (e.g., August 12). If you are absent, you must make up the warm-up that you missed (there will be a notebook in the classroom containing all warm-up prompts). I will collect warm-ups 2-3 times per semester, and they will count as a Progress Reporting grade. You will receive at least one week’s notice prior to me collecting warm-ups.

ESSAYS: Essays (and other written work, unless otherwise indicated) must follow the conventions of Standard English and will generally be physically turned in or sent by email.

SUPPLIES: One spiral notebook with 120 or more pages, to be left in the classroom. Pens and pencils. A book to read (you will be given additional notice and guidelines)

A WORD ABOUT MY CLASS-READING/WRITING WORKSHOP-Consistent with the Georgia Standards of Excellence literacy standards and to help students achieve the standard of reading “a minimum of 25 grade-level appropriate books or book equivalents (approximately 1,000,000 words) per year from a variety of subject disciplines,” my class is a READING/WRITING WORKSHOP (this is a research-based approach to teaching). This means that students will get to choose (within some parameters) what they read throughout the year. We will be reading every day, so students should have a book every day. Once they finish that book, it is their responsibility to get another one. There will be daily/weekly assignments/assessments associated with the reading and students will be expected to keep a record of their progress. Students will conference with the instructor at least once a week concerning progress on reading and writing. Likewise, we will be writing every day. Students will work on a series of quick-writes, building skills until they finally turn in a high-stakes, graded, major piece of writing. This writing will not always take the form of the standard 5-paragraph essay but will allow the students to show mastery of the standards covered in each unit.

CHS STATEMENT ON PLAGIARISM: 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 zeroes 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.

MAKE-UP & LATE WORK POLICY: 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. Any exceptions for extensions of time will be made at the discretion of the teacher.

Late Work: All assignments (regardless of type) are due at the beginning of class on the scheduled due date. Progress Reporting assignments (e.g., classwork, homework) will be accepted; however, for each day the assignment is late, 10% will be deducted (maximum 30% deduction). Example: An assignment is due Tuesday, but the student turns in the assignment on Thursday; if the student would have earned an 88%, that student will instead earn a 68%.

A note about process writing: The discipline of English is unique in that multiple standards can only be assessed by work produced over an extended period of time. Writing is an ongoing process that consists of drafting and revising; therefore, student work that fails to demonstrate mastery of process standards (GSE W5 & W10) will be assessed accordingly.

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 grade in each of the following categories: Formative and Progress Reporting.

CHATTAHOOCHEE HIGH SCHOOL RECOVERY POLICY: Students can recover up to 75%, as explained below.

Chattahoochee High School Provision for Improving Grades

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%. \*Extended projects are not eligible for recovery

School Board 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 that fail to demonstrate a student’s 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 that have had points deducted for not following the directions of the assignment (i.e., lack of revisions, no prewriting, being late, etc.) are eligible to be re-written; however, any such deductions will stand. For example, a late 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; and  
• accurately cite sources used with discipline-specific requirements (i.e. MLA, APA, etc.).

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

POLICIES CONCERNING TEXTBOOKS AND FILM, TELEVISION & VIDEO

FILM, TELEVISION & MUSIC: Over the course of the semester I may incorporate some film, television clips, and/or music into the curriculum to 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 medium  
• Analyze how films both shape and reflect the society of which they are a product

Currently, we do plan to view (all or portions of) the following film: Romeo and Juliet, 1996 Baz Luhrmann adaptation (rated PG-13 for violence and mature themes. Please contact me by email no later than August 16 if you do not permit your child to view this film; if I do not hear from you, I will assume that your child has permission to view these films. PG-13 and R rated films are shown only with the approval of the administration and permission from parents/guardians. If I intend to incorporate such media, I will email all parents/guardians beforehand (therefore, please make sure your contact information is updated!). For students whose parents/guardians object, I will provide an alternative assignment.

TEXT REPLACEMENT COST: I will maintain a class set of textbooks, and students will have access to an electronic version of the text via their school-issued devices. However, should a student elect to borrow a textbook, he/she/they will be financially responsible for the replacement cost of the relevant text. Moreover, if a student borrows and loses a supplementary novel, the replacement cost will be as follows: $15.00 for paperback; $20 for hardback. When a student borrows one of MY library books, I will take a picture of that student and put it in a password protected folder on my phone. When your student returns the book, I will delete the picture.

+ THE SIGNATURE PAGE, WHICH MUST BE RETURNED NO LATER THAN FRIDAY, AUGUST 16, 2019

SIGNATURES For students: I have read syllabus entirely and understand requirements and expectations of, as well as the policies related to, this course. I further understand that I am in responsible for my grade, and I need to communicate with Mr. McKinney if I have any questions or concerns.

Student Name (printed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

For parents/guardians: By signing below, you agree to the following statements:

• I am comfortable navigating Mr. McKinney’s website (https://michaelmckinneyela.weebly.com) to find the complete course syllabus, as well as other information relevant to this course.   
• I have read the complete syllabus and understand the requirements and expectations of, as well as the policies related to, this course.   
• I understand that our school uses technology extensively and will ensure my child brings either his/her school-provided Surface or personal device each day.

Email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Telephone number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Preferred method of contact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Name (printed): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_