

# Freshman Literature & Composition

T. Rodney

rodney.tamara@wgmail.com



Course Syllabus		
COURSE TITLE	COURSE NO.	ACADEMIC YEAR
Freshman Lit & Composition	3270	2019-2020
ROOM	CLASS PERIODS	1st DAY OF CLASSES
219	Periods 1 and 2	Tuesday, August 13th
TEACHER PLAN PERIODS	INSTRUCTOR CONTACT INFO:	EMERGENCIES:
3rd and 6th Period	Tamara K. Rodney 314-963-6400 - ext. 11219 (Voicemail) <a href="mailto:rodney.tamara@wgmail.org">rodney.tamara@wgmail.org</a>	School Closing: Check the district website. <a href="http://www.webster.k12.mo.us">www.webster.k12.mo.us</a>

## COURSE CATALOG DESCRIPTION:

Freshman Literature and Composition is a one-year course incorporating the study of language skills and writing with an introduction to various literary genres. The course provides a foundation and background for students who are college-bound and expect to take advanced English courses in the later high school years. Students study the novel, short story, drama, and poetry (including the epic). Some major works studied include Shakespeare's *Romeo and Juliet*, *The Autobiography of Malcolm X* and Homer's *Odyssey*. Optional works include *Purple Hibiscus*, *A Separate Peace*, *Of Mice and Men*, and *Lord of the Flies*. In addition, students read short stories by such authors as Poe and O. Henry; and poetry by such authors as Robert Frost and Langston Hughes. Vocabulary study draws from the literature or from word lists appropriate for this grade level. Students study the process of writing from the generation of ideas through revision and editing. All students write several multi-paragraph papers each semester and study the various modes including narration, explanation, persuasion, and description. In addition, students study the grammar and mechanics of English and apply those skills to expository compositions, including the I-Search paper. This course emphasizes the development of study skills including organization and long- and short-term planning. Because of the nature of this course and the material covered, students do a considerable amount of reading and writing outside the classroom. Opportunities to earn Honors grades are given each semester.

## PRIORITY LEARNING GOALS:

- **9-10.RL.3.A (Text/Forms)** - Students will be able to analyze multiple performances of a story, drama, or poem, evaluating how each version interprets the source text.
- **9-10.W.2.A (Development)** - Students will be able to follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience.
- **9-10.RI.1.A (Evidence/Inference)** - Students will be able to draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **9-10.RL.2.A (Evidence/Inference)** - Students will be able to analyze how an author's choices concerning how to structure a text, order events, or manipulate time impact the reader.
- **9-10.RL.1.D (Summarize/Theme)** - Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences

- **9-10.RL.1.B** (*Word Meanings*) - Students will be able to determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials.
- **9-10.W.2.A** (*Revise & Edit*) - Students will be able to demonstrate command of the conventions of standard English grammar and usage, including spelling and punctuation.
- **9-10.RI.2.B** (*Craft & Structure*) Students will be able to analyze the author’s purpose and effectiveness in using literary and rhetorical techniques.
- **9-10.W.1.A** (*Research*) - Students will be able to conduct research to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant, credible sources, print and digital; integrate information using a standard citation system.
- **9-10.S&L.1.A** (*Conversations*) - Students will be able to work with peers to set rules for collegial discussions and decision-making, clear goals, deadlines, and individual roles as needed.

## DEMOCRATIC APPROACH TO CLASSROOM MANAGEMENT

**9-10.S&L.1.A** (*Conversations*) - This school year I have challenged myself to continue employing a democratic approach to classroom management. “Creating a democratic classroom environment means involving students, on a regular basis and in developmentally appropriate ways, in shared decision making that increases their responsibility for helping to make the classroom a good place to be and learn.” ([source](#)). As we move through the school year I will make every effort to be clear and open in my communication of expectations about self-governance to the students in this class.

## ATTENDANCE POLICY

*Absences:* When you are absent, check [Google Classroom](#) for updates and assignments.

*Tardiness:* A student is tardy if he/she is not in the classroom when the bell rings at the beginning of a class period. **Three tardies will be considered equivalent to one absence.** If tardies are not excused and are chronic, they will count toward unexcused absences and lead to the student’s not receiving credit in the class. **A tardy of more than five minutes will be considered an unexcused absence and will be treated as a cut unless the student arrives with a pass.** Multiple tardies in one day will result in immediate consequences. For more on attendance review pp.30-33 of the 2016-17 Principal’s Handbook.

## REQUIRED MATERIALS

1. 3 subject spiral for use as an academic notebook
  - a. Why academic notebook?
    - i. “One of the powerful features of academic notebooks is that they can be used as permanent records of students’ understanding of the content. They also allow students to make corrections in their thinking because of this sequential record.” (Marzano: *The Art and Science of Teaching*)
2. Pens (*preferably no pencils*)

## ACADEMIC HONESTY

**9-10.W.1.A** (*Research*) - Avoiding Plagiarism

Every student comes to the course with a set of skills and abilities. Our goal is to improve upon those skills and abilities, moving you toward academic and personal success. Thus to be academically dishonest is disruptive to that goal. All related school policies apply in room 219. For more on academic honesty review pp.29 of the 2019-20 Principal’s Handbook.

Webster Groves High School uses “turnitin.com” to determine if students have borrowed material without referencing it appropriately.

- “Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting

plagiarism of such papers.” *Turnitin.com*

## LATE WORK

All assignments will be checked on the due date. Written assignments for this course will be typed (in 12 point font), double-spaced and submitted to Google Classroom on the due date unless it is an in-class writing exam/test. You may turn in late assignments. However, your final grade on the assignment will reflect a deduction of points based on the number of days that the assignment was turned in late.

If you have an excused absence, your late work will be accepted for up to two (2) days after returning from your absence. Beyond these two (2) days, your final grade on the assignment will reflect a deduction of points based on the number of days that the assignment was turned in late.

## COMMUNICATION

If you need to contact me for any reason, you can call or email me, and I will respond within 24 hours. You may leave a voicemail at 314-963-6400 ext. 11219. My email address is [rodney.tamara@wgmail.org](mailto:rodney.tamara@wgmail.org).

## GRADING SYSTEM

Categories	Percentage	SIS Portal
Essays & Major Projects	30%	ESS
Tests & Quizzes & Socratic Seminars	30%	TST/QIZ
Homework Completion & Academic Notebook	30%	HWK/NTB
Final Exam	10%	Semesterly Only - EX

## HONORS [“H”] GRADE:

The Honors Grade is designed as an independent intellectual and creative pursuit for the student who is ready for a challenge above and beyond the typical coursework. The student should have a strong interest in exploring some aspect of the course in significantly greater depth and breadth. Students may elect to either pursue advanced assignments developed by the teacher or create his or her own project. The goal of the honors project is the enrichment of the student, the course, and the WGHS community.

1. The student must notify the teacher of intent to pursue an honors project within the **first two weeks of the semester**.
2. The Student must complete and return their signed H-Grade form to their teacher within the **first two weeks of the semester**.

## TECHNOLOGY ACCESS

For students who do not have technology available to at home, they do have access to a computer and the internet through the school library. There are also 13 Chromebooks available for student use. The number was originally 15, but due to student misuse, there are now 13. The Chromebooks were purchased with a Parent Grant so please care for them as if your parents' money purchased them because that is, in fact, the case.

## DIGITAL CITIZENSHIP

Digital devices/tools such as laptops, tablets & cell phones are used in my classroom to “facilitate experiences student learning, creativity, and innovation” ([ISTE Standard 1](#)) To that end I design activities and assignments that “promote student reflection using digital and collaborative tools to reveal student’s conceptual understanding and thinking” (ISTE Standard 1). Therefore there will be times in class when digital tools will be allowed and used. However scrolling through Snapchat stories and taking selfies, meme or random pictures during class are digitally irresponsible. Therefore if you are observed engaging in any of these digitally irresponsible behaviours the, school-wide, cell phone policy will be activated as follows:

- First offense-teacher provides verbal warning to the student and enters in SIS as warning.

- Second offense-office referral **conference**/parent phone call
- Third offense- office referral/**detention**/parent phone call

**GOOGLE CLASSROOM** Google Classroom

The course is heavily integrated with our Google Classroom site. *“Google Classroom is a part of Google’s cloud-based applications. Google Classroom enhances the learning environment and was designed hand-in-hand with google Apps for Education to help teachers and students save time, keep classes organized and improved communication with students. While parents cannot currently be enrolled in a Google classroom, students do have the ability to share the work they created using Google’s other cloud-based applications with their parents. It is recommended that parents utilize a personal Google Account for this process.”* [\[adapted from Parkhill School District Google Parent Access document\]](#)

The course syllabus, assignment handouts, grading rubrics and a host of other resources are available on our course site. Please be sure to visit the site daily for updates and resources that can help you throughout the school year.

Class Period	Google Classroom Code	Join Deadline
1st	41p399	Thursday 8/15/2019
2nd	zga4e1	Thursday 8/15/2019